

**CORRELATION BETWEEN UNIVERSITY
ENTREPRENEURSHIP EDUCATION AND
ENTREPRENEURIAL INTENTIONS OF STUDENT-TEACHERS
AT SCHOOL OF EDUCATION, UNIVERSITY OF DAR ES
SALAAM, TANZANIA**

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**MEMA Dissertation
University of Dar es Salaam
April 2023**

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AT SCHOOL OF EDUCATION, UNIVERSITY OF DAR ES
SALAAM, TANZANIA**

By

Eutyclus Ngotho Gichuru

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the
Degree of Master of Education Management and Administration of the
University of Dar es Salam**

**University of Dar es Salaam
April 2023**

CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance by the University of Dar es Salaam a dissertation titled: Correlation Between University Entrepreneurship Education And Entrepreneurial Intentions of Student-Teachers at School of Education, University of Dar es salaam, Tanzania, in (Partial) fulfilment of the requirements for the degree of Master of Education Management and Administration of the University of Dar es Salaam.



Dr. George Leonard Kahangwa

(Supervisor)

Date: 19th April, 2023

DECLARATION

AND

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I, Eutyclus Ngotho Gichuru, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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DEDICATION

I dedicate this work to my father, Mr. Fredrick Gichuru Wanderi, my mother, Mrs. Veronica Nyakonyu Gatherero Gichuru, and my brothers, Mr. Peter Wanderi Gichuru and Mr. Charles Kariuki Gichuru. Against all odds, they have significantly contributed to my academic and non-academic journey which has contributed greatly for me to reach where I am today. May the Almighty God bless them abundantly.

LIST OF ABBREVIATIONS AND ACRONYMS

AES	Advanced Encryption Standard
APA	American Psychological Association
BED ACE	Bachelor of Education in Adult and Community Education
BED ECE	Bachelor of Education in Early Childhood Education
BED COM	Bachelor of Education in Commerce
BED PESS	Bachelor of Education in Physical Education and Sport Sciences
BED PSYC	Bachelor of Education in Psychology
BLEU 3	Bilingual Evaluation Understudy Version 3
COHU	College of Humanities
CONAS	College of Natural Sciences
COSS	College of Social Sciences
DAS	District Administrative Secretary
DED	District Executive Director
EE	Entrepreneurship Education
EI	Entrepreneurial Intentions
EU	European Union
GET 2	General Enterprising Tendencies Version 2
G-20	Great 20 Countries
HC	Human Capital
ILO	International Labour Organisation
KSA	Kingdom of Saudi Arabia
NETF	National Entrepreneurship Training Framework
OECD	Organisation for Economic Cooperation and Development
PhD	Doctor of Philosophy
RAS	Regional Administrative Secretary
SOED	School of Education
SPSS	Statistical Package For Social Sciences
TCU	Tanzania Commission For Universities
UDSM	University of Dar es Salaam

UEE	University Entrepreneurship Education
Y1	Year 1
Y2	Year 2
Y3	Year 3

ABSTRACT

The purpose of this study was to see if there was a link between university entrepreneurship education and entrepreneurial intentions among student-teachers at SOED in UDSM. Objectives of the study were: (i) Determine whether university students at SOED who study university entrepreneurship education have higher entrepreneurial tendencies such as need for achievement, need for autonomy, creative tendency, calculated risk taking, and internal locus of control than those who do not; (ii) Determine whether university students at SOED who study university entrepreneurship education have higher entrepreneurial intentions than those who do not; and (iii) At SOED, in UDSM, investigate the relationship between university entrepreneurship education and entrepreneurial intentions of university students. The hypotheses of the study were: 1. The mean of need for achievement for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients; 2. The mean of need for autonomy for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients; 3. The mean of creative tendency for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients; 4. The mean of calculated risk taking for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients; 5. The mean of internal locus of control for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients; 6. The mean of total entrepreneurial intentions of student-teachers at SOED who receive university entrepreneurial education is not significantly different from that of non-recipients; and 7. There is no correlation between university entrepreneurial education and entrepreneurial intentions of university students at SOED, in UDSM, Tanzania. In this study, the correlation research design was used to answer the study's main research question. Correlation was tested using Point Biserial Correlation. There was no significant relationship between university entrepreneurship education and entrepreneurial intentions of university students at SOED, in UDSM, Tanzania. $r_{pb}(34)=0.071$, $p=0.681$. Only hypothesis 2 was rejected meaning that there was significance mean difference in terms of need for autonomy between student-teachers who study university entrepreneurship education and those who do not in this study. The respondents' entrepreneurial intentions were medium, with a mean of 31.78 out of a possible 54 on the Caird test. The majority were unlikely to launch an innovative, growth-oriented global company, but they may be able to express their entrepreneurial spirit at work as an intrapreneur or in their spare time through volunteer community projects. Further research should be conducted among student-teachers at SOED in UDSM to determine why there is no significant mean difference between recipients and non-recipients of university entrepreneurship education in the following entrepreneurial tendencies: need for achievement, creative tendency, calculated risk taking, and internal locus of control. Further research should be conducted among student-teachers at SOED in UDSM to determine why there is a significant mean difference between recipients and non-recipients of university entrepreneurship education in terms of need for autonomy.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

A study was conducted to determine whether there was a link between university entrepreneurship education and entrepreneurial intentions among student- teachers at the University of Dar es Salaam's School of Education. This chapter discusses the problem's background, problem statement, study purpose, study hypotheses, study justification, study delimitation, study limitation, and operational definitions of terms used in the study.

1.2 Background Of The problem

Ntare and Ojwang (2021) asserts that university graduates fail to engage in entrepreneurship due to the following reasons; lack of funding, lack of government support, lack of business skills, lack of planning and long sighted, excessive risk, fear of failure, corruption and bribery, strict government regulation, strong competitors, high taxes, high labour cost and crime, even if they receive university entrepreneurship education. Universities have the capability of developing programmes that facilitate entrepreneurship and by doing so, university students will be encouraged to venture into entrepreneurship in the future (Amos & Alex, 2014). This is because university entrepreneurship education ideally is supposed to help recipients of entrepreneurship education to overcome the aforementioned challenges of engaging in entrepreneurship.

Icek Ajzen theory of planned behaviour asserts that intentions are as a result of three antecedents: attitude towards behaviour, perceived social norms and perceived behaviour control (self-efficacy). In an ideal situation, it is expected that university entrepreneurship education will lead to positive attitude change towards entrepreneurial education. This attitude change will enable one not to be concerned with negative subjective norms regarding engaging in entrepreneurship. Attitude change and subjective norms will therefore lead to planned behaviour control

whereby there will be perception regarding the ease of engaging in entrepreneurship.

Ideally therefore, university entrepreneurship education is supposed to influence positive attitude change towards entrepreneurship, help one to cope with subjective norms that might discourage engaging in entrepreneurship which will help one to perceive entrepreneurship as easy rather than difficult to accomplish. This would therefore result in high entrepreneurial intentions of recipients of university entrepreneurship education if indeed there exists a strong correlation. The unemployed would be studying university entrepreneurship education in order for them not to be unemployed after having high entrepreneurial intentions as a result of university entrepreneurship education. Entrepreneurial intentions are the total score of all entrepreneurial tendencies measured by Caird 2013 GET2 test.

Despite entrepreneurship education being offered at the university level and in other levels of education, majority of its recipients are unemployed both in developed and developing countries. Majority of the recipients of university entrepreneurship education have not been self-employed either. At undergraduate level, students of entrepreneurship education are taught units such as business communication, introduction to business, principles of accounting, managerial accounting, principles of marketing, introduction to financial management, business plan development, small business and entrepreneurship amongst other entrepreneurship related units. Despite being taught by guest faculty with proven success in entrepreneurship, competent permanent faculty with Doctor of Philosophy in entrepreneurship, and professors of practice in entrepreneurship, majority of them do not venture into entrepreneurship and they rather be job seekers for the entire period of their active life. The below empirical studies highlight this issue.

In North America, for instance, in Canada, entrepreneurship education is offered even at the University level (Ibrahim & Soufani, 2002). However, 6.7% of those with tertiary education in Canada aged 25-64 years old as of the year 2020 were unemployed (OECD, 2022), which was higher than the mean of the Great 20 countries (G-20) which was 4.8% as of the year 2019 and the mean of OECD countries which was 4.6% as of 2020, of which Canada is a member of both.

In higher income developing countries such as in the Kingdom of Saudi Arabia (KSA), KSA higher education institutions are working very hard to develop graduates with skills in entrepreneurship and innovation (AlSharie & El-Gohary, 2016). However, according to Harvard Kennedy School (2018), unemployment is also rampant among the well-educated in KSA. In Chile, people who have a university degree and have specific entrepreneurship education do not have a higher probability to become entrepreneurs than those with no entrepreneurship education (Poblete & Amoros, 2013). In upper middle income countries, the situation is not very different. For instance, in South Africa, entrepreneurship education at the university level is taught (Simon, 2012). As of the year 2020, South Africa tertiary education graduates aged between years 25-64, 13.0% were unemployed, which is above the OECD rate of 4.6% and G-20 rate of 4.8% (OECD, 2022).

In lower middle income countries, the situation is also not very different like in the developed countries, in high income countries and in upper middle income countries. In Egypt, entrepreneurship education is also offered at the university level. In addition, Egypt cooperates with the OECD and EU in promoting entrepreneurship education (Abou, 2016). However, unemployment is high among qualified university graduates. University graduates have the highest rate of unemployment in the youth unemployment bracket at 34 % compared to 24% among youth with less than primary level education (Ghafar, 2016).

In Tanzania, despite efforts in teaching entrepreneurship at the university level, graduates self-employment is declining day by day (Mwasalwiba et al., 2012). This is because majority of them are not taught at the university level how to effectively cope with the challenge of entrepreneurship in the real world. In post-colonial Tanzania, the central government of the United Republic of Tanzania has come up with policies to encourage entrepreneurship training and entrepreneurship venture among Tanzanian citizens and Tanzanian residents (Kalimasi, 2018). A good example is the National Entrepreneurship Training Framework (NETF). Despite the aforementioned policy and entrepreneurship education being offered at Tanzanian Universities, the University of Dar es Salaam being among them, the entrepreneurship venture of its recipients is still low, due to high levels of graduates'

unemployment in Tanzania (Ntare & Ojwang, 2021). Kiaga, 2016 as cited by Ntare and Ojwang (2021) asserts that youth unemployment in Tanzania has been a big issue since independence. Mwita, 2019 as cited by Ntare and Ojwang (2021) asserts that roughly, 900,000 young Tanzanians enter the labour market annually that generates 50,000 to 60,000 jobs. Most of these graduates remain unemployed (Ntare & Ojwang, 2021). Developing entrepreneurial education is an important solution to unemployment (Mangasini, 2015). The study's major hypothesis was that there was no correlation between university entrepreneurship education and high entrepreneurial intentions. This is because there was conflicting empirical literature of both developed and developing countries as evidenced in the literature review section of this study.

1.3 Problem Statement

Ideally, it is expected that recipients of university entrepreneurship education will have higher entrepreneurial intentions compared to non -recipients of university entrepreneurship education. This is because they are exposed to academic units such as business communication, introduction to business, principles of accounting, managerial accounting, principles of marketing, introduction to financial management, business plan development, small business and entrepreneurship amongst other entrepreneurship related units. In addition, some empirical studies among others, support the aforementioned claim.

Previous studies suggest that there is no difference in entrepreneurial intentions between the recipients of entrepreneurial education and non -recipients of entrepreneurial education. This has led to the global unending debate among education stakeholders on whether university entrepreneurial education results in higher entrepreneurial intentions among its recipients. This is because of the differences in empirical study findings.

In Tanzania, differences in these empirical findings are also evident whereby some of them assert that university entrepreneurial education in Tanzania does not have the intended effect in stimulating entrepreneurship. Other empirical studies in Tanzania assert that university entrepreneurship education in Tanzania stimulates

entrepreneurial intentions among its recipients compared to non-recipients of university entrepreneurial education. What was unknown was the strength of the relationship between university entrepreneurship education and high entrepreneurial intentions of student-teachers at the University of Dar es Salaam's School of Education, Mwalimu Julius Nyerere Mlimani campus. It was critical to conduct the study in order to determine whether or not there is a relationship between the aforementioned focus of study in order to propose to education stakeholders what to do, depending on the nature of the findings.

1.4 Purpose Of The Study

The study's goal was to determine if there was a correlation between university entrepreneurship education and entrepreneurial intentions of student-teachers at SOED, in UDSM.

1.5 Objectives Of The Study

The study objectives were to:

- (i) Determine whether university students at SOED who study university entrepreneurship education have higher entrepreneurial tendencies such as need for achievement, need for autonomy, creative tendency, calculated risk taking, and internal locus of control than those who do not.
- (ii) Determine whether university students at SOED who study university entrepreneurship education have higher entrepreneurial intentions than those who do not.
- (iii) At SOED, in UDSM, investigate the relationship between university entrepreneurship education and entrepreneurial intentions of university students.

1.6 Research Questions

Andrews (2003) introduces the concept of contributory and subsidiary research questions in research.

1.6.1 Contributory questions

(i).What category of student-teachers at SOED study university entrepreneurship education?

(ii).What is the mean difference in the following entrepreneurial tendencies: need for achievement, need for autonomy, creative tendency, calculated risk taking and internal locus of control between recipients and non-recipients of university entrepreneurship education at SOED?

(iii).What is the mean difference of entrepreneurial intentions between recipients and non-recipients of university entrepreneurship education at SOED?

1.6.2 Subsidiary questions

(i).What is the correlation between university entrepreneurship education and high entrepreneurial intentions in reference to year one target population of the study?

(ii).What is the correlation between university entrepreneurship education and high entrepreneurial intentions in reference to year two target population of the study?

(iii).What is the correlation between university entrepreneurship education and high entrepreneurial intentions in reference to year one target population of the study?

1.7 Hypotheses Of The Study

The study was guided by the following three null hypotheses:

1. The mean of need for achievement for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.

2. The mean of need for autonomy for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-

recipients.

3. The mean of creative tendency for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.

4. The mean of calculated risk taking for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.

5. The mean of internal locus of control for student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.

6. The mean of total entrepreneurial intentions of student-teachers at SOED who receive university entrepreneurial education is not significantly different from that of non-recipients.

7. There is no correlation between university entrepreneurial education and entrepreneurial intentions of university students at SOED, in UDSM, Tanzania.

1.8 Significance Of The Study

This study offers research alternative to education researchers in United Republic of Tanzania on enterprising tendencies that need further investigation and why, what to do since there was significant difference in terms of need for autonomy with recipients of entrepreneurship education scoring higher, what to do since there was no significant mean difference in terms of entrepreneurial intentions between target population of this study. The study also serves as a basis for conducting ex post facto research regarding cause and effect relationship between university entrepreneurship education and entrepreneurial intentions at SOED in UDSM.

1.9 Delimitation Of The Study

Participants in this study included: Bachelor of Education in Commerce students, and the Bachelor of Education in Adult and Community Education students at the University of Dar es Salaam, Mlimani main campus, Tanzania. The participants for

each of the aforementioned Bachelor of Education degree were derived from 1st, 2nd and 3rd year teacher trainees. Target population for this study was Bachelor of Education in Commerce and Bachelor of Education in Adult and Community Education student-teachers from year one, year two and year three at UDSM Mlimani campus, Tanzania. Bachelor of Education in Commerce target population was chosen because they are exposed to the following courses on entrepreneurship: business communication, introduction to business, principles of accounting, managerial accounting, principles of marketing, introduction to financial management, business plan development, small business and entrepreneurship.

The target population for the Bachelor of Education in Adult and Community Education was selected at random from a list of undergraduate programs at SOED: Bachelor of Education (Psychology), Bachelor of Education (Early Childhood Education) (BEd ECE), Bachelor of Education (Adult and Community Education) (BEd ACE), and Bachelor of Education (Physical Education and Sport Sciences) (BEd PESS).

1.10 Limitation Of The Study

The participants were unwilling to use electronic questionnaire and electronic GET 2, which had been proposed by the researcher while conducting this study. The researcher alternatively used self-administered questionnaire which was administered in the presence of the researcher while applying the philosophical assumption of postivism without mixing it with that of post postivism.

At the initial stages of the study, the researcher had not been able to scholarly define the title of the study. Previous title as evidenced in research permits as attached in the appendix of the dissertation read: Correlation Between University Entrepreneurship Education and High Entrepreneurial Intentions of Student-Teachers at University of Dar es Salaam, Tanzania. The researcher rectified the situation by revising the title of the study to: Correlation Between University Entrepreneurship Education And Entrepreneurial Intentions of Student-Teachers at School of Education, University of Dar es salaam, Tanzania.

At the initial stages of this study, there was further need for clarity on whether

entrepreneurial intentions and entrepreneurial tendencies are same thing or different from one another. The researcher defined operationally for the purposes of this study, what entrepreneurial intentions are, and how they differ from entrepreneurial tendencies, and how entrepreneurial intentions are related to entrepreneurial tendencies even if they differ. The sample size of this study was 36 student-teachers at SOED and hence the findings of this study can only be generalized to SOED and not any other school/college/institute in higher education within or outside United Republic of Tanzania.

