



Determinants of Entrepreneurial Intentions among Undergraduate Students in University of Nigeria, Nsukka

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Abstract

This study examined determinants of entrepreneurial intention among undergraduate students in University of Nigeria, Nsukka. The study focused on attitude towards entrepreneurship, school environment and entrepreneurship education as major factors that determine entrepreneurial intention. The study adopted cross-sectional survey research design. The sample size consists of 396 respondents which were selected through simple random sampling technique. Structured questionnaire developed by the researcher were administered to the respondents. The information obtained from the questionnaires was analyzed using frequency tables, simple percentage and SPSS while chi-square (χ^2) was used in testing the hypothesis with p-value of 0.05. The findings from the test of hypothesis showed a positive relationship between Entrepreneurship education and entrepreneurial intention, positive relationship between school environment and entrepreneurial intention, and negative relationship between poor family background and entrepreneurial intention as a result of insufficient funds. The study also revealed that students have positive attitude towards Entrepreneurship. The study recommend that students should visit or do internship in different businesses, especially little entrepreneurs where they can learn about the dreams and the struggle to keep going to get successful.

Keywords: Entrepreneurial, Attitude, Undergraduate Students, Challenges

Introduction

Entrepreneurship is a key element for any country aiming to be competitive in the knowledge based global market because it has been generally viewed as a method promoting economic growth, creativity and innovation. (Boldureanu, Bercu and Boldeureanu, 2020). It is a worldwide phenomenon with economic growth across the globe that is rendered by the emergence of new and innovative business start-ups. This new and innovative business idea is developed by entrepreneurs (Inegbenobor, 2006 as cited in Ayalew&Zelege, 2018).

Entrepreneurship has flourished over the last 50 years. Major changes in world governments, economic systems, and cultural interactions have created an environment in which entrepreneurship has become a significant factor in regional economic development, global Geo-politics, and even cultural change (Wilson, 2012). In a global economy, the movement of goods, labour and capital across national borders is part of a growing trend toward globalization and the creation of an integrated interdependent world economy. Through entrepreneurship, Small and Medium Enterprises (SMEs) play a major role in economies as they represent about 90% of businesses and more than 50% of employment worldwide (Zoltan, Laszlo, Esteban & Gabor, 2019). In the world view of entrepreneurship, Global Entrepreneurship Monitor (GEM) 2018/2019 report



looks outward at the environment for entrepreneurship, reporting on societal attitudes, self-perceptions and entrepreneurial affiliation can influence entrepreneurship.

Entrepreneurship among students today, is considered as one of the best strategies to improve economic growth (Smith, Williamson & Mcluskie, 2017). It has become obvious that most students engage themselves in entrepreneurial activities which are influenced by attitude, subjective norms and perceived behavioral control (Ndovela, 2016), Entrepreneurial personal trait (Innovativeness and Industriousness) and Information technology development (Adetayo, 2006). Entrepreneurship has enhanced student's creativity, innovation and ways of solving economic related problems.

The school environment creates a supportive measure to encourage entrepreneurship as well as a vehicle to provide employment opportunity amongst students upon graduation (Ernawati, Aima & Hazrati, 2021). University of Nigeria, Nsukka has embraced entrepreneurship studies made compulsory by the institution to every student before graduation. The goal is to reinforce an entrepreneurial mindset among the undergraduates and to inculcate entrepreneurial skills and intention. Entrepreneurial intention is therefore, seen to be influenced by factors which are the core concepts of this research work as it intends to explore the positive influence over the negative ones within the school's jurisdiction. Universities, by creating an entrepreneurial culture across campus, are expected to influence students' decision to create businesses with its considerable influential factor on students. (Keat, selvarajah & Meyer, 2011). The purpose of the study is to fill in the knowledge gap about how the academic environment, entrepreneurship education, and attitude have influenced undergraduate students at University of Nigeria, Nsukka.

Statement of the Problem

Over the years, Nigeria has been experiencing a decline in the general standard of living, largely due to poverty and unemployment among her citizens. (Mahmoud & Garba, 2019). The current state of Nigeria today is not encouraging, and the government's negligence to improve the situation is another detrimental factor facing the undergraduate students as government cares less to engage them in meaningful jobs after graduation. The need for academic qualification for job seeking cannot be over emphasized but the reverse being the case, academic qualification no longer guarantees immediate employment of individual upon graduation (Mahmoud & Garba, 2019).