1.11 Operational Definition of Terms

The researcher decided to define the following operational terms so as to enable the reader(s) to understand the concepts as used in this dissertation only. Without defining these terms, the meaning of the research might be misinterpreted by readers who know non-operational definitions of the following terms:

1.11.1 Bilingual evaluation understudy 3

The current algorithm for evaluating the quality of machine translation from one natural language to another. Quality is defined as the correspondence between a machine's output and that of a human. The more accurate a machine translation is, the more similar it is to a professional human translation.

1.11.2 Entrepreneur

A person or people who start and run a business with the primary goal of profit and growth. They demonstrate innovative behaviour and use strategic management practices at work. They have a high score in majority of the following entrepreneurial tendencies: need for accomplishment, need for autonomy, creative tendencies, calculated risk taking, and internal locus of control.

1.11.3 Entrepreneurial intentions

The grand total of the Caird 2013 version of the General Measure of Enterprising Tendency Test, which measures the following entrepreneurial tendencies: need for achievement, need for autonomy/independence, creative tendency, calculated risk taking, and internal locus of control. The total score of the aforementioned

entrepreneurial tendencies is entrepreneurial intentions. When they are studied or researched separately, they are known as entrepreneurial tendencies. Individual entrepreneurial tendencies only are not enough to enhance entrepreneurial intentions and that is why they must be researched as a coherent whole.

1.11.4 Student-teachers

Students studying Bachelor of Education, whether they are employed or not.

1.11.5 Unemployed

Not having been absorbed in the formal or informal labour market and at the same time not having absorbed oneself in entrepreneurship.

1.11.6 University entrepreneurship education

Any entrepreneurship education at the university level that is chartered and accredited and offers entrepreneurship education as long as either of the following or coherent whole courses are taught at the university, whether some or all of them: Business Communication, Introduction to Business, Principles of Accounting, Managerial Accounting, Principles of Marketing, Introduction to Financial Management, Small Business and Entrepreneurship and or Business Plan Development.

1.12 Organisation Of Dissertation

This dissertation is organised into five chapters, as elaborated in the following paragraphs: The first chapter discusses the background of the problem, the problem statement, and the purpose of the study, the objectives of the study, the hypotheses of the study, the significance of the study, the delimitation of the study, the limitation of the study, the operational definition of terms, and the dissertation organization.

Chapter Two discusses the concept of entrepreneurial intentions, as well as the theoretical argument that guided the study, a review of related literature of the study's objectives, empirical studies in developed countries, and empirical studies in developing countries outside the African continent, empirical studies in Africa except Tanzania, empirical studies in Tanzania, a literature synthesis, and a research gap.

The third chapter discusses the study's philosophical assumptions, research approach, study area, target population, sampling methods, sample size, sample description, data collection methods and tools, data analysis, data validity and reliability, ethical considerations for this study, data storage, and results dissemination.

The fourth chapter presents, analyses, interprets, and discusses the study's research findings. The relationship between University Entrepreneurship Education and Student-Teacher Entrepreneurial Intentions at UDSM is investigated using three research objectives and null hypotheses.

A summary of the study, key findings, and conclusions based on research findings, recommendations based on research findings, and the study's contributions to the body of knowledge are all included in Chapter 5.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter begins by tracing the definition of the core concept of entrepreneurial intentions and provides a review of theoretical arguments and empirical literature relevant to the title and hypotheses of the study. The section then identifies the research gap that the researcher attempted to fill. The second chapter's primary goal was to identify the study's research gap.

2.2 Conceptualising entrepreneurial intentions

The same way one cannot separate the dancer from the dance, is the same way one cannot separate university entrepreneurship education from entrepreneurial intentions. Entrepreneurship is not the process of forming new organizations, as proposed by Gartner, but the concept of entrepreneurship in this study adheres to the definitions of Caird (2013). According to Caird (2013), the following characteristics are related to entrepreneurial behaviour: the need for achievement, the need for autonomy, the creative tendency, calculated risk taking, and the internal locus of control. Carland et al. (1984) asserts that the aforementioned characteristics are some of the characteristics that represent attitudes and behaviours that may be manifested by entrepreneurs and hence the study used behavioural rather than trait theory of entrepreneurship.

If the researcher used Gartner's reasoning, then trait rather than behavioural theory could have been used since according to Gartner, the aforementioned characteristics are traits of an entrepreneur rather than behaviour of entrepreneurs. However, Gartner asserts that personal characteristics of entrepreneurs are ancillary to the entrepreneurial behaviour. Caird (2013) asserts that the aforementioned personal characteristics of an entrepreneur may be nurtured through education and training and be assessed.

Ntare and Ojwang (2021) and Mangasini (2015) used Gartner reasoning in their

research that entrepreneurship is the creation of new business venture, something that the researcher disagrees with. The researcher rejected the criteria used by Mangasini (2015) and Ntare and Ojwang (2021) to measure entrepreneurial intentions. Ntare and Ojwang (2021) only use seven constructs which are inadequate to measure entrepreneurial intentions, the same was Mangasini (2015) only uses one construct to measure entrepreneurial intentions. The researcher used Caird GET 2 to measure entrepreneurial intentions.

The highest possible score is 44-54, the middle score is 27-43, and the lowest possible score is 0-26. A 44-54 score indicates that you are highly enterprising, a 27-43 score indicates that you have some enterprising abilities, and a 0-26 score indicates that you are likely to be happiest working with guidance from superiors because you have low enterprising capabilities. The general enterprising tendency score assesses five enterprising characteristics: the desire for achievement, the desire for autonomy/independence, the creative tendency, calculated risk taking, and the internal locus of control. The dependent variable in this study is entrepreneurial intentions.

2.2.1 Conceptualising need for achievement

The enterprising person is highly motivated, energetic, and hardworking. They are busy, driven, dynamic, and determined to complete tasks. Their high levels of motivation are distinguished by a strong need for accomplishment, manifested as a desire to lead, shape, and complete projects (Caird, 2013).

Caird (2013) found out that in the event that an individual contains a solid require for accomplishment, they have the taking after characteristics: a future orientation; reliance on their claim capacity; an hopeful instead of cynical viewpoint; a solid errand introduction; viable time administration; results-oriented with yourself and others; anxiety, driven, and enthusiastic; stubborn in defense of your thoughts and sees; assurance to guarantee your targets are met even when challenges emerge. In case your require for accomplishment is direct, you will want to consider 'tried and tested' entrepreneurial thoughts that fit into your way of life. In case you have got a moo require for accomplishment, accomplishment may not be one of your best

needs. Maybe beginning and running a commerce would require as well much exertion and commitment. Maybe you lean toward to move more gradually in life.

2.2.2 Conceptualising need for autonomy

The enterprising person is highly motivated and energetic, and they prefer to lead, shape, and do things their own way. They are independent, driven, and dynamic, and they may have to be the first or work alone (Caird, 2013).

Caird (2013) asserts that in the event that your want for independence (or freedom) is solid. This infers merely may have the taking after characteristics: Independence, preferring to work alone, especially on the off chance that you're incapable to be beat puppy; Self-expression, a solid desire to do your possess thing in your claim way instead of work on other people's ventures; Individualistic and inert to gather weight; Authority, leaning toward to be in charge and despising taking orders; Unusual, and willing to stand out as particular from others; Stubborn, having to say what they think and frame their claim suppositions on issues; Determination, strength of will, and tirelessness in interest of your objectives. This score demonstrates merely favour to be in charge of projects in which you're included, and you'll disdain working for others. Indeed in exceptionally little businesses or undertakings, you'll have to be work on creating great relationship aptitudes with clients, workers, providers, and specialists. In case you've got a medium require for Independence, you will be substance to work as an intrapreneur as a important part of an organizational team. In the event that you begin your possess commerce, you'll got to create more grounded free administration abilities. Beginning a trade isn't your as it were choice. You'd likely be similarly substance working as an worker as portion of an organization's group or on your possess ventures. In the event that you've got a moo require for Independence, you likely favour to be prompted around overseeing your work and would not appreciate the obligation of running a commerce.

2.2.3 Conceptualising creative tendency

The enterprising person is restless with ideas, approaches problem solving imaginatively, and sees life differently than others. Their entrepreneurial spirit and desire for success aid in the development of new product and process ideas, such as new technologies, businesses, projects, organizations, comedy, and artistic outputs (Caird, 2013).

According to Caird (2013), in the event that your imaginative capacity is solid, this suggests simply may have the taking after characteristics: A imaginative, innovative, or imaginative inclination to create unused thoughts; Natural, with the capacity to synthesize thoughts and information and make taught surmises when essential; Change-oriented, favouring oddity, alter, and challenges over being stuck in schedules; Versatile and competent of drawing on individual assets for ventures or issue tackling; Inquisitive and open to unused thoughts. This score shows that you simply have solid inventive inclinations that you just can express through artistic, innovative, or innovative exercises. Whereas not all imaginative individuals must be ambitious, it could be a recognizing highlight of the foremost ambitious. In case your creative tendencies are medium, you'll need to consider attempted and tried commerce thoughts that are less demanding to execute and fit into your way of life. In the event that you have got a moo Imaginative Propensity, you may likely see to others for entrepreneurial thoughts but will be fulfilled with demonstrated, conventional approaches to commerce or undertaking.

2.2.4 Conceptualising calculated risk taking

The enterprising individual is opportunistic and seeks information and expertise to determine whether it is worthwhile to pursue the opportunity, which is usually risky (Caird, 2013). You gotten a high score for calculated risk-taking. This infers that you simply may have the taking after characteristics: Conclusiveness, the capacity to act on inadequate data and the capacity to judge when deficient data is adequate for activity Self-awareness, as well as the capacity to precisely survey your possess capabilities Expository, able of weighing potential benefits against potential costs of activities, Goal-oriented, setting challenging but feasible objectives for yourself

Successful data administration includes utilizing information to calculate the likelihood that your activities will be effective. You're excellent at evaluating openings and sifting data to empower you to require calculated dangers (Caird, 2013).

In case your calculated chance taking score is medium, you will likely be most joyful with tried-and-true venture thoughts, less unsafe wander thoughts, or trade thoughts where an accomplice takes the dangers (indeed in case that might incorporate relinquishing a few of the potential rewards). In case your Calculated Chance Taking score is moo, you're uneasy almost taking any risk, and you will have as well numerous duties or deficiently individual assets to feel comfortable taking money related or trade dangers (Caird, 2013).

2.2.5 Conceptualising internal locus of control

The enterprising person has an internal rather than external locus of control which means that they believe they have control over own destiny and make their own 'luck'. This means they seek to exert control over their lives with confidence, rely on inner resources, and believe that their success is dependent on their own efforts and hard work (Caird, 2013).

If you scored profoundly on the inside locus of control scale. This infers that you just may possess the taking after characteristics: Astute, trying to find and seizing openings Self-assurance stems from the conviction merely have control over your predetermination and make your possess luckiness, instead of being ruled by destiny. Proactive in exploring issues that emerge in arrange to attain victory on your terms, Assurance and a solid will to control one's life Self-belief, which compares the results you accomplish with the effort you put in. An inside locus of control implies merely look for to apply control over your life with certainty, drawing on your internal assets instead of depending on others. You're persuaded that your individual qualities and endeavours will decide your level of victory in life (Caird, 2013).

On the off chance that your Locus of control score isn't strongly internal, in spite of the fact that you've got a few entrepreneurial qualities, if you want to begin a commerce, you'll have to be make strides your self-confidence and entrepreneurial

aptitudes. You ought to apply more control over the advancement of your thoughts. Create particular trade or extend administration aptitudes in regions where you accept you'll be able progress your self-confidence. Without more self-assurance, you will depend as well intensely on others, such as accomplices or clients, which can lead to expanded commerce hazard (Caird, 2013).

In the event that your Locus of control score is moo (An Outside Locus of control) you may have experienced a few thumps to your self-confidence which driven you to doubt that your individual qualities and endeavours will assist you to realize your points in life. You accept that luckiness and destiny will decide what happens to you in life, and determination and difficult work will not make much distinction (Caird, 2013).

2.3 Theoretical Arguments

To investigate entrepreneurship education, several theories have been developed. The most commonly used theories of entrepreneurial education, according to Kalimasi (2018), include, but are not limited to, the Dunkin and Biddle model, Shapero and Sokol 1982 Theory of Entrepreneurial Event, Fayolle and Gailly Teaching Model Framework for Entrepreneurship Education Teaching, and Ajzen's Theory of Planned Behaviour. The Dunkin and Biddle model contends that teacher characteristics and student experiences, rather than teaching materials alone, play a critical role in ensuring the success of entrepreneurial education. Effective learning can occur only when all important aspects of teaching and learning are considered (Kalimasi, 2018). Shapero and Sokol's Theory of Entrepreneurial Event identifies factors such as propensity to act, perceived feasibility, and perceived desirability influenced by peers, culture, and education experiences as important in determining entrepreneurial intentions of recipients of entrepreneurial education. When both perceived feasibility and perceived desirability are high, entrepreneurial intent is high. Fayolle and Gailly developed a teaching model framework for entrepreneurship education. It contends that different objectives of entrepreneurship education can be met through various and relevant methods to a relevant audience, and that having a framework can be a solution to understanding various aspects for a successful entrepreneurial education program. A framework for teaching and learning

entrepreneurship at various levels of education should be developed (Kalimasi, 2018).

This research was built on Icek Ajzen's theory of planned behaviour. The theory of planned behaviour is a well-known theory that has primarily been used in the social and behavioural sciences to study individuals' intentional behaviours, particularly in the field of entrepreneurship (Duong, 2021). Many academics regard entrepreneurship as an example of deliberate planned behaviour (Ceresia, 2018). Intentions, according to the Theory of Planned Behaviour, are motivational factors that influence behaviour, and intentions provide insight into how far people are willing to go in order to implement the behaviour that is manifested in their intentions. The stronger the intentions to engage in a specific behaviour, the more likely it is that they will engage in that behaviour, as indicated by the intentions (Duong, 2021).

2.4 Entrepreneurial Tendencies

2.4.1 Need for achievement

Entrepreneurship education can increase recipients' need for achievement because specific educational approaches and techniques can instil a need for achievement in them. Entrepreneurship education has a significant impact on the desire to succeed. (Ndofirepi, 2020). Participation in an entrepreneurship program, according to Hansemark (1998), increases the recipients' desire to succeed. There is a significant difference in need for achievement between entrepreneurially inclined students and those who are not entrepreneurially inclined, with the former having a higher need for achievement than the latter (Gurol & Atsan, 2006).

There is a statistically significant difference in need for achievement between graduates who study entrepreneurship and those who do not, with the former having a greater need for achievement than the latter, implying that entrepreneurship education increases graduates' need for achievement (Mangasini, 2015).

Entrepreneurship, according to Soomro and Shah (2021), has a significant positive effect on the need for achievement. Gerba (2012), on the other hand, claims that

there are no statistically significant differences in need for achievement between recipients and non-recipients of entrepreneurship education. According to Din et al. (2016), the need for achievement is not significantly related to the entrepreneurship program. According to Voda and Florea (2019), non-recipients of entrepreneurial education have a higher mean in terms of need for achievement than recipients.

2.4.2 Need for autonomy

An entrepreneurship education program has no impact on entrepreneurial competency and autonomy, indicating that the program is not having the desired effect (Oosterbeek et al, 2010). Because there are no significant differences in average values between business administration students and students from other studied fields, there are no significant differences in need for autonomy between recipients of entrepreneurship education and non-recipients (Holienska et al., 2015). According to Mangasini (2015), undergraduates who studied entrepreneurship have a significantly higher mean need for autonomy than non-recipients. This difference is due to the effects of the entrepreneurship education program, not chance. According to Kirby (2004), while entrepreneurship education recipients appear to have a relatively high need for achievement, they emphasize their need for autonomy.

2.4.3 Creative tendency

According to Garavan and Cinneide (1994), university entrepreneurship education does not foster a creative mindset. According to Holienska et al. (2015), there are no significant differences between those who receive entrepreneurship education and those who do not. Berglund and Wennberg (2006) discovered that there is no significant difference between those who received entrepreneurship education and those who did not in terms of creative tendency. However, Mangasini (2015) discovered a statistically significant difference between entrepreneurship education recipients and non-recipients in creative tendency, with the former having significantly higher creative tendency than the latter (Mangasini, 2015). Entrepreneurial education recipients are exceptionally creative (Kirby, 2004).

2.4.4 Calculated risk taking

As a result of the effects of this program, undergraduate recipients of

entrepreneurship education have a higher calculated risk taking score, and this difference is significant (Mangasini, 2015). Entrepreneurship education, according to Mangasini (2015), has a real impact on graduates' willingness to take calculated risks. Students who had studied entrepreneurship education took more calculated risks than those who had not, indicating that entrepreneurship education has a positive effect on calculated risk taking (Liu et al., 2020). There is a highly significant difference in calculated risk taking between university entrepreneurship education recipients and non-recipients, with the former demonstrating higher creative tendency scores than the latter (Holiienka et al., 2015). Oosterbreek et al (2010), on the other hand, discovered that the impact of an entrepreneurship education program on calculated risk taking is equal to zero, indicating that the program is not having the desired effect.