According to Nigeria Bureau of statistics (2020), the unemployment rate in Nigeria increased to 33.3% in the fourth quarter of 2020. This shows more than half of the labor force are unemployed, therefore, indicating a serious problem to graduate employability in Nigeria. Unemployment denotes a condition of joblessness or lack of employment. Its consequences have made unemployment a social problem in Nigeria by contributing greatly to crime and violence, drug addiction, low GDP (Gross Domestic Product), political instability, unproductive labour force etc (Njoku & Ihugba, 2011, as cited in Nwankwo, 2014). Students, therefore, engage in entrepreneurship activities even before graduation to earn a living and to develop their ideas on Entrepreneurship to reduce the unemployment rate.

Previous research has concentrated on a variety of variables that have affected students' intentions to pursue entrepreneurship as a means of addressing the unemployment problem. These include entrepreneurial personality trait (Adetayo, 2006), family business background (Xue Fa Tong, Yoon kin Tong, and Chen loy, 2011), desirability and feasibility (Ngugi, Dakure, Waithaka, & Kiwara, 2012), gender difference (Osakede,

Lawanso, & Sobowale, 2017), learning environment, and self-efficacy (Saptono & purwana, 2016). However, little has been done on the setting of the classroom and how it affects entrepreneurship. The purpose of the study is to fill in the knowledge gap about how the academic environment, entrepreneurship education, and attitude have influenced undergraduate students at University of Nigeria, Nsukka.

Literature Review and Theoretical Framework

Concept of Entrepreneurship

Entrepreneurship has been an interesting topic globally. Entrepreneurship is a topic of particular significance in a globalized and knowledge-based world (Ching Hung Lee & Xiang, 2020). There is no generally acceptable definition of entrepreneurship that is considered as adequate, and the absence of a universal definition results in the lack of consensus on the meaning of this concept (Ayodele, 2017). Among the earliest scholars is Schumpeter (1934), who described entrepreneurship as a process of creative destruction. A firm that produces new product, services or systems is innovator who made the existing practice obsolete. Opara (2000) defined entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully, based on the identifiable opportunities.

Entrepreneurship as ability to see and evaluate business opportunities, gather the necessary resources to take advantages of them and initiates appropriate action to ensure success, (Nwachukwu, 1990). According to United Nations Industrial Development Organization (1999), Entrepreneurship is the process of using initiative to transform business concept to venture, diversifying existing venture, or enterprises to high growing venture potential. Entrepreneurship is the starting of a new business or refreshing an existing one which have some problems. The process by which Entrepreneurship skills and knowledge can be transmitted or imparted mainly is through education (Ayodele, 2017).

Concept of Entrepreneur

An entrepreneur is an individual who creates a new business, bearing most of the risks and enjoying most of the rewards. Entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business, (Adam, 2022). Entrepreneur is also defined as someone who has the ability and desire to stablish, administer and succeed in a start-up venture along with risk entitled to it, to make profit (Nabhan& Hasan, 2019).

According to Ezedum, Agbo&Odigbo (2011), Entrepreneurs have some qualities which made them outstanding from others. These qualities are:

- Entrepreneurs are free thinkers. They always think beyond moment and look for better, unique, or more efficient ways to do things. Thus, they are those that think out of the box.
- Entrepreneurs are problem solvers. Looking for better, unique or more efficient ways to do things always lead from the dream to an idea to fulfill the dream. In other words, they are creative.
- Entrepreneurs are innovative in their approach to change.
- Entrepreneurs are willing to fail to eventually win. Not everything they consider to be good or right works out in the end. However, they learn from failure and move ahead to the next right project.
- Entrepreneurs are long-term investors.



Although most entrepreneurial businesses start small, entrepreneurs are not only small business owners; they can also be big business owners. This is because successful entrepreneurs, unlike small business owners, are innovative and, when operating in an enabling business environment, can rapidly create a large amount of wealth while bearing very high risk. In fact, innovation is the strategic tool of entrepreneurs; this is one of the tools that enable them gain strategic advantage over competitors (Quick MBA, 2010).