2.4.5 Internal locus of control

Entrepreneurship education had a significant impact on graduates' motivation and determination (Mangasini, 2015). According to Hansemark (1998), participating in an entrepreneurship program has an effect on locus of control reinforcement because it significantly reduces the external locus of control among its recipients, and thus the recipients experience a dramatic decrease in their external locus of control compared to non-recipients of entrepreneurship education. According to Gurol and Atsan (2006), entrepreneurially inclined students have a higher locus of control than non-empirically inclined students. According to Kirby (2004), recipients of entrepreneurial education emphasize their belief in their ability to direct their own destinies.

2.5 Relationship Between Entrepreneurship Education And Entrepreneurial Intentions

According to Duong (2021), while entrepreneurship education has no direct effect on entrepreneurial intentions, it does increase entrepreneurial intentions through attitudes toward entrepreneurship and perceived behavioural control. According to Liu et al. (2020), entrepreneurship education is critical in encouraging students' entrepreneurial tendencies as long as there is a more favourable environment for teaching and learning entrepreneurship education. According to Possaro et al. (2018), university entrepreneurship education can encourage the formation of entrepreneurial intentions as long as it includes practice-oriented entrepreneurial courses. According to Boahemaah et al. (2020), entrepreneurship education can transfer the skills and knowledge needed to engage in entrepreneurship because it has a direct positive impact on entrepreneurial intentions among undergraduate students.

According to Hattab (2014), entrepreneurship can be taught when students are exposed to courses such as marketing, accounting, and management because these courses provide students with additional knowledge and know-how for starting and growing a business. According to Dickson et al., 2008, as cited by Hattab (2014), entrepreneurship education is linked to becoming an entrepreneur because it positively reinforces students' attitudes toward pursuing an entrepreneurial career, particularly in developing countries. Afriyie and Boohene (2014) discovered that entrepreneurship education greatly facilitates university students' ability to start their own businesses rather than seek salaried work because there is a positive relationship between entrepreneurship education and entrepreneurship orientation.

According to Duong (2021), entrepreneurship education plays a direct role in the formation of entrepreneurial intentions for students majoring in economics and business management, and thus enrolling in business management fields helps to equip one with necessary entrepreneurship knowledge and skills. According to Liu et al. (2020), regardless of gender, there is a positive relationship between enterprising tendency and entrepreneurship education. Sun et al. (2017) discovered that entrepreneurship education can boost entrepreneurial intentions as long as it teaches

not only what entrepreneurship is, but also why it is important and who can help in the entrepreneurship endeavour. According to Israr and Saleem (2018), there is a strong relationship and positive correlation between entrepreneurial education and entrepreneurial intentions, and thus universities should prioritize attracting students to entrepreneurial education.

According to Barba et al. (2018), formal learning from entrepreneurship courses has the strongest positive relationship with intentions. They go on to say that the message that should be conveyed through entrepreneurial training should be: don't study; learn, don't work; create, don't sell; solve, don't wait; do it. According to Kadir et al. (2012), purposeful entrepreneurship education increases students' entrepreneurial intentions by improving their attitudes, knowledge, and skills. Formal entrepreneurship education provides students with mastery experiences, role models, social persuasion, and support through hands-on learning activities, business plan development, and running simulated or real small businesses.

According to Kadir et al. (2012), student participation in entrepreneurial training programs is associated with changes in attitudes and intentions, and that proper entrepreneurship education exposure allows students to have a positive image of entrepreneurship as a career choice. According to Dogan (2015), there is a significant positive relationship between entrepreneurship education and entrepreneurial intentions because entrepreneurship education has a significant impact on entrepreneurial intentions.

2.6 Disputed Relationship Between Entrepreneurship Education And Entrepreneurial Intentions

According to Ceresia (2018), post-education entrepreneurial intentions demonstrated by entrepreneurship education trainees are primarily the result of the trainees' pre-education entrepreneurial intentions, rather than the entrepreneurship education course. Pre-educational entrepreneurial intentions have a statistically significant effect on post-educational entrepreneurial intentions, whereas entrepreneurship education has no statistically significant effect on post-educational entrepreneurial intentions. When pre-education entrepreneurial intentions are controlled for, the small

and positive relationship between entrepreneurship education and post-education entrepreneurial intention is equal to zero.

Oosterbeek et al. (2010) asserts that entrepreneurship education is not having the desired effect on the development of entrepreneurial intentions . Entrepreneurship education, does not have the desired effect on the formation of entrepreneurial intentions because students gain a more realistic perspective on themselves and what it takes to be an entrepreneur. Entrepreneurship education does not have the desired effect on the formation of entrepreneurial intentions because students gain a more realistic perspective on themselves and what it takes to be an entrepreneur.

Amos and Alex (2014) assert that Job security and workload have an adverse effect on students' entrepreneurial intentions. Because of the uncertainties in entrepreneurship and in order to achieve self-actualization, university students are more likely to enter the formal sector rather than entrepreneurship. Students who are taught entrepreneurship education in their final year of study have had insufficient exposure to entrepreneurship and thus have low entrepreneurship intentions. Students in developing countries are afraid that if they start a business that fails, it will be difficult for them to find a new job in the government or private sector, so they prefer to work in the formal sector.

Bae et al. (2014) asserts that there are theoretical and empirical disagreements regarding the relationship between entrepreneurship education and entrepreneurship intentions. Entrepreneurship education has a negligible effect on entrepreneurial intentions. The frequently mentioned relationship between entrepreneurial education and entrepreneurial intention is most likely due to a selection effect, both theoretically and practically. Regardless of the duration or specificity of entrepreneurship education, there is no significant impact on the entrepreneurship education-entrepreneurship relationship. Individual differences in entrepreneurship education students, as well as the education format of entrepreneurship education, whether semester or workshop format, have no significant effects on the relationship between entrepreneurship education and entrepreneurial intentions. Despite additional research on the relationship between entrepreneurship education and

entrepreneurial intentions, theoretical and empirical disagreements persist. Entrepreneurial education recipients have a strong relationship between their pre and post education entrepreneurial intentions. Even with entrepreneurship education added, there is little change in this relationship.

Entrepreneurship education is not well integrated into university curricula, and it has not been tailored to improve the skills required for all types of employment (Kalimasi, 2014). Hussain and Norashidah (2015) discovered that, while entrepreneurship education is regarded as an important variable influencing entrepreneurial intention formation, empirical research yields mixed results.

Entrepreneurship education, according to Nabi et al. (2018), does not increase students' entrepreneurial intentions; rather, it enlightens them about entrepreneurship. There are conflicting views on the role of entrepreneurship education in developing entrepreneurial intentions, particularly among first-year college students, because it can either increase or decrease entrepreneurial intentions. After understanding both the theoretical and practical aspects of entrepreneurship, it leads to theoretical understanding of venture creation. After receiving this entrepreneurship training, these recipients realize the difficulties in the field of entrepreneurship, and the majority of them lose interest in becoming entrepreneurs. Entrepreneurship education recipients become more knowledgeable about entrepreneurship, but they choose less risky and challenging careers. A single negative experience with the teaching methodology or the teacher can lead to a reduction in the entrepreneurial intentions of some entrepreneurship education recipients. Entrepreneurial intentions, particularly among first-year students, can vary greatly due to factors such as age, nationality, family support, and student commitment to entrepreneurship. Other external barriers, such as financial planning and bank loans, also play an important role in determining entrepreneurial intentions among entrepreneurial education recipients. Entrepreneurial education and entrepreneurial intentions can have a positive or negative relationship. It is difficult to design an entrepreneurship education program that automatically increases students' entrepreneurial intentions because not all students' entrepreneurial intentions increase even after they face practical challenges and financial risk.

Entrepreneurial education recipients' pre-educational entrepreneurial intentions influence their post-educational entrepreneurial intentions, but entrepreneurial education does not influence their entrepreneurial intentions (Ceresia, 2018). Many academics are sceptical of the relationship between entrepreneurial education and entrepreneurial intentions because in order for recipients of entrepreneurship education to engage in entrepreneurial activity, they must make an entrepreneurial decision, which is complicated because other factors may come into play (Passaro et al., 2018).

2.7 Empirical Studies of Entrepreneurial Tendencies in Developed and Upper Middle Income Countries

2.7.1 Need for achievement

A survey of 130 students at University Utara Malaysia was done in 2016 by Din et al. The study's goal was to assess how well entrepreneurship education programs affected Malaysian university students. The study found that while the factors of need for achievement and locus of control are not significant, the variables of business strategy, risk thinking, and self efficacy are strongly connected to the effectiveness of the entrepreneurship program.

2.7.2 Need for autonomy

In the Slovak Republic, a survey of 370 university students was done by Holienka et al. (2015). The study's objective was to investigate, from the standpoint of entrepreneurship education, the entrepreneurial traits of university students in various fields. According to the study, there are considerable differences in how much students in various fields of study need to succeed, can take calculated risks, and have an internal locus of control. The levels of the demand for autonomy and the propensity for creativity, however, were not shown to be significantly different.

2.7.3 Creative tendency

A psychometric exam was administered to 13 business school students and 18 engineering university students in Sweden by Berglund and Wennberg in 2006. The study's goal was to compare the two groups of master's students' creative abilities.

According to the study, both student groups exhibited a great potential for innovation.

2.7.4 Calculated risk taking

In the Netherlands, Oosterbeek et al. (2010) used an Instrumental Variables Approach to compare students who had taken part in Junior Achievement Young Enterprise's student mini-company program to those who had not. The study's goal was to evaluate how it affected college students' motivation and entrepreneurial skills. 562 students from the treatment and control groups made up the initial sample size. According to the study, the program did not have the desired effects on the following traits and skills (market awareness, creativity, feasibility, flexibility, and entrepreneurial intentions): need for achievement, need for autonomy, need for power, social orientation, self efficacy, endurance, and risk taking propensity.

2.7.5 Internal locus of control

A survey by Guroi and Atsan (2006) involved 400 fourth-year Turkish students in Turkiye. The aim of the study was to investigate the entrepreneurship profiles of Turkish university students and to assess their entrepreneurship orientation by contrasting them with students who were not entrepreneurially inclined. In this study, the entrepreneurial profile of students was defined using six characteristics, including the demand for achievement, locus of control, risk-taking tendency, tolerance for ambiguity, invention, and self-confidence. According to the study's findings, entrepreneurially inclined students exhibited higher levels of all entrepreneurial attributes than entrepreneurially non-inclined students, with the exception of uncertainty tolerance and self-confidence.

2.8 Empirical Studies of Entrepreneurial Tendencies in Developing Countries Except Tanzania

Ndofirepi (2020) carried out a cross-sectional survey among 308 Zimbabwean students enrolled in vocational education. The goal of the study was to determine whether psychological characteristics including the need for achievement, risk-taking tendency, and internal locus of control mediated the relationship between entrepreneurial ambitions and perceived effects of entrepreneurship education.

According to the study, only desire for achievement out of the three psychological traits partially mediated the link between the impacts of entrepreneurship education and entrepreneurial goals, indicating that entrepreneurship education had the greatest influence on need for achievement.

2.9 Empirical Studies of Entrepreneurial Tendencies in Tanzania

A cross-sectional survey was carried out by Mangasini (2015) on a sample of 308 graduates from the business school and college of arts and social sciences at the University of Dar es Salaam. The study discovered that: participation in degree programs that had included an entrepreneurship course had significantly higher creative tendency than those in the degree programs that had not included an entrepreneurship course; entrepreneurship education really does have an effect on the calculated risk taking propensity; entrepreneurship education had increased graduates need for achievement; entrepreneurship education had increased graduates need for autonomy; Contrary to expectations, graduates whose undergraduate degree programs included at least one entrepreneurship course outperformed university graduates whose undergraduate studies did not include entrepreneurship course in terms of internal locus of control or drives and determination.

2.10 Empirical Studies on University Entrepreneurship Education and Entrepreneurial Intentions

2.10.1 Empirical studies in developed Countries

Using a survey technique, Israr and Saleem (2018) conducted a study in Italy with a sample of 510 students. By examining the influencing variables that prevent university students from going into self-employment, the study sought to understand their entrepreneurial attitude and ambitions for launching a new firm. According to the study's conclusions, one of the factors that demonstrated a favorable link with entrepreneurial goals was entrepreneurial education.

up order to fill up the gaps in earlier studies, Sun et al. (2017) conducted a study in Hong Kong to examine the effect of entrepreneurship education on entrepreneurial inclinations. The survey method utilized by the researchers was cross-sectional. 200

college students from three universities in Hong Kong made up the sample. According to the study, entrepreneurship education has a direct impact on attitude, social norms, self-efficacy, and entrepreneurial inclinations.

2.10.2 Empirical studies in developing countries except tanzania

In order to determine the effect of entrepreneurship education on undergraduate students' entrepreneurial inclinations in Ghana, Boahemaah et al. (2020) undertook a study. A sample of 225 undergraduate students who participated in the quantitative survey were used. According to the study, undergraduate students' entrepreneurial interest is developed and their knowledge of entrepreneurship is much enhanced by entrepreneurship education.

Hattab (2014) did a study with the primary goal of examining the influence of entrepreneurship education on university students' entrepreneurial inclinations to launch a new business utilizing Linen's model. A paper and pencil close-ended questionnaire that was given to undergraduate students in their final year at a private Egyptian university from three faculties was analyzed as part of the methodology. 171 business studies students, 156 engineering students, and 49 computer science students made up the sample.

The purpose of comparing students from Business Studies, Computer Science, and Engineering who had formal entrepreneurship education with those who had not was to determine whether there were any appreciable differences in intentions as a result of studying entrepreneurship or not. Another comparison was made between computer science students early in the semester and late in the semester, before and after their exposure to the formal teaching of entrepreneurship, to see if their entrepreneurial intents had been changed or not. The results show a strong correlation between entrepreneurial education and intents as well as perceived desirability, but no such correlation was found for perceived feasibility or self-efficacy.

2.10.3 Empirical Studies in tanzania

Tanzania was the setting for a study by Ntare and Ojwang (2021). This study examined Tanzanian college students' intentions to start their own businesses. The study specifically looks into the effects of entrepreneurship metrics, motivation, and barriers on entrepreneurial intention (EI) among Tanzanian college students. In the city of Dar es Salaam, this investigation was carried out. Purposive sampling was used to select a sample of 600 respondents, all of whom attended one of four public colleges. The gathered data were examined using confirmatory factor analysis and descriptive statistics, and the findings were shown in tables and diagrams. The results showed that although college students in Tanzania have a high intention to engage in entrepreneurship, there are dominant drivers that force most of them to do so, including unemployment, poverty, job security, personal enjoyment, interest in the topic of entrepreneurship, and the desire to be their own boss. Additionally, the barriers that prevent college students from starting their own businesses include a lack of finance, a lack of government backing, a lack of business skills, excessive taxes, corruption, and bribery.

Mangasini (2015) conducted a comparative analysis of graduates' entrepreneurial intent between those who had studied entrepreneurship and those who had not. The proportion of graduates who had never considered starting their own businesses varied greatly among the associates. Only 9% of those who had studied entrepreneurship claimed having never considered starting and owning a business, compared to 27.8% of those in the opposite category. The data also showed that 34.1% of graduates who had studied entrepreneurship had considered starting and running their own businesses as they were determined to work for themselves in the future, compared to only 19.6% of their counterparts. In addition, 35% of respondents who had taken entrepreneurship courses had briefly considered starting businesses, compared to 33.6% of those who had not.

In a research published in 2014, Kalimasi explored the role of universities, their methods, and the degree to which entrepreneurship education is supported by policy frameworks, the curriculum, and stakeholders' perceptions. "How do universities in Tanzania foster entrepreneurship education in different fields of study?" was the

research topic. A modified version of Shapero's entrepreneurial event model was used to examine the viability and appeal of including entrepreneurship instruction across the whole university curriculum. The University of Dar es Salaam and Mzumbe University were the subjects of this case study of two public universities in Tanzania. At the chosen universities, in-depth interviews were performed with professors from many academic fields. Interviews were also conducted with a few representatives of pertinent government ministries and agencies. In addition to the interviews, pertinent government and academic materials were also studied. The total sample size was 40 participants.

Data study revealed that because some disciplines' pedagogical requirements do not align with the implementation of entrepreneurship education, it is not adequately integrated into the university's overall curricula. Due to a number of factors, including the lack of coherence between national and university policy strategies, the complexity of university multidisciplinary structures, differences in stakeholders' perceptions, the business-oriented view of entrepreneurship education reflected in the literature, and the evolution of the chosen universities, its desirability and viability are still up for debate. According to the report, entrepreneurship education should be designed to improve the skills required for all types of jobs. The construction of boundary crossings between academia and the developing labor market should go hand in hand with this. Partner negotiations for donor-oriented projects should be thorough in order to ensure that entrepreneurship education programs are adapted to the regional environment.

2.11 Synthesis of Literature and Research Gap

There were empirical disagreements in the reviewed literature as to whether there is a relationship, strong or weak, direct or indirect, positive or negative, between university entrepreneurship education and entrepreneurial intentions, and thus this debate was inconclusive.