Entrepreneurial Intention

Just like entrepreneurship, the concept of entrepreneurial intention has been defined by several authors. The concept of entrepreneurial intention is defined by Bird (1988), as the mind sets that directs, guide, coordinate and control the basic concept (action) of new business development, implementation and evaluation. Entrepreneurial intention is the desire of individuals to take the opportunity and opened his/her own business by creating product or new service. Thompson (2009) describes entrepreneurial intention as the self-acknowledged conviction of individual mind in the possibility of starting up a new business with a sincere and dedicated plan to so at a certain point of time. He went further to state that the concept of entrepreneurial intention is determined by the strength of intention of starting up a new business. This is in line with the assumption of the Ajzen's theory which explains that the higher the intention, the higher the possibility of displaying the behaviour (Ajzen, 1991). Krueger, Reilly & Carsrud (2000), suggested that entrepreneurial activity can be predicted more accurately by studying intention rather than personality traits or situational factors.

It has been strongly established that entrepreneurial intention is a validated determinant of the entrepreneurial activities of an individual, as such studying the entrepreneurial intention clearly helps in understanding the antecedents that predict entrepreneurial intention (Bird, 1988; Krueger, Reilly & Carsrud, 2000; Peterman & Kennedy, 2003 as cited in Ossai-Igwe & Auwalu 2014). In previous studies, Pulka, Aminu & Rikwentishe, (2015) and Joseph, (2017) study the entrepreneurial intention of students in Nigeria and Malaysia respectively. The study was conducted using the theory of planned behaviour. The studies show that all the three factors identified by Ajzen's theory of planned behaviour were found to be significant in terms of determining the entrepreneurial intention of the students.

Factors That Influence Entrepreneurial Intention

Education and Entrepreneurial Intention

Education is considered as one of the effective tools for human capital and societal development, because no nation can attain an appreciable level of development beyond the level of her education (Adekola & Kumbe, 2012). Education is seen as the most important instrument of any fundamental change, particularly with regards to the achievement of economic goals such as entrepreneurship development, job creation and poverty eradication, especially in the Nigerian context (Okoli, 2011).

Fayolle and Gailly 2004 as cited in Ayodele, (2017) defined entrepreneurship education as any pedagogical programme, associated with inculcating entrepreneurial skills and qualities in learners. Alberti, Sciascia and Poli (2004), described entrepreneurship education as the structured formal communication of entrepreneurial competencies, which consists of skills and mental awareness employed by individuals towards the expression of entrepreneurial behaviour and action. For example, the study by (Pulka, Aminu & Rikwentishe, 2015;

Zhang, Duysters & Cloudt, 2014; Ndovela, 2016) show that education is a determinant of entrepreneurial intention among students.

The introduction of entrepreneurship education by the Government of Nigeria through the National Universities Commission (NUC) in 2006 was one of the intervention strategies and policies in line with global trends to refocus university education towards entrepreneurship development as well as to combat the persistent rise in graduate unemployment. (Ayodele, 2017) At present, entrepreneurship education in Nigerian universities are offered as a compulsory general course while some universities offer Bachelor degree in entrepreneurship.

School Environment and Entrepreneurial Intention

Hamalik (2008) as cited in Ernawati, Aima & Hazrati, (2021), states that the school is a spatial integrity and formal educational institution that influences the formation of attitudes and increasing student competence towards entrepreneurship. The school environment includes the social environment and non-social environment, formal educational institutions that affect the formation of the entrepreneurial spirit of students and increase their entrepreneurial potential. Thus, the school environment can be defined as an environment where students experience learning situations and affect the growth of students' personalities. According to Sukmadinata (2016), the dimensions of the school environment include the physical environment, social environment, and academic environment.

Roffe (2005), posited that universities create an environment that is entrepreneurially supportive, which encourages student's engagement in entrepreneurial activities. Today's fast-paced economies call for individuals that are enterprising. This mounts pressure on universities in Nigeria to meet up with the growing needs and expectations of students and the society, in order to ensure self-reliance, job creation and economic and development (Olorundare & Kayode, 2014).