From the reviewed literature, there is a research gap at School of Education in University of Dar es Salaam Mwalimu Julius Nyerere mlimani campus, regarding the following:

1. Mean difference of need for achievement between student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.
2. Mean difference of need for autonomy between student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.
3. Mean difference of creative tendency between student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.
4. Mean difference of calculated risk taking between student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.
5. Mean difference of internal locus of control between student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.
6. Mean difference of entrepreneurial intentions between student-teachers at SOED who receive university entrepreneurial intentions are not significantly different from that of non-recipients.
7. Correlation between university entrepreneurial education and entrepreneurial intentions of university students at SOED, in UDSM, Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The philosophical assumptions, research approach, research design, area of study, target population, study sample, sampling methods, sampling procedures, sample size, data collection methods and tools, data analysis, data validity and reliability, and ethical considerations for this study are all covered in this chapter. The philosophical assumptions, research approach, research design, area of study, target population, study sample, sampling methods, sampling procedures, sample size, data collection methods and tools, data analysis, data validity and reliability, and ethical considerations for this study are all covered in this chapter.

3.2 Philosophical Assumption

The researcher employed postivism because the proposed study involved the use of existing theories related to the title of study to develop hypotheses to be tested during the research process and there was minimal interaction with respondents compared to post postivism.

3.3 Research Approach

This study used quantitative research approach. The approach originated in postivism (Ary et al., 2014). The approach was used because the research design that was used to answer the main question of this study (correlation research design), is among the only designs that are only applicable in this approach. Its design is developed prior to the study, its approach is deductive because it tests a theory and it uses statistical analysis of numeric data (Ary et al., 2014). The approach was used to study correlation between University Entrepreneurship Education and High Entrepreneurial Intentions of Student-Teachers at University of Dar es Salaam, Tanzania.

3.4 Research Design

This study used correlation research design to answer the main research question and subsidiary questions. Many studies in education are concerned with establishing relationships between variables (Cohen et al., 2018). The type of correlation coefficient that was used in this study was Point Biserial correlation. Mathematically, point Biserial correlation coefficient is calculated just as Pearson bivariate correlation coefficient is calculated. In answering contributory questions, descriptive research design was used. The design can be used to compare the characteristics of two groups (Calderon & Gonzales, 1993).

3.5 Area of Study

According to Charles (n.d.), there were 47 registered universities and university colleges in Tanzania as of July, 2021. At UDSM, there are 2 constituent colleges, 7 colleges, 7 schools, 7 institutes and 13 centres. The study was conducted at UDSM. This is because in Tanzanian universities, the first entrepreneurship course in Tanzania was first offered by University of Dar es Salaam in the year 2000 (Fulgence, 2015). In the year 2008, University of Dar es Salaam was the first in offering entrepreneurship education to student-teachers (Fulgence, 2015).

At UDSM, the study was conducted at SOED because the unit of analysis was in SOED. This is because at SOED, no documented study in the researcher area of study had ever been administered to student-teachers at SOED only. According to Mangasini (2015), at UDSM, entrepreneurship education is mainly taught at UDDBS. Students of BED COM study some entrepreneurship education units that other students as SOED do not study. Currently, at SOED in UDSM, entrepreneurship education is mainly taught through Bachelor of Education in Commerce at undergraduate level through the following courses: Year One Courses: Business Communication; Introduction to Business; Principles of Accounting 1; Principles of Accounting 2. Year Two Courses: Managerial Accounting 1; Principles of Marketing; Introduction to Financial Management. Year Three Courses: Small Business and Entrepreneurship and Business Plan Development.

3.6 Target Population

Bachelor of Education in Commerce and Bachelor of Education in Adult and Community Education students from Tanzania's University of Dar es Salaam Mlimani main campus were studied. Bachelor of Education in Commerce target population was chosen because they are exposed to the following courses on entrepreneurship: business communication, introduction to business, principles of accounting, managerial accounting, principles of marketing, introduction to financial management, business plan development, small business and entrepreneurship. The target population for the Bachelor of Education in Adult and Community Education was selected at random from a list of undergraduate programs at SOED: Bachelor of Education (Psychology) (BEd Psychology), Bachelor of Education (Early Childhood Education) (BEd ECE), Bachelor of Education (Adult and Community Education) (BEd ACE), and Bachelor of Education (Physical Education and Sport Sciences) (BEd PESE) (BEd PESE).

Year 1, Year 2 and Year 3 students were included so as to enhance generalization of the research findings in the entire School of Education from year 1, year 2 and year 3. School of Education has been chosen by the researcher since the first target population to be chosen without randomisation was Bachelor of Education in Commerce students because they have been exposed to entrepreneurship units through internal arrangements between SOED and University of Dar es Salaam Business School (UDBS), a process that has been approved by TCU since the year 2008 (Fulgence, 2015). To reduce instances of heterogeneity of target population influencing the strength of correlation, the researcher thought it wise to include only Bachelor of Education students from School of Education and nowhere else.

3.7 Sampling during the Study

3.7.1 Methods of sampling

When choosing a sampling strategy, the following are the key factors that were considered in this study: the sample size, statistical power, the representativeness and parameters of the sample, access to the sample and the kind of research that is being undertaken; namely, quantitative (Cohen et al, 2018).

This study used probability sampling to answer the main research question and the subsidiary question. The type of probability sampling that was used in this study was simple random sampling. The researcher defined the target population and accessible population; enumerated all the individuals in the population by requesting a list of all students enrolled in Bachelor of Education in Commerce and Bachelor of Education in Adult and Community Education from the School of Education admissions registry at UDSM, Mlimani Campus; Drew a random sample from accessible population using table of random numbers. To answer the first contributory question, purposive sampling was used in identifying UDSM undergraduate prospectus to use in content analysis.

3.7.2 Sample size

Sample size of subsidiary questions was used to determine the overall sample size of this study. In determining sample size of subsidiary questions, Critical Values of the Pearson Product Moment Correlation Coefficient adopted from Ary et al. (2014) was used in combination with Ary et al. (2014) formulae of determining sample size for correlation, in addition with assumptions of central limit theorem. There were a total of 36 respondents in the study.

3.7.3 Descriptions of the sample

All 36/36 respondents were Tanzanians by nationality. In terms of age, no respondents were 18 or 19 years, 3 respondents were aged 20 years, 5 respondents were aged 21 years, 9 respondents were aged 22 years, 11 respondents were aged 23 years and 8 respondents were aged above 23 years. None of the respondents had studied any formal education outside of Tanzania. 34 respondents had studied up to form 6 in Tanzania while 2 respondents had not studied up to form 6 in Tanzania. 34 students were directly admitted to UDSM after form 6 while 2 respondents were not directly admitted to UDSM after form 6. In terms of gender, 20 of the respondents were male while 16 of the respondents were female.

This means that there was homogeneity of nationality in the study. In terms of age, majority of the respondents were under the age of 23 years. This means that majority of the participants did not have a lot of exposure in the labour market and hence

chances of refugee effect influencing the findings of this study were minimal. There was homogeneity in terms of exposure to Tanzanian formal education system as none of the participants in this study had studied any formal education outside Tanzania. Majority of the respondents had studied up to form six and majority of participants were directly admitted to UDSM after form six. In terms of sex, the variation between male and female in terms of representation was minimal.

3.8 Data Collection Methods

3.8.1 Documentary review

It was used to collect secondary data regarding the category of student-teachers at SOED who study university entrepreneurship education and those who do not. Researchers can benefit from secondary data (Cohen et al., 2018). It is contained in appendix 1.

3.8.2 Questionnaire

The questionnaire was highly structured with dichotomous questions. According to Cohen et al (2018), closed questions are asked in a highly structured questionnaire. It was used to collect biographical information of participants in this study and general enterprising tendencies of the target population. It is contained in appendices 4 and 5.

3.9 Data Collection Procedures

The researcher conducted documentary review using undergraduate prospectus ranging from 2020/2021, 2021/2022 and 2022/2023 academic years so as to establish which student-teachers at Bachelor education level at SOED study university entrepreneurship education and those who do not. The researcher thereafter administered a requesting letter as contained in appendix 2 to director of undergraduate studies at SOED so as to ensure objectivity in the findings regarding the first contributory question. Thereafter, nominal roll call for BED COM and BED ACE target population was obtained from registrar of undergraduate studies at SOED. Registrar of Undergraduate students at University of Dar es Salaam, Mlimani Campus, School of Education was requested by the researcher to provide a complete list of admitted Bachelor of Education in Commerce and Bachelor of Education in

Adult and Community Education at University of Dar es Salaam in year one, year two and year three separately as evidenced in appendix 3. The researcher used this list to generate table of random numbers so as to select participants in the study. The researcher administered the questionnaires at university lecture halls at UDSM, Mwalimu Julius Nyerere Mlimani campus. 60 questionnaires were administered to respondents out of a target population of 70. Out of 60 respondents, 36 respondents returned the questionnaire (60% response rate).

3.10 Data Collection Tools

The researcher used directly administered questionnaire. A directly administered questionnaire is given to a group of people assembled at a certain place for a specific purpose (Ary et al., 2014). The questionnaire was used to collect data for the main and subsidiary questions for this study. Quantitative observation method was used to collect data for the second and third contributory questions of this study.

Dependent variable was captured using GET2, which was adopted from Caird (2013) but translated to Swahili language using Google Translate so as to minimize language barrier affecting the results of this study. Aiken (2019) asserts that google translate from English to Swahili has a BLEU 3 score of 70% in terms of google translate accuracy. Regarding the independent variable, the researcher captured the teaching of entrepreneurship education from Office of Director of Undergraduate Studies who verified that the constructs used by the researcher to indicate presence of university entrepreneurial education were 100% applicable among student-teachers at UDSM.

UDSM undergraduate prospectus was used to collect data in regards to the first contributory question. A tally sheet as proposed by Calderon & Gonzales (1993) was used to collect quantitative data from UDSM undergraduate prospectus. Director of Undergraduate studies was requested by the researcher to validate if the constructs used by the researcher to define university entrepreneurship education in reference to Bachelor of Education in Commerce, from both year 1, year 2 and year 3 are contained in the UDSM approved undergraduate prospectus for 2020/2021, 2021/2022 and 2022/2023 academic year, which is the independent variable of the

study. 2020/2021 academic year is when the researcher student target population in the third year of study were admitted at UDSM to study their Bachelor degree, 2021/2022 academic year is when the researcher student target population in the second year of study were admitted at UDSM to study their Bachelor degree. 2022/2023 academic year is when the researcher student target population in the first year of study were admitted at UDSM to study their Bachelor degree.

3.11 Data Processing And Strategies

Processing of entrepreneurial intentions was done using tools proposed by Caird (2013). SPSS was used to process data regarding the main and subsidiary questions of this study and second and third contributory questions of this study. Content analysis as proposed by Calderon & Gonzales (1993) was used to process data in regards to the first contributory question of this study.

Data interpretation regarding entrepreneurial intentions was conducted using criteria proposed by Caird (2013) and data interpretation regarding the strength and direction of correlation was conducted using criteria proposed by Cohen et al. (2018) and Ary et al. (2014).

In content analysis so as to answer contributory question one, the following steps as proposed by Calderon and Gonzales (1993) were used:

Recognition of the problem

The problem recognised was correlation between university entrepreneurship education and entrepreneurial intentions of student-teachers at SOED in UDSM.

Research question

(i). what category of student-teachers at SOED study university entrepreneurship education?

Library research

No other documented studies of the same nature were found by the researcher to have been conducted before at the researcher unit of analysis and so there was no

duplication of findings.

Research design

The study made the use of descriptive research design. The methodology focuses on the “what” of the research rather than the “why” of the research subject.

Data collection instruments

Documentary materials, in particular UDSM undergraduate prospectus and structured self-administered questionnaire.

Sampling

Purposive/judgemental sampling was adopted in selecting UDSM undergraduate prospectus from 2020/2021, 2021/2022 and 2022/2023 academic years since the target population of this study was admitted to UDSM in the aforementioned years.

Statistical treatment

Because this was a descriptive study, descriptive statistics were used to collect the frequency and percentage.

Data presentation

Textual and tabular methods of data presentation were designed.

Developing the instrument

A checklist and a tally sheet were designed based on Mangasini (2015) argument that graduates of UDBS study entrepreneurship courses since they study at UDBS. The instrument contained subjects related to entrepreneurship that were studied by both UDBS and SOED students at undergraduate level.

Collecting the data

A tally was used to collect data so as to determine what category of student-teachers at SOED were studying UEE in their formal curriculum as contained in UDSM undergraduate prospectus.

Analysing the data

Secondary data from UDSM undergraduate prospectus for academic years 2020/2021, 2021/2022 and 2022/2023 was analysed as illustrated in Table 4.1.

3.12 Validity and Reliability of the data

3.12.1 Validity

The test (General Enterprising Tendency Test by Caird, 2013) has both content and face validity (Mangasini, 2015). The test has criterion validity and it can be able to differentiate significant differences between the entrepreneurial tendencies of different students, suggesting that the instrument has good validity (Mangasini, 2015). GET 2 test has construct validity (Mangasini, 2015). To ensure external validity of the research findings, the researcher did not generalize the research findings beyond the capacity that the sample size enabled the generalization of the research findings.

3.12.2 Reliability

According to Liu et al. (2020), the GET and GET2 tests have been widely used in previous entrepreneurship studies. This popularity could be attributed to the fact that the tests are regarded as comprehensive, accessible, easy to administer, and simple to score, and that they have been thoroughly tested and found to be both reliable and internally consistent.

3.13 Ethical Considerations For This Study

The distinction between what is good and bad, right and wrong, is central to ethics. Ethical research is concerned with what researchers should and should not do in their research and how they should conduct their research (Cohen et al., 2018).

3.13.1 Informed consent

The researcher did not force or deceive the respondents so as to participate in the study, but informed them what this study entailed. For the accessible population in the study who agreed to participate in the study, the researcher involved them in this study.

3.13.2 Rights of respondents

The researcher respected respondents' rights to withdraw at any stage or not to complete particular items in the data collection tools or not to submit back the data collection tools that they had been assigned by the researcher. The researcher did this by not coercing or bribing the respondents to change their view and by not feeling disappointed by the actions of any of the respondents and by also not trying to convince them to change their mind.

3.13.3 The guarantee of confidentiality

The researcher did not disclose the information that the respondents provided in this study with third parties that are not mandated to receive this information. This was ensured by the researcher doing data analysis without involving any external party and by ensuring that raw data that was always encrypted.

3.13.4 Research clearance and permits

The researcher sought research clearance by seeking a permission letter from UDSM Vice Chancellor office (Appendix 8). The letter explained the research topic, problem, and rationale, duration for the field and research location. The letter was then be submitted to Dar es Salaam Regional Administrative Secretary (RAS) (Appendix 9) to request research permit to conduct study in the region. The permit obtained was used to request permission in Ubungo District through District Administrative Secretary (DAS) (Appendix 10) and District Executive Director (DED) (Appendix 11). The researcher also obtained permission at School of Education at UDSM (Appendices 7 and 12) to conduct the study since all the student-teachers respondents in this study were obtained from School of Education at UDSM.

3.13.5 Data storage

The researcher stored both the raw and processed data in SPSS data base. To have a backup plan, the researcher also stored the same data from SPSS data base in Google accounts. To ensure safety of the data, the data was encrypted using the Advanced Encryption Standard (AES). This is because AES is considered to be the safest algorithm encryption software by data banks. The researcher stored the data until when the findings of the research have been disseminated in international peer reviewed journal that deals with the theme title of study).

3.13.6 Dissemination of results

The researcher sought to disseminate research findings in international peer reviewed journal that deals with the scope of study. The researcher sought to produce extra copies of the dissertation to the leadership at SOED and teachers of entrepreneurship education at SOED.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents analysis of field data in the title of the study and interpretation in terms of hypotheses acceptance or rejection. This section also presents discussion of the research findings in comparison with other research findings in the theme of the study.

4.2 Student-Teachers At SOED Who Study University Entrepreneurship Education

Table 4.1: Bachelor degree programs at soed that contain courses regarding university entrepreneurship education in reference to udsu undergraduate prospectus of 2020/2021, 2021/2022 and 2022/2023 academic years

University Entrepreneurship Education	BED PSYCHOLOGY	BED COM	BED ECE	BED ACE	BED PESS
Business Communication	X	✓	X	X	X
Introduction to Business	X	✓	X	X	X
Principles of Accounting 1	X	✓	X	X	X
Principles of Accounting 2	X	✓	X	X	X
Managerial Accounting 1	X	✓	X	X	X
Principles of	X	✓	X	X	X

Marketing

Introduction to	X	✓	X	X	X
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Financial

Management

Small Business and	X	✓	X	X	X
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Entrepreneurship

Business Plan Development	X	✓	X	X	X
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Source : Field Data (2023)

X Means that none of the university entrepreneurship education courses offered at UDDBS were included in UDSM undergraduate prospectus 2020/2021, 2021/2022 and 2022/2023 for BED psychology, BED ECE, BED ACE and BED PESS at SOED. ✓ Means that all of the university entrepreneurship education courses offered at UDDBS were included in UDSM undergraduate prospectus for 2020/2021, 2021/2022 and 2022/2023 academic years for BED COM at SOED. In UDSM undergraduate prospectus 2020/2021, 2021/2022, 2022/2023 academic years, university entrepreneurship education was only contained in BED COM programme as illustrated by Table 4.2.1. Therefore, 50 % of participants in this study (18) had studied university entrepreneurship education whereas 50% of participants (18) had not studied university entrepreneurship education. Participants who had studied university entrepreneurship education were BED COM Y1, BED COM Y2 and BED COM Y3 while those who had not studied university entrepreneurship education were BED ACE Y1, BED ACE Y2 and BED ACE Y3.

From the aforementioned data, only student-teachers at SOED who study BED COM study university entrepreneurship education. SOED leadership should commission a study on how some of UEE courses can be co-shared with other undergraduate student-teachers and not only BED COM students, so that they too can be recipients of university entrepreneurship education.

4.3 Mean Difference In The Entrepreneurial Tendencies Between Recipients And Non-Recipients Of University Entrepreneurship Education At SOED

4.3.1 Need for achievement

The questions that measured need for achievement are contained in appendices 6 and 5. This study found out that there was no statistically significant difference ($\alpha= 0.05$; $P>0.05$) between student-teachers who study university entrepreneurship education and those who do not in terms of need for achievement as illustrated in Table 4.3. Mean and standard deviation of participants of this study was calculated using SPSS as illustrated in Table 4.2

Table 4.2: Group statistics for need for achievement

<i>Group Statistics</i>						
	Need	For N	Mean	Std.	Std.	Error
	Achievement			Deviation	Mean	
Total Score	BED STUDENTS	ACE 18	8.50	1.249	.294	
	BED STUDENTS	COM 18	8.06	1.474	.347	

Source: Field Data (2023)

Independent sample t-test two tailed was conducted for participants of this study so as to compare their means in terms of need for achievement as illustrated in Table 4.3

Table 4.3: Independent samples test for need for achievement

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference Lower Upper	
Total Score									
Equal variance s assumed	.057	.813	.9 76	34	.336	.444	.455	-.481	1.370
Equal variance s not assumed			.9 76	33. 103	.336	.444	.455	-.482	1.371

Source: Field Data (2023)

The mean score for BED ACE students on the 'need for achievement' (M=8.50, SD=1.249) did not differ significantly ($t=0.976$, $df=34$, two tailed $p=0.336$) from that of BED COM students (M=8.06, SD=1.474) as illustrated in Table 4.2 and Table 4.3.

Independent sample t-test, two tailed was administered to BED ACE (Y1, Y2, Y3) and BED COM (Y1, Y2, Y3) so as to measure their significant difference for their need for achievement. T-observed was 0.96, which was lower than T-critical which was 2.032. The P value is 0.336, which is bigger than alpha value of this study which was 0.05 as illustrated in Table 4.3. There was no significant difference in terms of need for achievement between those who study and those who do not study

university entrepreneurship education because t observed (0.96) is smaller than T -critical (2.032), and the P value (0.336) is larger than the alpha value (0.05) of this study. Null hypothesis 1 was therefore retained.

The findings of this study contradict those of Hansemark (1998), who discovered that participation in an entrepreneurship program increases the recipients' need for achievement (Hansemark, 1998). The findings of this study contradict those of Gurol and Atsan (2006), who discovered that there is a significant difference in need for achievement between entrepreneurially inclined students and those who are not entrepreneurially inclined, with the former having a higher need for achievement than the latter.

The findings of this study contradict those of Mangasini (2015), who discovered that at the undergraduate level, there is a statistically significant difference in terms of need for achievement between graduates who study entrepreneurship and those who do not, with the former having higher than the latter, implying that entrepreneurship education increases graduates' need for achievement. This study's findings contradict those of Soomro and Shah (2021), who discovered that entrepreneurship has a significant positive effect on the need for achievement. The findings of this study agree with those of Gerba (2012), who discovered that the differences in entrepreneurial intentions between entrepreneurship education recipients and non-recipients are not statistically significant. This study's findings are consistent with those of Din et al. (2016), who discovered that the need for achievement is not significantly related to entrepreneurship programs.

4.3.2 Need for autonomy

The questions that measured need for autonomy are contained in appendices 6 and 5. This study found out that there was statistical significant difference ($\alpha= 0.05$; $P<0.05$) between student-teachers who are exposed to university entrepreneurship education and those who are not in terms of need for autonomy as illustrated in Table 4.5. Mean and standard deviation were calculated using SPSS to diagnose their need for autonomy. Group statistics are indicated in Table 4.4.

Table 4.4: Group statistics of need for autonomy

<i>Group Statistics</i>						
	Need Autonomy	For	N	Mean	Std. Deviation	Std. Error Mean
Total Score	BED Students	ACE	18	1.89	.583	.137
	BED Students	COM	18	2.61	1.145	.270

Source: Field Data (2023)

Independent sample t-test two tailed was calculated so as to compare the means in terms of need for autonomy between the participants in this study as illustrated in Table 4.5.

Table 4.5: Independent samples test for need for autonomy

	Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference Lower Upper		
Total Score	Equal variances assumed	8.408	.007	2.38	34	.023	-.722	.303	-1.338	-.107
	Equal variances not assumed			2.38	25.2 62	.025	-.722	.303	-1.346	-.099

Source: Field Data (2023)

The mean score for BED ACE students on the 'need for autonomy' (M=1.89, SD=.583) did differ significantly ($t = -2.385$, $df = 34$, two tailed $p = 0.023$) from that of BED COM students (M=2.61, SD=1.145) as illustrated in Table 4.4 and Table 4.5. Independent sample t-test, two tailed was administered to BED ACE (Y1, Y2, Y3) and BED COM (Y1, Y2, Y3) so as to measure their significant difference for their need for autonomy. T-observed (2.385) was bigger than T-critical (2.032) of this study, while P value (0.007) is smaller than alpha value (0.05) of this study as illustrated in Table 4.5. In terms of need for autonomy, there was significance difference between those who study university entrepreneurial education and those who do not because the T-observed (2.385) was bigger than T-critical (2.032) of this study, while P value (0.023) was smaller than alpha value of the study (0.05). Null hypothesis 2 was therefore rejected.

The findings of this study disagree with those of Holienka et al. (2015), who discovered that in terms of need for autonomy, there are no significant differences between recipients and non-recipients of entrepreneurship education because there are no significant differences in average values between business administration students and students from other studied fields. The study's findings agree with those of Mangasini (2015), who discovered that graduates who study entrepreneurship at the undergraduate level have a higher mean of need for autonomy than non-recipients, and this mean differs significantly.

4.3.3 Creative tendency

The questions that measured creative tendency are contained in appendices 6 and 5. This study found out that there is no statistical significant difference ($\alpha = 0.05$; $P > 0.05$) between student-teachers who are exposed to university entrepreneurship education and those who are not in terms of creative tendency as illustrated in Table 4.7. Mean and standard deviation of participants in this study was calculated using SPSS so as to diagnose their creative tendency as illustrated in Table 4.6.

Table 4.6: Group statistics for creative tendency

		Creative Tendency		N	Mean	Std. Deviation	Std. Error Mean
Total Score	BED Students	ACE		18	7.78	1.309	.308
	BED Students	COM		18	7.78	1.309	.308

Source: Field Data (2023)

Independent sample t-test two tailed was administered to participants in this study so as to compare their means as illustrated in Table 4.7.

Table 4.7: Independent samples test for creative tendency

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Total Score	Equal variances assumed	.008	.930	.000	34	1.000	.000	.436	-.886	.886
	Equal variances not assumed			.000	34.000	1.000	.000	.436	-.886	.886

Source: Field Data (2023)

The mean score for BED ACE students on the 'creative tendency' ($M=7.78$, $SD=1.309$) did not differ significantly ($t=0$, $df=34$, two tailed $p=1$) from that of BED COM students ($M=7.78$, $SD=1.309$) as illustrated in Table 4.6 and Table 4.7.

In terms of creative tendency, there is no significance difference between those who receive university entrepreneurship education and those who do not because the T -observed (0.000) was smaller than T -critical (2.032) of this study, and P value (1) was bigger than alpha value (0.05) of this study. Null hypothesis 3 was therefore retained.

The findings are consistent with those of Holienka et al. (2015), who discovered no significant differences in creative tendency between recipients and non-recipients of entrepreneurship education. The findings are consistent with those of Berglund and Wennberg (2006), who discovered no significant difference in creative tendency between recipients and non-recipients of entrepreneurship education.

The findings, however, contradict those of Mangasini (2015), who discovered a statistically significant difference in the creative tendency of entrepreneurship education recipients and non-recipients, with the former having a significantly higher creative tendency than the latter. The findings contradict those of Liu et al. (2020), who discovered a positive relationship between entrepreneurship education and higher enterprising tendencies scores in both male and female students than those who had not studied entrepreneurship.

4.3.4 Calculated risk taking

The questions that measured calculated risk taking are contained in appendices 6 and 5. This study found out that there was no statistical significant difference ($\alpha= 0.05$; $P>0.05$) between student-teachers who are exposed to university entrepreneurship education and those who are not in terms of calculated risk taking as illustrated in Table 4.9. Mean and standard deviation of participants in this study was calculated using SPSS so as to diagnose their calculated risk taking as illustrated in Table 4.8.

Table 4.8: Group statistics of calculated risk taking

		Calculated		N	Mean	Std. Deviation	Std. Error Mean
		Risk Taking					
Total Score	BED Students	ACE		18	7.17	1.790	.422
	BED Students	COM		18	6.89	1.745	.411

Source: Field Data (2023)

Independent sample t-test two tailed was administered to participants in this study so as to compare their means in terms of calculated risk taking as illustrated in Table 4.9.

Table 4.9: Independent samples test for calculated risk taking

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Total Score	Equal variances assumed	.092	.764	.471	34	.640	.278	.589	-.920	1.475
	Equal variances not assumed			.471	33.978	.640	.278	.589	-.920	1.475

Source: Field Data (2023)

The mean score for BED ACE students on the 'calculated risk taking' ($M=7.17$, $SD=1.790$) did not differ significantly ($t=0.471$, $df=34$, two tailed $p=0.64$) from that of BED COM students ($M=6.89$, $SD=1.745$) as illustrated in Tables 4.8 and Table 4.9. Independent sample t-test, two tailed was administered to BED ACE (Y1, Y2, Y3) and BED COM (Y1, Y2, Y3) so as to measure their significant difference for their calculated risk taking. T-observed was 0.471 and the P value was 0.64 as illustrated in Table 4.9.

In terms of creative tendency, there is no significance difference between those who study university entrepreneurship education and those who do not because the T-observed (0.471), was smaller than T-critical (2.032) and P value (0.64) was bigger than alpha value (0.05) of this study. Null hypothesis 4 was therefore retained.

The findings contradicted those of Mangasini (2015), who discovered that undergraduate recipients of entrepreneurship education take more calculated risks than non-recipients, and that this difference is significant. The findings contradicted the findings of Liu et al. (2020), who discovered that students who had studied entrepreneurship education took more calculated risks than those who had not studied entrepreneurship education.

The findings contradicted those of Holienka et al. (2015), who discovered a highly significant difference in calculated risk taking between recipients and non-recipients of university entrepreneurship education, with the former displaying higher creative tendency scores than the latter. However, the findings agree with those of Oosterbeek et al. (2010), who discovered that there is no significant difference in calculated risk taking between entrepreneurship education recipients and non-recipients.

4.3.5 Locus of control

The questions that measured internal locus of control are contained in appendices 6 and 5. This study found out that there is no statistical significant difference ($\alpha= 0.05$; $P>0.05$) between student-teachers who are exposed to university entrepreneurship education and those who are not in terms of internal locus of control as illustrated in Table 4.11. Mean and standard deviation for participants in this study was calculated using SPSS so as to diagnose their internal locus of control as illustrated in Table

4.10.

Table 4.10: Group statistics for locus of control

<i>Group Statistics</i>						
	Locus Control	Of	N	Mean	Std. Deviation	Std. Error Mean
Total Score	BED Students	ACE	18	6.56	1.756	.414
	BED Students	COM	18	6.28	1.274	.300

Source: Field Data (2023)

Independent sample t-test was conducted so as to compare the means of the participants of this study in terms of internal locus of control as illustrated in Table 4.11.

Table 4.11: Independent samples test for internal locus of control

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference Lower Upper	
Total Score	Equal variances assumed	1.280	.266	.54	34	.591	.278	.511	-.762	1.317

Equal								
variances	.54	31.0						
not	3	16	.591	.278	.511	-.765	1.321	
assumed								

Source: Field Data (2023)

The mean score for BED ACE students on the ‘internal locus of control’ (M=6.56, SD=1.756) did not differ significantly ($t=0.543$, $df=34$, two tailed $p=0.591$) from that of BED COM students (M=6.28, SD=1.274) as illustrated in Table 4.10 and Table 4.11.

Independent sample t-test, two tailed was administered to BED ACE (Y1, Y2, Y3) and BED COM (Y1, Y2, Y3) so as to measure their significant difference for their internal locus of control. T-observed was 0.543, and the P value was 0.266 as illustrated in Table 4.3.5(b). In terms of locus of control, there was no significance difference between those who study university entrepreneurship education and those who do not because the T-observed (0.543), was smaller than T-critical (2.032) and the P value (0.591) was bigger than the alpha value (0.05) of the study. Null hypothesis 5 was therefore retained.

The findings of this study contradict those of Mangasini (2015), who discovered that entrepreneurship education had a significant effect on graduates' drives and determination. The study's findings contradict those of Hansemark (1998), who discovered that participating in an entrepreneurship program has an impact on locus of control reinforcement because it significantly decreases the external locus of control among its recipients, and thus the recipients experience a dramatic decrease in their external locus of control compared to non-recipients of entrepreneurship education.

The study's findings contradicted those of Gurol and Atsan (2006), who discovered a significant difference in locus of control between entrepreneurially inclined students and those who are not, and thus entrepreneurially inclined students have a higher locus of control than those who are not empirically inclined. This study's findings are consistent with those of Oosterbeek et al. (2010), who discovered that

entrepreneurship education and its effects on entrepreneurial skills and traits are not statistically different from zero.

4.4 Mean Difference Of Entrepreneurial Intentions Between Recipients And Non-Recipients Of University Entrepreneurship Education At SOED

4.4.1 Bed com y1 and bed ace y1 student-teachers at soed

Mean and standard deviation was conducted using SPSS so as to diagnose entrepreneurial intentions of BED COM Y1 and BED ACE Y1 student-teachers as illustrated in Table 4.12.

Table 4.12: Group statistics of bed com y1 and bed ace y1 students

<i>Group Statistics</i>						
	University	N	Mean	Std.	Std. Error	
	Entrepreneursh			Deviation	Mean	
	ip Education					
Entrepreneurial Intentions	BEDCOM					
	Year	1	6	32.33	4.082	1.667
	Students					
	BEDACE Year		6	31.67	2.338	.955
	1 Students					

Source: Field Data (2023)

Independent sample t-test two tailed was conducted to BED COM Y1 and BED ACE Y1 students so as to compare their mean of entrepreneurial intentions as illustrated in Table 4.13.

Table 4.13: Independent samples test for bed com y1 and bed ace y1 students

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference Lower Upper	
Entrepreneurial Intentions	Equal variance assumed	.483	.503	.347	10	.736	.667	1.921	-3.613	4.946
	Equal variance not assumed			.347	7.961	.738	.667	1.921	-3.766	5.099

Source: Field Data (2023)

The mean score for BEDCOM Y1 students on the variable ‘The mean of total entrepreneurial intentions of student-teachers at SOED who receive university entrepreneurship education is equal to that of non-recipients’ (M=32.33, SD=4.082) did not differ significantly ($t=0.347$, $df=10$, two tailed $p=0.736$) from that of BED ACE Y1 students (M=31.67,SD=2.338) as illustrated in Table 4.12 and Table 4.13.

Independent sample t-test two, tailed was administered to first year target population of the study. The T- observed (0.347) was smaller than the T-Critical (2.032) and P value (0.736) was bigger than Alpha value of the study (0.05) as illustrated in Table 4.16. Null hypothesis 6 was accepted because T-observed (0.347) was smaller than T-critical (2.228) and P value (0.736) was bigger than alpha value (0.05) of the study as illustrated in Table 4.13. Null hypothesis 6 was therefore retained.

The findings of the study disagree with those of Israr and Saleem (2018) which found out that entrepreneurial education is one of the variables that show a positive relationship with entrepreneurial intentions. The findings of the study agree with those of Oosterbeek et al. (2010) who found out that entrepreneurship education programs do not increase recipients entrepreneurial intentions, possibly because students have gained more realistic perspectives of themselves as well as what it takes to be an entrepreneur.

4.4.2 Bed com y2 and bed ace y2 student-teachers at soed

Mean and standard deviation of BED COM Y2 and BED ACE Y2 student-teachers was calculated using SPSS so as to diagnose their entrepreneurial intentions as illustrated in Table 4.14.

Table 4.14: Group statistics of bed com y2 and bed ace y2 students

<i>Group Statistics</i>						
	University	N	Mean	Std.	Std. Error	
	Entrepreneursh ip Education			Deviation	Mean	
Entrepreneurial Students Intentions	BEDCOM					
	Year	2	6	31.00	2.191	.894
	BEDACE Year		6	33.50	4.037	1.648
	2 Students					

Source: Field Data (2023)

Independent sample t-test two tailed was conducted between BED COM Y2 and BED ACE Y2 participants in this study so as to compare their means as illustrated in Table 4.15.