Family Environment on Entrepreneurial Intention

The family environment creates an environment in which students grow their personalities and characters (Hutagalung et al., 2017). Families, especially parents, play a vital role in helping students prepare themselves and make career choices and decisions (Pizzorno et al., 2014). Inspiration and perceived support from family members can increase their self-efficacy and confidence in a successful future will promote self-confidence in decision making, including pursuing entrepreneurship as careers (Apriliana & Djatmika, 2017). They also act as advisors to the student's future, which indirectly affects their interest in certain professions, like entrepreneurs. Entrepreneurial intention is most likely to grow among families with positive support and stand toward entrepreneurship. Parental entrepreneurship allows students to be more familiar with various entrepreneurial skills to acquire and tasks to complete as a successor to the family business or even in starting their own ventures (Mauer et al., 2017; Palmer et al., 2019)

Theoretical Framework

The Theory of Planned Behaviour

This theory was propounded by Ajzen in the year 1991. The Theory of Planned behaviours states that behavioural intentions are formed by individual's attitude towards that behaviour, subjective norms and

perception of behavioural control. The theory argues that most behaviour results from an individual's intention to perform a particular behaviour and their ability to make mindful choices among alternatives and make good decisions. This Theory is made up of three components: the attitude towards the behaviour, subjective norm and perceived behavioural control.

➤ **Attitude Towards the behaviours**

This attitude depends on expectation and belief about the personal outcome from the behaviour. Individuals work with what they are expecting at the end of the day will bring benefit to them. In other words, if they perceive entrepreneurship will help them in achieving their goals, aims and objectives, they will develop positive attitude towards it. Reverse will be the case when the opposite occurs. Therefore, attitude towards the entrepreneurship refers to the degree to which an individual has a desirable or undesirable, favourable or unfavourable appraisal of the entrepreneurial behaviour.

➤ **Subjective Norms**

Norms are rules or expectation through which a society guides the behaviour of its members and often reflect social values. This variable is the individual belief of the close friends' views toward the behaviour that they want to do. These views include the family's view towards their intention such as to become a lawyer, a doctor, or an entrepreneur. This norm can contribute to their motivation to achieve what they aspire. It has been noted that attitude influence behaviour through intentions, Ajzen (1991) refers to the perceived social norms and relationship that exist among an individual peer, parents, friends and associates as impacting on individuals' intention to engage or not to engage entrepreneurial behaviour. That means parents, friends, associates, teachers on one hand, and values, beliefs, culture, and customs on the other hand may influence individuals' formation of attitude and intention towards entrepreneurship and its education.

➤ **Perceived Behavioural Control**

Perceived Behavioural Control is defined in the Theory as the individual perception of the ease or difficulty of performing the behaviour of interest. This shows the degree or extent of maturity, organization and control display by an individual in relation to entrepreneurial attitude, intention and its sustainability and the influence on entrepreneurial activities of individuals.

Research Hypothesis

H1: Entrepreneurship education will likely influence entrepreneurial intention among undergraduate students in UNN.

H2: Students from poor family background are more likely to become entrepreneurs

Research Methodology

A research design is a blueprint which specifies how data relating to a given problem would be collected and analysed. It is a detailed description or plan that guides the process of research (Okpoko & Ezech, 2020). This



study was carried out as survey research particularly using the cross-sectional survey research design. A Cross-sectional study as a type of research design involves observing the variables and collecting data from different individuals at a particular point in time (Thomas, 2021).

Study Population and Sample Size

The study population was the undergraduate students at University of Nigeria Nsukka. The sample size was 396 out of estimated population of about 36, 000 students in the Nsukka campus. The sample size comprised of male and female students at university of Nigeria, Nsukka campus, due to time and financial constraints, it was impossible to cover the entire population of the University students. For this reason, a sample size of 396 respondents is drawn using Slovin's formula.