Table 4.15: Independent samples test for bed com y2 and bed ace y2 students

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper	
Entrepre neurial Intention s	Equal variances assumed	1.531	.244	1.33	10	.212	-2.500	1.875	-6.678	1.678
	Equal variances not assumed			- 1.333	7.71 0	.221	-2.500	1.875	-6.853	1.853

Source: Field Data (2023)

The mean score for BEDCOM Y2 students on the variable ‘The mean of total entrepreneurial intentions of student-teachers at SOED who receive university entrepreneurship education is equal to that of non-recipients’ (M=31, SD=2.191) did not differ significantly ($t=-1.33$, $df=10$, two tailed $p=0.212$) from that of BED ACE Y2 students (M=33.5, SD=4.037) as illustrated in Table 4.14 and Table 4.15.

Independent sample t-test two, tailed was administered to second year target population of the study. T-observed (-1.333) is smaller than the T-critical (2.228) and the P Value (0.212) is also bigger than the Alpha value (0.05) of the study as illustrated in Table 4.15. Null hypothesis 2 was accepted because T-observed (-1.333) was smaller than T-critical (2.228) and the P value (0.221) was bigger than

alpha value (0.05) of this study. Null hypothesis 6 was therefore retained. The findings of the study disagree with those of Boahemaah et al. (2020) which found out that entrepreneurship education plays a key role in equipping and enhancing students with entrepreneurial knowledge and developing entrepreneurial interest among undergraduate students. The findings disagree with those of Sun et al. (2017) which found out that entrepreneurship education do influence entrepreneurial intentions among its recipients.

4.4.3 Bed com y3 and bed ace y3 student-teachers at soed

Mean and standard deviation of BED COM Y3 and BED ACE Y3 participants of this study was conducted so as to diagnose their entrepreneurial intentions as illustrated in Table 4.16.

Table 4.16: Group statistics of bed com y3 and bed ace y3 students

<i>Group Statistics</i>						
	University	N	Mean	Std.	Std. Error	
	Entrepreneursh ip Education			Deviation	Mean	
Entrepreneurial Intentions	BEDCOM Year	3	6 31.33	3.077	1.256	
	BEDACE Year 3 Students	6	30.83	3.430	1.400	

Source: Field Data (2023)

Independent sample t-test was conducted using SPSS so as to compare the means of entrepreneurial intentions of BED COM Y3 and BED ACE Y3 participants of this study as illustrated in Table 4.17.

Table 4.17: Independent samples test for bed com y3 and bed ace y3 students

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper	
Entrepre neurial Intention s	Equal variance assumed	.032	.861	.266	10	.796	.500	1.881	-3.692	4.692
	Equal variance not assumed			.266	9.866	.796	.500	1.881	-3.698	4.698

Source: Field Data (2023)

The mean score for BEDCOM Y3 students on the variable ‘The mean of total entrepreneurial intentions of student-teachers at SOED who receive university entrepreneurship education is equal to that of non-recipients’ (M=31.33, SD=3.077) did not differ significantly ($t=0.266$, $df=10$, two tailed $p=0.796$) from that of BED ACE Y3 students (M=30.83,SD=3.43) as illustrated in Table 4.16 and Table 4.17.

Independent sample t-test two, tailed was administered to third year target population of the study. T observed (0.266) was smaller than the T-critical (2.228) and the P value (0.796) is bigger than the Alpha value of the study (0.05) as illustrated in Table 4.17. Null hypothesis 6 was accepted because the T observed (0.266) was smaller

than T critical (2.228) and the P value (0.796), was larger than alpha value (0.05) of the study. The findings of the study disagree with those of Mangasini (2015) which found out that recipients of entrepreneurship education had higher entrepreneurial tendencies than non recipients. The findings disagree with those of Barba et al. (2018) which found out that exposure to entrepreneurship education increases entrepreneurial intentions of its recipients.

4.4.4 Bed com y1, bed com y2, bed com y3, bed ace y1, bed ace y2 and bed ace y3 student-teachers at soed

Mean and standard deviation was conducted using SPSS so as to diagnose entrepreneurial intentions of total participants of this study as illustrated in Table 4.18.

Table 4.18: Total group statistics of hypothesis 6 of this study

<i>Group Statistics</i>					
	University	N	Mean	Std. Deviation	Std. Error Mean
	Entrepreneurship Education				
	<hr/>				
Entrepreneurial Intentions	BEDCOM Year 1, Year 2 and Year 3 Students	18	31.56	3.072	.724
	BEDACE Year 1, Year 2 and Year 3 Students	18	32.00	3.343	.788

Source: Field Data (2023)

Independent sample t-test two tailed was conducted so as to compare the means of entrepreneurial intentions of BED COM Y1, BED COM Y2, BED COM Y3, BED ACE Y1, BED ACE Y2 and BED ACE Y3 student-teachers as illustrated in Table

4.19.

Table 4.19: Independent sample t-test for total group statistics of hypothesis 6 of this study

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference		
								Lower	Upper	
Entrepre neurial Intentio ns	Equal varianc es	.083	.775	-.4 15	34	.681	-.444	1.070	-2.619	1.730
	assumed Equal varianc es not assumed			-.4 15	33. 760	.681	-.444	1.070	-2.620	1.731

Source: Field Data (2023)

The mean score for BEDCOM Y1, BEDCOM Y2 and BEDCOM Y3 students on the variable 'The mean of total entrepreneurial intentions of student-teachers at SOED who receive university entrepreneurship education is equal to that of non-recipients' (M=31.56, SD=3.072) did not differ significantly ($t = -0.415$, $df = 34$, two tailed

$p=0.681$) from that of BED ACE Y1, BED ACE Y2 AND BED ACE Y3 students ($M=32,SD=3.343$) as illustrated in Table 4.18 and Table 4.19. Independent sample t-test two, tailed was administered to total sample size of target population of the study. T-Observed (-0.415) is smaller than the T-Critical (2.179) and the P value (0.775) is bigger than the Alpha value (0.05) of the study as illustrated in Table 4.19.

Null hypothesis 6 was accepted because T-observed (-0.415) was smaller than T-critical (2.179) and the P value (0.681) was bigger than the alpha value (0.05) of the study. The findings disagree with those of Ntare and Ojwang (2021) which found out that college students in Tanzania have high entrepreneurial intentions.

The study's findings are consistent with those of Nabi et al. (2018), who discovered that university entrepreneurship education program participants, on average, demonstrate greater entrepreneurial learning and inspiration than their non-EE counterparts. However, the average change in entrepreneurial intentions from the start to the end of the year does not differ significantly between EE and non-EE participants. There was no actual relationship between university entrepreneurship education and having high entrepreneurial intentions, and any observed relationship was purely coincidental.

4.5 Correlation Between University Entrepreneurship Education and Entrepreneurial Intentions of Student-Teachers at SOED

Point Biserial Correlation was calculated for the total sample size of the study (36 participants), the findings were: $r_{pb}=.071$, $p= 0.681$ as was indicated in Table 4.20.

Table 4.20: Correlation between university entrepreneurship education and entrepreneurial intentions of student-teachers at university of dar es salaam, tanzania

Correlations

		University Entrepreneurship Education	Entrepreneurial Intentions
University	Pearson Correlation	1	.071
Entrepreneurship Education	Sig. (2-tailed)		.681
	N	36	36
Entrepreneurial Intentions	Pearson Correlation	.071	1
	Sig. (2-tailed)	.681	
	N	36	36

Source: Field Data (2023)

The observed point Biserial correlation (.071) is less than + or - .3494 and thus the correlation obtained in this study was not statistically significant at .05 level. Therefore, null hypothesis 7 was retained. The findings of the study are consistent with those of Nabi et al. (2018), who discovered that entrepreneurship education does not increase students' entrepreneurial intentions; rather, it informs them about entrepreneurship.

The study findings are differ with those of Bae et al. (2014), who discovered that entrepreneurship education has a statistically significant but small positive relationship with entrepreneurial intentions. The findings of the study are consistent with those of Nabi et al. (2018), who discovered that participants in university

entrepreneurship education programs demonstrate greater entrepreneurial learning and inspiration than their non-EE counterparts. The average change in entrepreneurial intentions from the beginning to the end of the year, on the other hand, does not differ significantly between EE and non-EE participants.

4.6 Correlation In Reference To Year One Target Population Of The Study

Point Biserial Correlation was calculated for 12 first year target population of this study. The results were: $r_{pb} = -.109$, $p = 0.736$ as indicated in Table 4.21.

Table 4.21: Correlation between university entrepreneurship education and entrepreneurial intentions among first year target population of this study

Correlations

		University Entrepreneurship Education	Entrepreneurial Intentions
University Entrepreneurship Education	Pearson Correlation	1	-.109
	Sig. (2-tailed)		.736
	N	12	12
Entrepreneurial Intentions	Pearson Correlation	-.109	1
	Sig. (2-tailed)	.736	
	N	12	12

Source: Field Data (2023)

There was no significant relationship between university entrepreneurship education and entrepreneurial intentions among first year target population of this study, $r_{pb} (10) = -.109$, $p = 0.736$. Null hypothesis was 7 accepted because Point Biserial

Correlation = -0.19, P value (0.736) is greater than Alpha value of the study (0.05) as illustrated in Table 4.21. The observed point Biserial correlation (-0.19) is less than + or - 0.5760 and thus the correlation obtained in this study was not statistically significant at .05 level. This means that this observed correlation coefficient is not as a result of chance in a population where the true correlation in the population is zero. The findings of the study differ from those of Dogan (2015) which discovered a significant positive correlation between entrepreneurship education and entrepreneurial intentions.

4.7 Correlation In Reference To Year Two Target Population Of The Study

Point Biserial Correlation was calculated for 12 second year target population of this study. The results were: $r_{pb} = .388$, $p = 0.212$ as was indicated in Table 4.22.

Table 4.22: Correlation between university entrepreneurship education and entrepreneurial intentions among second year target population of this study

Correlations

		University Entrepreneurship Education	Entrepreneurial Intentions
University Entrepreneurship Education	Pearson Correlation	1	.388
	Sig. (2-tailed)		.212
	N	12	12
Entrepreneurial Intentions	Pearson Correlation	.388	1
	Sig. (2-tailed)	.212	
	N	12	12

Source: Field Data (2023)

There was no significant relationship between university entrepreneurship education and entrepreneurial intentions among second year target population of this study, $r_{pb}(10) = .388$, $p = 0.212$. Null hypothesis 7 was accepted because Point Biserial Correlation = .388, P value (0.212) is greater than Alpha value of the study (0.05) as illustrated in Table 4.22. The observed point Biserial correlation (0.388) is less than + or - 0.5760 and thus the correlation obtained in this study was not statistically significant at .05 level. This means that this observed correlation coefficient is not as a result of chance in a population where the true correlation in the population is zero. The findings are consistent with those of Ceresia (2018) which found out that entrepreneurship education does not influence entrepreneurial intentions among its recipients.

4.8 Correlation Reference To Year Three Target Population Of The Study

Point Biserial Correlation was calculated for 12 third year respondents of this study. The results were: $r_{pb} = -.084$, $p = 0.796$ as was indicated in Table 4.23.

Table 4.23: Correlation between university entrepreneurship education and entrepreneurial intentions among third year target population of this study

Correlations

		University Entrepreneurship Education	Entrepreneurial Intentions
University Entrepreneurship Education	Pearson Correlation	1	-.084
	Sig. (2-tailed)		.796
Entrepreneurial Intentions	N	12	12
	Pearson Correlation	-.084	1
	Sig. (2-tailed)	.796	
	N	12	12

Source: Field Data (2023)

There was no significant relationship between university entrepreneurship education and entrepreneurial intentions among third year target population of this study, $r_{pb}(10) = -0.084$, $p=0.796$. Null hypothesis 7 was accepted because Point Biserial Correlation = -0.084 , P value (0.796) is greater than Alpha value of the study (0.05) as illustrated in Table 4.23. The observed point Biserial correlation (-0.084) is less than $+ \text{ or } - 0.5760$ and thus the correlation obtained in this study was not statistically significant at $.05$ level. This means that this observed correlation coefficient is not as a result of chance in a population where the true correlation in the population is zero. The findings disagree with those of Israr and Saleem (2018) which found out that entrepreneurial education has positive relationship with entrepreneurial intentions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section entails summary of research findings and discussion, detailed conclusion of the study and recommendations for further studies and recommendations to various interest groups in education sector in Tanzania.

5.2 Summary of the Study

The purpose of the study was to see if there was a link between university entrepreneurship education and high entrepreneurial intentions among student-teachers at SOED in UDSM. The study objectives were to: (i) Determine whether university students at SOED who study university entrepreneurship education have higher entrepreneurial tendencies such as need for achievement, need for autonomy, creative tendency, calculated risk taking, and internal locus of control than those who do not; (ii) Determine whether university students at SOED who study university entrepreneurship education have higher entrepreneurial intentions than those who do not; and (iii) At SOED, in UDSM, investigate the relationship between university entrepreneurship education and entrepreneurial intentions of university students.

The positivist research paradigm guided this study. The term paradigm was coined by Auguste Comte, a nineteenth-century French philosopher, to describe a philosophical position (Beck, 1979; Cohen et al., 2018). The quantitative research method was used in this study. Postivism gave rise to the quantitative research approach (Ary et al., 2014). The correlation research design was used in this study to answer the main research question and subsidiary questions, while the descriptive research design was used to answer contributory research questions.

The research was carried out at the UDSM School of Education, Mlimani campus, in Dar es Salaam, Tanzania. This is because, in the year 2000, the University of Dar es Salaam offered Tanzania's first entrepreneurship course. (2015) (Fulgence) (Fulgence). The University of Dar es Salaam was the first to offer entrepreneurship

education to student-teachers in 2008 (Fulgence, 2015).

The researcher sought research clearance from the UDSM Vice Chancellor's office by requesting a permission letter. The letter described the research topic, problem, and rationale, as well as the duration and location of the fieldwork and research. The letter was then sent to Dar es Salaam's Regional Administrative Secretary (RAS) in order to request a research permit to conduct research in the region. In Ubungu District, the permit was used to request permission from the District Administrative Secretary (DAS) and the District Executive Director (DED). Finally, the researcher obtained permission to conduct the study from the School of Education at UDSM, as all of the student-teachers respondents in this study were obtained from the School of Education at UDSM.

5.3 Summary of Research Findings

5.3.1 Mean Of Entrepreneurial Tendencies

Null hypothesis 1 was retained because there was no statistically significant difference ($\alpha= 0.05$; $P>0.05$) between student-teachers who study university entrepreneurship education and those who do not in terms of need for achievement. Null hypothesis 2 was rejected because there was statistical significant difference ($\alpha= 0.05$; $P<0.05$) between student-teachers who are exposed to university entrepreneurship education and those who are not in terms of need for autonomy.

Null hypothesis 3 was retained because there was no statistical significant difference ($\alpha= 0.05$; $P>0.05$) between student-teachers who are exposed to university entrepreneurship education and those who are not in terms of creative tendency. Null hypothesis 4 was retained because there was no statistical significant difference ($\alpha= 0.05$; $P>0.05$) between student-teachers who are exposed to university entrepreneurship education and those who are not in terms of calculated risk taking. Null hypothesis 5 was retained because there was no statistical significant difference ($\alpha= 0.05$; $P>0.05$) between student-teachers who are exposed to university entrepreneurship education and those who are not in terms of internal locus of control.

5.3.2 The Mean Of Total Entrepreneurial Intentions

Student- Teachers who study university entrepreneurship education do not have higher entrepreneurial intentions than student- teachers who do not study university entrepreneurship education. Null hypothesis 6 was accepted because the mean of BED COM student-teachers (Y1, Y2 and Y3) was smaller than that of BED ACE student-teachers (Y1, Y2 and Y3). In addition to that, the T-Observed (-0.415) is smaller than the T-Critical (2.238) and the P value (0.775) is bigger than the Alpha value (0.05) of the study. The least GET score was 25 and the highest was 37. Score of 34 had the highest frequency (6), while scores of 25 and 27 had the lowest frequencies (1 each). This means that none of the respondents were very enterprising (none had High General Enterprising Tendencies).

5.3.3 Correlation Between University Entrepreneurial Education And Entrepreneurial Intentions

There was no correlation between university entrepreneurial education and high entrepreneurial intentions of student-teachers at University of Dar es Salaam, Mlimani campus, Tanzania. Null hypothesis 7 was accepted because Point Biserial correlation = .071, P value (0.681) is greater than Alpha value of the study (0.05).

5.4 Conclusion

The total mean of achievement need was 8.28. Their desire to succeed was moderate. The majority preferred to consider tried-and-true entrepreneurial ideas that fit their lifestyle. The total mean in terms of need for autonomy was 2.25. The majority would probably prefer to be advised on how to manage their work and would not enjoy the responsibility of running a business. The overall mean for creative tendency was 7.78. The majority of people are likely to prefer tried-and-true entrepreneurial ideas that are easier to implement and fit into their lifestyle.

The calculated risk-taking mean was 7.03. The majority would probably be most satisfied with tried-and-true business ideas, less risky business ideas, or business ideas in which a partner takes the risks (even if that might include sacrificing some of the potential rewards). The locus of control total mean was 6.42. Most people have an external locus of control. This means that the majority of people believe that fate

and luck will determine what happens in their lives, and that hard work and determination will have little impact.

The participants' Caird (2013) test score of 31.78 out of a possible 54 indicated that they did not have strong entrepreneurial intentions. They had a medium GET score, indicating that the majority of them were likely to be strong in some enterprising characteristics and may be enterprising in some situations. The majority are unlikely to launch an innovative, growth-oriented global company, but they may be able to express their entrepreneurial spirit at work as an intrapreneur or in their spare time through volunteer community projects.

There was no correlation between studying university entrepreneurship education and having high entrepreneurial intentions among student-teachers at School of Education, University of Dar es Salaam Mwalimu Julius Nyerere Mlimani campus. This was because r_{pb} (0.071) was not significantly different from zero at 34 degrees of freedom, 0.05 level of significance because it was below +.3494.

5.5 Recommendations

5.5.1 Recommendations For Action

The management at School of Education at Mwalimu Julius Nyerere mlimani campus should commission a study to determine the relevant measures that can be adopted to improve the following entrepreneurial tendencies among student-teachers at SOED: need for achievement, need for autonomy, creative tendency, calculated risk taking and internal locus of control.

5.5.1 Recommendation for Further Studies

(i). Additional research should be conducted among student-teachers at SOED in UDSM to determine why there is no significant mean difference in the following entrepreneurial tendencies between recipients and non-recipients of university entrepreneurship education: need for achievement, creative tendency, calculated risk taking, and internal locus of control.

(ii). Further studies should be conducted among student-teachers at SOED in UDSM

to determine why there is significant mean difference between recipients and non-recipients of university entrepreneurship education is entrepreneurial tendency of need for autonomy.

(iii). Further studies should be conducted among student-teachers at SOED in UDSM to determine why there is no significant mean difference between recipients and non-recipients of university entrepreneurship education in terms of entrepreneurial intentions.

(iv). Further studies should be conducted among student-teachers at SOED in UDSM to determine why there is no significant correlation between university entrepreneurship education and high entrepreneurial intentions of student-teachers at SOED in UDSM.

(v). Further studies should be conducted among student-teachers at SOED in UDSM who receive university entrepreneurship education so as to determine why they are not highly enterprising.

(vi). This study was conducted at undergraduate level at SOED. Further studies should be conducted at post graduate level at SOED.

5.6 Original Contribution To Body of Knowledge

This study produced new knowledge regarding the strength and direction of relationship between university entrepreneurship education and student-teachers at SOED, in UDSM, Tanzania.

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APPENDICES
APPENDIX ONE

Documentary Review Guide Used By The Researcher

<p>UNIVERSITY ENTREPRENEURSHIP EDUCATION COURSES STUDIED ONLY BY BED COM Y1, BED COM Y2 AND BED COM Y3 STUDENT-TEACHERS AT SOED AND NO OTHER CATEGORY OF STUDENT-TEACHERS AT SOED AN BACHELOR LEVEL</p>	<p>AGREE ((✓) DISAGREE ((x)</p>
<p>Year One Courses.</p> <p>Business Communication; Introduction to Business; Principles of Accounting 1;Principles of Accounting 2</p> <p>Year Two Courses.</p> <p>Managerial Accounting 1; Principles of Marketing; Introduction to Financial Management</p> <p>Year Three Courses.</p> <p>Small Business and Entrepreneurship;Business Plan Development</p>	
<p>GRAND TOTAL</p>	

APPENDIX TWO

Requesting Letter To Director, Undergraduate Studies

My name is **Eutychus Ngotho Gichuru**, a Master of Education Management and Administration (MEMA) candidate at University of Dar es Salaam, Mlimani main campus, Tanzania. I am conducting a study on: “*Correlation between university entrepreneurship education and entrepreneurial intentions of student-teachers at university of Dar es salaam, Tanzania.*” I am humbly requesting you to be at liberty to provide the below mentioned information or not, depending on how you think this study is ethically suited to you. Thank you.

Name (Optional): _____

Signature (Optional): _____

Please circle one: A means Agree and D means Disagree.

In 2020/2021, 2021/2022 and 2022/2023 academic year, the following units are taught for Bachelor of Education in Commerce students but not for Bachelor of Education in Adult and Community Education students at University of Dar es Salaam, School of Education, Mlimani campus:

Year One Courses: Business Communication, Introduction to Business, Principles of Accounting 1 and Principles of Accounting.

Year Two Courses: Managerial Accounting 1, Principles of Marketing and Introduction to Financial Management.

Year Three Courses: Small Business and Entrepreneurship and Business Plan Development.

1. A
2. D

In 2020/2021, 2021/2022 and 2022/2023 academic year, all of the following units are included in UDSM undergraduate prospectus for Bachelor of Education in Commerce students but not for Bachelor of Education in Adult and Community Education students at University of Dar es Salaam, School of Education, Mlimani campus:

Year One Courses: Business Communication, Introduction to Business, Principles of Accounting 1 and Principles of Accounting 2.

Year Two Courses: Managerial Accounting 1, Principles of Marketing and Introduction to Financial Management

Year Three Courses:

Small Business and Entrepreneurship, and Business Plan Development

1. A
2. D

APPENDIX THREE

Requesting Letter To Registrar, Undergraduate Students at SOED

My name is **Eutychus Ngotho Gichuru**, a Master of Education Management and Administration (MEMA) candidate at University of Dar es Salaam, Mlimani main campus, Tanzania. I am conducting a study on: “*Correlation between university entrepreneurship education and entrepreneurial intentions of student-teachers at university of Dar es salaam, Tanzania.*” I am humbly requesting you to provide me with electronic copy of the List of Bachelor of Education in Commerce Students and Bachelor of Education in Adult and Community Education from year one, year two to year three of study.

Thank you.

Name (Optional): _____

Signature (Optional): _____

APPENDIX FOUR

Questionnaire for Biographical Information For Bachelor of Education in Commerce and Bachelor of Education in Adult and Community Education Target Population

My name is **Eutyclus Ngotho Gichuru**, a Master of Education Management and Administration (MEMA) candidate at University of Dar es Salaam, Mlimani main campus, Tanzania. I am conducting a study on: *“Correlation between university entrepreneurship education and entrepreneurial intentions of student-teachers at university of Dar es salaam, Tanzania.”* You have been chosen by the researcher because you fall within the group of respondents who possess valuable information which will help me to finalize my study. I am humbly requesting you to be at liberty to fill these questionnaires or not, depending on how you think this study is ethically suited to you. Thank you.

Name (Optional): _____

Signature (Optional): _____

Respondents’ personal information

(i) Name: _____

(ii) UDSM Registration Number: _____

(iii) Tanzania Mobile Number: _____

(iv) Email Address: _____

(v) Nationality (Tick only one)

(a) Tanzanian ()

(b) Non Tanzanian ()

(vi) Year of Study (Tick only one)

(a) Year 1 ()

(b) Year 2 ()

(c) Year 3 ()

(vii) Which of the following Bachelor degree are you studying?

(a) Bachelor of Education in Commerce ()

(b) Bachelor of Education in Adult and Community Education ()

(viii) What is your age as contained in your national identification card?

(a) 18 years () (b) 19 years () (c) 20 years ()

(d) 21 years () (e) 22 years () (f) 23 years ()

(g) Other ()

(ix) Have you ever studied any formal education outside the United Republic of Tanzania?

(a) Yes ()

(b) No ()

(x) Did you study up to form six in Tanzania?

(a) Yes ()

(b) No ()

(xi) Were you admitted to UDSM after finishing form six?

(a) Yes ()

(b) No ()

(xii) What is your sex?

(a) Male

(b) Female

8. Sometimes people find my ideas unusual.

A D

9. I would rather buy a lottery ticket than enter a competition.

A D

10. I like challenges that stretch my abilities and get bored with things I can do quite easily.

A D

11. I would prefer to have a moderate income in a secure job rather than a high income in a job that depended on my performance.

A D

12. At work, I often take over projects and steer them my way without worrying about what other people think.

A D

13. Many of the bad times that people experience are due to bad luck.

A D

14. Sometimes I think about information almost obsessively until I come up with new ideas and solutions.

A D

15. If I am having problems with a task I leave it, forget it and move on to something else.

A D

16. When I make plans I nearly always achieve them.

A D

17. I do not like unexpected changes to my weekly routines.

A D

18. If I wanted to achieve something and the chances of success were 50/50 I would take the risk.

A D

19. I think more of the present and past than of the future.

A D

20. If I had a good idea for making some money, I would be willing to invest my time and borrow money to enable me to do it.

A D

21. I like a lot of guidance to be really clear about what to do in work.

A D

22. People generally get what they deserve.

A D

23. I am wary of new ideas, gadgets and technologies.

A D

24. It is more important to do a job well than to try to please people.

A D

25. I try to accept that things happen to me in life for a reason.

A D

26. Other people think that I'm always making changes and trying out new ideas.

A D

27. If there is a chance of failure I would rather not do it.

A D

28. I get annoyed if people are not on time for meetings.

A D

29. Before I make a decision I like to have all the facts no matter how long it takes.

A D

30. I rarely need or want any assistance and like to put my own stamp on work that I do.

A D

31. You are not likely to be successful unless you are in the right place at the right time.

A D

32. I prefer to be quite good at several things rather than very good at one thing.

A D

33. I would rather work with a person I liked who was not good at the job, rather than work with someone I did not like even if they were good at the job.

A D

34. Being successful is a result of working hard, luck has little to do with it.

A D

35. I prefer doing things in the usual way rather than trying out new methods.

A D

36. Before making an important decision I prefer to weigh up the pro's and con's fairly quickly rather than spending a long time thinking about it.

A D

37. I would rather work on a task as part of a team rather than take responsibility for it myself.

A D

38. I would rather take an opportunity that might lead to even better things than have an experience that I am sure to enjoy.

A D

39. I usually do what is expected of me and follow instructions carefully.

A D

40. For me, getting what I want is a just reward for my efforts.

A D

41. I like to have my life organised so that it runs smoothly and to plan.

A D

42. When I am faced with a challenge I think more about the results of succeeding than the effects of failing.

A

D

43. I believe that destiny determines what happens to me in life.

A

D

44. I like to spend time with people who have different ways of thinking.

A

D

45. I find it difficult to ask for favours from other people.

A

D

46. I get up early, stay late or skip meals if I have a deadline for some work that needs to be done.

A

D

47. What we are used to is usually better than what is unfamiliar.

A

D

48. I get annoyed if superiors or colleagues take credit for my work.

A

D

49. People's failures are rarely the result of their poor judgement.

A

D

50. Sometimes I have so many ideas that I feel pressurised.

A

D

51. I find it easy to relax on holiday and forget about work.

A

D

52. I get what I want from life because I work hard to make it happen.

APPENDIX SIX

Caird Data Analysis And Interpretation Guide

Scoring the GET2 Test

The Get2 test measures enterprising tendency by measuring five entrepreneurial attributes as follows: 1. Need for achievement – This is measured in rows 1 and row 6 of the scoring sheet, i.e. Questions 1,10,19,28,37,46, 6,15,24,33,42,51 2. Need for Autonomy – This is measured in row 3, i.e. Questions 3,12, 21,30,39,48 3. Creative Tendency – This is measured in rows 5 and 8, i.e. Questions 5, 14,23,32,41,50,8,17,26,35,44,53 4. Calculated Risk taking- This is measured in rows 2 and 9, i.e. Questions 2,11,20,29,38,47, 9,18,27,36,45,54 5. Locus of control – This is measured in rows 4 and 7, i.e. Questions 4,13,22,31,40,49,7,16,25,34,43,52

If a person agrees with a statement by circling A and the statement number is an even number they get one point. If a person disagrees with a statement by circling D and the statement number is an odd number they get one point. Other responses get zero points. Points gained are added together to give a score for each of the entrepreneurial attributes which are summed to give the score for entrepreneurial tendency. The respondent gains one point when they agree with even numbered statements on the scoring sheet. Such statements represent positive entrepreneurial statements. The respondent gains one point when they disagree with odd numbered statements on the scoring sheet. Such statements represent negative entrepreneurial statements. Note down score for each entrepreneurial attribute as well as the total score. The following interpretation provide feedback.

Interpretation

Interpretation General Enterprising Tendency (GET)

The maximum score (representing General Enterprising Tendency) is 54

44-54 - This score means that you are very enterprising (High) 27-43 - This score means that you have some enterprising qualities (Medium) 0-26 – This score means that you are probably happiest working with guidance from superiors (Low)

GET2 Scores

High GET2 score 44-54

Your GET2 score suggests that your enterprising tendency is high. This means that you have a tendency to start up and manage projects; this could be your own business venture, within your employing organisation or your community. You may recognise the following qualities in yourself: ✓ You like to be in charge; ✓ You will seek opportunities and use resources to achieve your plans; ✓ You believe that you possess or can gain the qualities to be successful; ✓ You are innovative and willing to take a calculated risk to achieve your goals successfully. The most enterprising people set up projects more frequently, set up more innovative projects and are more growth-oriented which means that they are opportunistic and good at utilising resources, including human, technological, physical and organisational resources.

Medium GET2 score 27-43 You are likely to have strengths in some of the enterprising characteristics and may be enterprising in some contexts. At this time you probably are unlikely to set up an innovative growth-oriented global business, and may be able to express your enterprise either within employment as an intrapreneur, or in your leisure time through voluntary community projects.

Low GET2 score 0-26 The GET2 results suggest that you are not highly enterprising in your present activities. This suggests that you would probably prefer to work in employment. Perhaps you prefer to support enterprise rather than take a lead. Enterprises need people to support and work on the implementation of plans so that goals are met. This test does not assess personal strengths other than enterprising characteristics. The test, however, is not definitive and should be used as an educational aid for stimulating personal reflection. If you are not happy with your test results, personal transformation is an open door! If you want to be enterprising you are half-way there!

Entrepreneurial Characteristics :

Need for Achievement (Maximum Score is 12, high score is 10-12, low is 0-6)

Your need for achievement is high. This means that you may have the following qualities: √ An orientation towards the future; √ Reliance on your own ability; √ An optimistic rather than a pessimistic outlook; √ A strong task orientation; √ Effective time management; √ Results-oriented with yourself and others; √ Restlessness, driven and energetic; √ Opinionated in defence of your ideas and views; √ Determination to ensure your objectives are met even when difficulties arise; √ Responsible and persistent in pursuit of aims; √ Oriented towards challenging but realistic goals; √ Willingness to work long and hard when necessary to complete tasks. You may need to be careful about maintaining your work life balance and in particular taking care of your health and important relationships in your life.

If your need for achievement is medium.: Your score for your need for achievement was medium. You probably wish to consider 'tried and tested' enterprising ideas that fit in with your lifestyle. If your Need for achievement is low Achievement may not be one of your high priorities. Perhaps setting up and running an enterprise would be too much hard work and commitment. Perhaps you prefer to take life at a more even pace.

Need for Autonomy/Independence (Maximum Score is 6, high score is 4-6, low is 0-2)

Your need for autonomy (or independence) is high. This means that you may have the following qualities: √ Independence, preferring to work alone especially if you cannot be top dog √ Self expressive, feeling a strongly need to do your own thing your way, rather than work on other people's projects √ Individualistic and unresponsive to group pressure √ Leadership, preferring to be in charge and disliking taking orders √ Unconventional, and prepared to stand out as being different to others √ Opinionated, having to say what you think and make up their own mind about issues √ Determination, strong willed and stubborn about your

interests This score suggests that you like to take charge of projects that you are involved with, and you may not like working for other people. You may need to work at developing good relationship skills with clients, employees, suppliers and authorities since this is important even in very small business or enterprises.

If your Need for Autonomy is medium You may be happy to work as an intrapreneur as a valuable member of an organisational team. If you start your own enterprise, you may need to cultivate stronger independent leadership qualities. Starting a business is not the only option for you. You would be probably equally happy to work as an employee as part of an organisational team or on your own projects. If your Need for Autonomy is low You probably prefer to be advised about managing your work and would not enjoy the responsibility of taking charge of an enterprise.

Creative Tendency (Maximum Score is 12, high score is 10-12, low is 0-6)

Your creative tendency is high. This means that you may have the following qualities: √ Imaginative, inventive or innovative tendency to come up with new ideas √ Intuitive, being able to synthesis ideas and knowledge, and make good guesses when necessary √ Change-orientated, preferring novelty, change and challenges with a dislike of being locked into routines √ Versatile and able to draw on personal resources for projects or problem solving √ Curious and interested in new ideas This score suggests that you are a person with strong creative tendencies that you may be able to express through artistic, innovative or inventive activities. While not all creative people have to be enterprising, it is nonetheless a characteristic of the most enterprising.

If your creative tendency is medium You probably wish to consider tried and tested enterprising ideas that are more straightforward to implement and fit in with your lifestyle. If your Creative Tendency is low You would probably look to others for entrepreneurial ideas but are probably content with proven, traditional approaches to business or enterprise.

Calculated Risk taking (Maximum Score is 12, high score is 10-12, low is 0-6)

You scored high for calculated risk-taking. This means that you may have the following qualities: ✓ Decisive, being able to act on incomplete information and good at judging when incomplete information is sufficient for action ✓ Self-awareness with the ability to accurately assessing your capabilities ✓ Analytical, being good at evaluating the likely benefits against the likely costs of actions ✓ Goal-oriented, setting yourself challenging but attainable goals ✓ Effective information management using information to calculate the probability that your actions will be successful You are very good at sizing up opportunities and filtering information to help you take calculated risks. If your Calculated Risk taking score is medium You would probably be happiest with tried and tested enterprise ideas, less risky enterprising ideas, or business ideas where a partner takes the risks (even if that might include sacrificing some of the potential rewards). If your Calculated Risk taking score is low You are not happy about taking on any risk and perhaps you have too many responsibilities or too few personal resources to allow you to feel comfortable about taking financial or business risks.

Internal Locus of Control (Maximum Score is 12, high score is 10-12, low is 0-6)

You scored highly in having an internal locus of control. This means that you may have the following qualities: ✓ Opportunistic, seeking and taking advantage of opportunities ✓ Self-confidence with the belief that you have control over your destiny and you make your own luck, rather than being controlled by fate ✓ Proactive, taking personal responsibility to navigate problems that arise to achieve success on your terms ✓ Determination and express a strong willed control over life ✓ Self-belief, equating the results achieved with the effort you make. Having an internal locus of control means that you confidently seek to exert control over your life, drawing on your inner resources rather than depending on Get2test_guide.docx 20 others. You strongly believe that your personal qualities and efforts will determine your success in life.

If your Locus of control score is not strongly internal then Although you have some entrepreneurial qualities, if you wish to start a business you may need to develop your self-confidence and enterprising skills to make a success of the venture. You may need to exert greater control over the development of your ideas. Self-confidence could be strengthened by developing specific business or project management skills in areas that you feel could be improved. Without greater self-confidence you may over-rely on others, such as partners or clients, and this could engender greater business risk.

If your Locus of control score is low (An External Locus of control) You may have experienced some knocks to your self-confidence which led you to doubt that your personal qualities and efforts will help you to achieve your aims in life. You believe that luck and fate will determine what happens to you in life, and determination and hard work will not make much difference.

APPENDIX SEVEN

Letter for SOED approval for my research proposal for application of research permits

UNIVERSITY OF DAR ES SALAAM
SCHOOL OF EDUCATION

Department of Educational Foundation Management and Lifelong Learning

Tel 022-2410500/8
Fax 022-2410387
022-2410395



P.O. Box 35048
Dar es Salaam
Tanzania

Our Ref: SoED/EFMLL/APPROVAL/MEMA

14th December, 2022

Reg. No. 2021-06-00198,
Gichuru Eutyclus Ngotho,
Department of Educational Foundation, Management and Lifelong Learning (EFMLL),
School of Education,
UNIVERSITY OF DAR ES SALAAM

Dear Gichuru,

RE: APPROVAL OF YOUR RESEARCH PROPOSAL

Refer to your letter dated 13th December, 2022 with the title as above. This is to inform you that I have approved on behalf of the School of Education Postgraduate Studies and Research Committee your research proposal titled: **"Correlation between University Entrepreneurship Education and High Entrepreneurial Intentions of Student – Teachers at University of Dar es Salaam, Tanzania"**.

You are therefore required to proceed with data collection after obtaining research clearance from relevant organs at the University and authorities where your data collection shall take place.

I wish you all the best,

Dr. Eugenia Kafanabo
**DEAN AND CHAIRPERSON,
SCHOOL OF EDUCATION POSTGRADUATE STUDIES
AND RESEARCH COMMITTEE**

cc: Supervisor (Dr. George Kahangwa)

APPENDIX EIGHT

UDSM Vice Chancellor research clearance letters

1/28/23, 1:11 PM

RIMS - Research Information Management System



UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
UNIVERSITY OF DAR ES SALAAM
OFFICE OF THE VICE CHANCELLOR



Ref. No: AB3/12(B)

Date: 19 December, 2022

Regional Administrative Secretary
Dar es salaam Region

RE: REQUEST FOR RESEARCH CLEARANCE

1. The purpose of this letter is to introduce to you **Eutychus Ngotho Gichuru** who is a bonafide student of the University of Dar es Salaam (UDSM) and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.

2. In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Eutychus Ngotho Gichuru**.

3. I therefore, kindly request you to grant any help that may enable the student(s) achieve the research objectives. Specifically we request your permission for the researcher to meet and talk to the leaders and other relevant stakeholders in your administrative area in connection with this research.

4. The title of the research is "**CORRELATION BETWEEN UNIVERSITY ENTREPRENEURSHIP EDUCATION AND HIGH ENTREPRENEURIAL INTENTIONS OF STUDENT-TEACHERS AT UNIVERSITY OF DAR ES SALAAM, TANZANIA.**"

5. The period of the research is from **22 December, 2022 to 21 January, 2023** and the research will cover **Dar es salaam region**.

6. Should there be any restriction, you are kindly requested to advise us accordingly. In case you may require further information, please do not hesitate to contact us through the Directorate of Research and Publication, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: research@udsm.ac.tz

Yours sincerely,

William A.L. Anangisye

VICE CHANCELLOR

Cranford Pratt Building, University of Dar es Salaam, P.O. Box 35091, Dar es Salaam.

Phone: +255 22 2410500-8 Ext. 2084, Direct: +255 22 2410700, Email: vc@admin.udsm.ac.tz, Website: www.udsm.ac.tz



UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
UNIVERSITY OF DAR ES SALAAM
OFFICE OF THE VICE CHANCELLOR



Ref. No: AB3/12(B)

Date: 19 December, 2022

District Administrative Secretary
Ubungu District

RE: REQUEST FOR RESEARCH CLEARANCE

1. The purpose of this letter is to introduce to you **Eutyachus Ngotho Gichuru** who is a bonafide student of the University of Dar es Salaam (UDSM) and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.
2. In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Eutyachus Ngotho Gichuru**.
3. I therefore, kindly request you to grant any help that may enable the student(s) achieve the research objectives. Specifically we request your permission for the researcher to meet and talk to the leaders and other relevant stakeholders in your administrative area in connection with this research.
4. The title of the research is "**CORRELATION BETWEEN UNIVERSITY ENTREPRENEURSHIP EDUCATION AND HIGH ENTREPRENEURIAL INTENTIONS OF STUDENT-TEACHERS AT UNIVERSITY OF DAR ES SALAAM, TANZANIA.**".
5. The period of the research is from **22 December, 2022 to 21 January, 2023** and the research will cover Ubungu district.
6. Should there be any restriction, you are kindly requested to advise us accordingly. In case you may require further information, please do not hesitate to contact us through the Directorate of Research and Publication, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: research@udsm.ac.tz

Yours sincerely,

William A.L Anangisye

VICE CHANCELLOR

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UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
UNIVERSITY OF DAR ES SALAAM
OFFICE OF THE VICE CHANCELLOR



Ref. No: AB3/12(B)

Date: 19 December, 2022

Office of Director Undergraduate Studies,
 University of Dar es Salaam, Mwalimu Julius Nyerere Mlimani Campus,
P.O. BOX 35091, Dar es Salaam, Tanzania.

RE: REQUEST FOR RESEARCH CLEARANCE

1. The purpose of this letter is to introduce to you **Eutyachus Ngotho Gichuru** who is a bonafide student of the University of Dar es Salaam (UDSM) and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.
2. In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Eutyachus Ngotho Gichuru**.
3. I therefore, kindly request you to grant any help that may enable the student(s) achieve the research objectives. Specifically we request your permission for the researcher to meet and talk to the leaders and other relevant stakeholders in your administrative area in connection with this research.
4. The title of the research is "**CORRELATION BETWEEN UNIVERSITY ENTREPRENEURSHIP EDUCATION AND HIGH ENTREPRENEURIAL INTENTIONS OF STUDENT-TEACHERS AT UNIVERSITY OF DAR ES SALAAM, TANZANIA.**".
5. The period of the research is from **22 December, 2022 to 21 January, 2023** and the research will cover **University of Dar es Salaam, Mwalimu Julius Nyerere Mlimani Campus**.
6. Should there be any restriction, you are kindly requested to advise us accordingly. In case you may require further information, please do not hesitate to contact us through the Directorate of Research and Publication, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: research@udsm.ac.tz

Yours sincerely,

William A.L. Anangisye

VICE CHANCELLOR

Cranford Pratt Building, University of Dar es Salaam, P.O. Box 35091, Dar es Salaam.
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UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
UNIVERSITY OF DAR ES SALAAM
OFFICE OF THE VICE CHANCELLOR



Ref. No: AB3/12(B)

Date: 19 December, 2022

Dean, School of Education,
 University of Dar es Salaam, Mwalimu Julius Nyerere Mlimani Campus,
P.O.Box 35048, Dar es Salaam, Tanzania.

RE: REQUEST FOR RESEARCH CLEARANCE

1. The purpose of this letter is to introduce to you **Eutyclus Ngotho Gichuru** who is a bonafide student of the University of Dar es Salaam (UDSM) and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.
2. In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980, the Vice-Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Eutyclus Ngotho Gichuru**.
3. I therefore, kindly request you to grant any help that may enable the student(s) achieve the research objectives. Specifically we request your permission for the researcher to meet and talk to the leaders and other relevant stakeholders in your administrative area in connection with this research.
4. The title of the research is "**CORRELATION BETWEEN UNIVERSITY ENTREPRENEURSHIP EDUCATION AND HIGH ENTREPRENEURIAL INTENTIONS OF STUDENT-TEACHERS AT UNIVERSITY OF DAR ES SALAAM, TANZANIA.**".
5. The period of the research is from **22 December, 2022 to 21 January, 2023** and the research will cover **University of Dar es Salaam, Mwalimu Julius Nyerere Mlimani Campus**.
6. Should there be any restriction, you are kindly requested to advise us accordingly. In case you may require further information, please do not hesitate to contact us through the Directorate of Research and Publication, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: research@udsm.ac.tz

Yours sincerely,

William A.L. Anangisye

VICE CHANCELLOR

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UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
UNIVERSITY OF DAR ES SALAAM
OFFICE OF THE VICE CHANCELLOR



Ref. No: AB3/12(B)

Date: 19 December, 2022

TO WHOM IT MAY CONCERN

RE: REQUEST FOR RESEARCH CLEARANCE

1. The purpose of this letter is to introduce to you **Eutychus Ngotho Gichuru** who is a bonafide student of the University of Dar es Salaam and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.

Eutychus Ngotho Gichuru has been permitted to conduct a research titled "**CORRELATION BETWEEN UNIVERSITY ENTREPRENEURSHIP EDUCATION AND HIGH ENTREPRENEURIAL INTENTIONS OF STUDENT-TEACHERS AT UNIVERSITY OF DAR ES SALAAM, TANZANIA..**"

2. The period for which this permission has been granted is from **22 December, 2022 to 21 January, 2023** and it will cover **Dar es salaam region**.

3. It will be appreciated if you will provide any assistance that may enable the candidate achieve the desired research objectives.

Yours sincerely,

William A.L. Anangisy

VICE CHANCELLOR

Cranford Pratt Building, University of Dar es Salaam, P.O. Box 35091, Dar es Salaam.

Phone: +255 22 2410500-8 Ext. 2084, Direct: +255 22 2410700, Email: vc@admin.udsm.ac.tz, Website: www.udsm.ac.tz

APPENDIX NINE

Dar es Salaam Regional Administrative Secretary research clearance permit

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA DAR ES SALAAM
Anwani ya Simu:
Simu: 2203156/2203158/286371
Barua pepe ras@dsm.go.tz



OFISI YA MKUU WA MKOA,
3 Barabara ya Rashidi Kawawa
S.L.P 5429,
12880 DAR ES SALAAM.

Unapojibu Tafadhali taja:

Kumb. Na. EA.260/307/02B/105

21 Desemba, 2022.

Mkurugenzi wa Manispaa,
Halmashauri ya Manispaa Ubungo,
S. L. P. 55068,
Dar es Salaam.

Yah: **KUMTAMBULISHA NDG. EUTYCHUS NGOTHO GICHURU KUFANYA UTAFITI**

Tafadhali husika na somo tajwa hapo juu.

2. Ofisi ya Mkuu wa Mkoa wa Dar es Salaam imepokea barua Kumb. Na. AB₃/12(B) ya tarehe 19 Desemba, 2022 kutoka Chuo Kikuu cha Dar es Salaam ikimtambulisha na kumuombea kibali cha utafiti Ndg. Eutyclus Gichuru katika Halmashauri yako.
3. Mwanafunzi huyu anafanya utafiti kuhusu "*Correlation Between University Entrepreneurship Education and High Entrepreneurial Intentions of Student-Teachers at University of Dar es Salaam, Tanzania.*"
4. Kwa barua hii, kibali kimetolewa kuanzia 22 Desemba, 2022 hadi 21 Januari, 2023.
5. Asante kwa ushirikiano wako.

John J, Ngonyani
Kny: KATIBU TAWALA MKOA
DAR ES SALAAM

Nakala: Makamu Mkuu wa Chuo,
Chuo Kikuu Dar es Salaam,
S.L.P 35091,
Dar es Salaam.

Ndg. Eutyclus Gichuru

APPENDIX TEN

Ubungo District Administrative Secretary research clearance permit



JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS,
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MANISPAA YA UBUNGO



Unapojibu tafadhali taja:

Kumb: Na. AB.94/216/01/119

Tarehe: 21 Disemba, 2022

Mtendaji wa Kata,
Kata ya Ubungo,
Halmashauri ya Manispaa ya Ubungo,
S.L.P. 55068,
DAR ES SALAAM.

Yah: **KUFANYA UTAFITI**

Tafadhali husika na somo tajwa hapo juu.

2. Mkurugenzi wa Halmashauri ya Manispaa ya Ubungo anapenda kumtambulisha kwako **Ndg. Eutyachus Ngotho Gichuru** kutoka Chuo Kikuu cha Dar es salaam kwa ajili ya kufanya utafiti kuhusu "**Correlation Between University Enterepreneurship Education and High Entrepreneuria! Intentions of Student-Teachers at Univesity of Dar es Salaam, Tanzania**". Utafiti huo unatakiwa kuanza tarehe 22 Disemba, 2022 hadi tarehe 21 Januari, 2023.
3. Naomba umpokee na kumpatia ushirikiano.

 Kny: MKURUGENZI WA MANISPAA
HALMASHAURI YA MANISPAA YA UBUNGO
DAR-ES-SALAAM

Z. Magila

Kny: **MKURUGENZI WA MANISPAA**

Nakala: Mkurugenzi wa Manispaa,
Halmashauri ya Manispaa ya Ubungo,
DAR ES SALAAM.

- Aione kwenye jalada.

Ndg. Eutyachus Ngotho Gichuru,

APPENDIX ELEVEN

Ubungo District Executive Director research clearance permit



JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS,
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MANISPAA YA UBUNGO

Unapojibu tafadhali taja:

MTENDAJI WA KATA
KATA YA UBUNGO

Kumb .Na.UMC/UB/TF/08/2022

21/12/2022

MAKAMU MKUU WA CHUO
CHUO KIKUU CHA DAR ES SALAAM
S.L.P 35091
DAR ES SALAAM**YAH:KUFANYA TAFITI**

Tafadhali husika na somo tajwa hapo juu,

Ofisi ya Afisa Mtendaji Kata ya Ubungo inaomba kumtambulisha kwako **Ndg.Eutyclus Ngotho Gichuru** kutoka Chuo Kikuu cha Dar es Salaam kwa ajili ya kufanya utafiti kuhusu **"Correlation Between University Enterepreneurship Education and High Entrepreneurial Intentions of Student-Teachers at University of Dar es Salaam, Tanzania"**. Utafiti huo unatakiwa kuanza 22 Disemba,2022 hadi 21 Januari,2023.

Naambatanisha na barua yake kutoka kwa Mkurugenzi wa Halmashauri ya Manispaa ya Ubungo.

Naomba umpokee na kumpatia ushirikiano.

Elizabeth Albini
Mtendaji wa Kata Ubungo

Barua zote zitumwe kwa Mkurugenzi wa Manispaa. Luguruni, Barabara ya Morogoro, S.LP: 55068, Dar es Salaam, Unaweza pia kuwasiliana nasi kwa Simu. 0222-926341, Nukushi: 0222-92342, Tovuti: www.ubungomc.go.tz,

Barua pepe: info@ubungomc.go.tz

APPENDIX TWELVE

CERDP research clearance permit

UNIVERSITY OF DAR ES SALAAM



SCHOOL OF EDUCATION
CENTRE FOR EDUCATIONAL RESEARCH AND PROFESSIONAL
DEVELOPMENT
(CERPD)

Email: cerpd@udsm.ac.tz

22nd December, 2022

To:

- (i) Mr. Mohamed Juma,
- (ii) BedCom 1st, 2nd & 3rd year students,
- (iii) BedAce 1st, 2nd & 3rd year students,
School of Education.

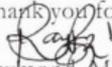
Re: Introducing Mr. Eutyclus Ngotho Gichuru to collect data at the School of Education

The above captioned matter refers.

Mr. Eutyclus Ngotho Gichuru has been granted permission by the office of the Vice Chancellor, UDSM to collect data at the SoED on the study titled '**Correlation between University Entrepreneurship Education and High Entrepreneurial Intentions of Student-Teachers at University of Dar es Salaam, Tanzania**'.

The purpose of this communication is to: First, ask Mr. Mohamed Juma to assist Mr. Eutyclus Ngotho Gichuru get relevant information regarding BedCom and BedAce 1st, 2nd and 3rd year students as per his research requirements, and second, kindly ask BedCom and BedAce 1st, 2nd and 3rd years students to accord Mr. Eutyclus Ngotho Gichuru the necessary support in his data collection exercise.

Thank you for your continued support and cooperation.


Raymond M. Boniface (PhD)
Coordinator – CERPD
cc. Dean, SoED.