Slovin's formula: $n=N/(1+Ne^2)$

Where:

n= Number of samples

N= Total population (36000)

e= Error tolerance (0.05)²

$36000/1+36000(0.05)^2$

$36000/1+36000(0.0025)$

$36000/91$

=396

Sampling Technique and Method Of Data Collection

Data for this study were collected using quantitative method. This refers to the systematic investigation of social phenomenon via statistical, mathematical or numerical data or computational techniques. The study employed questionnaire as an instrument to collect data from respondents. The questionnaire was made up of two sections. The first section was designed to obtain background information about the respondents, and the second section focused on substantive concern of the study. The responses were arranged in options that best suit the questions. This enabled the respondents to answer the questions easily. Administration of instrument was self-administered.

Method of Data Analysis

The quantitative data were analysed using statistical package for social science (SPSS) software. Statistical procedures such as percentages and frequency table were used to reduce the raw data into manageable proportion. The testing of hypothesis was done using cross-tabulation and Chi square statistics.



Data Presentation and Interpretation

Section A: Demographic information of respondents

Sex	Frequency	percentage
Male	189	47.7
Female	207	52.3
Total	396	100
Level		
100L	65	16.4
200L	80	20.2
300L	108	27.3
400L	143	36.1
Total	396	100
Monthly Income		
5,000-10,000	238	60.1
11,000-20,000	106	26.7
21,000-30,000	26	6.6
31,000-40,000	0	0
41,000-50,000	0	0
51,000 and above	26	6.6
Total	396	100

Source: Field work, February 2022



Table 2: Percentage distribution of respondent’s engagement in any entrepreneurial venture

Response	Frequency	Percentage%
Yes	176	44.0
No	220	56.0
Total	396	100

Source: Field work, February 2022.

Table 4: Percentage distribution of respondents on “No” over why students are not engaged in any entrepreneurial venture

Response	Frequency	Percentage%
You’re not interested	45	20.5
Insufficient fund	135	61.4
Risk in the business	34	15.4
Others	6	2.7
Total	220	100

Source: Field work, February 2022.

Table 5: Percentage distribution of respondents on the activities that University environment provides that encourage entrepreneurship among students

Response	Frequency	Percentage%
Skill acquisition	53	13.4
Seminars,	52	13.1
CEDR (Centre for Entrepreneurship & Development Research) courses	211	53.3
All of the above	80	20.2
Others	0	0
Total	396	100

Source: Field work, February 2022.



Table 6: Percentage distribution of respondents on attendance in any entrepreneurship activities organized by any of these bodies for students

Response	Frequency	Percentage%
Students fellowship	80	20.2
Students' bodies	93	23.5
Church, I attend	52	13.1
None of the above	171	43.2
Others	0	0
Total	396	100

Source: Field work, February 2022.

Table 7: Percentage distribution of respondents to know if students have done any entrepreneurship education course in school

Response	Frequency	Percentage%
Yes	251	63.4
No	145	36.6
Total	396	100

Source: Field work, February 2022

Table 8: Percentage distribution of respondents on the reasons for their positive attitude towards entrepreneurship

Response	Frequency	Percentage%
Entrepreneurship builds business minded individuals	28	7.1
It makes one rich	61	15.4
It makes one financially independent	130	32.8
It makes one to be self employed	158	39.9



It is a means of self-actualization	19	4.8
Total	396	100

Source: Field work, February 2022

Table 9: Percentage distribution of respondents on the challenges student entrepreneurs face in school

Response	Frequency	Percentage%
Poor management	27	6.8
Poor planning	80	20.2
Lack of orientation	40	10.1
All of the above	249	62.9
Total	396	100

Source: Field work, February 2022.

Table 10: Percentage distribution of respondents on the cause of the failure of their business.

Response	Frequency	Percentage%
Poor funding	204	51.5
Lack of time	80	20.2
Lack of facilities	60	15.2
Wrong location	52	13.1
Total	396	100

Source: Field work, February 2022.

Test of Hypothesis

Hypothesis 1

Alternative Hypothesis

Entrepreneurship education will likely influence entrepreneurial intention among undergraduate students in UNN. In order to test this hypothesis, table 2 and table 5 were cross tabulated.



Table 2: Activities provided by the University environment that encourage entrepreneurship among students.

Table 7: Engagement in an entrepreneurship education course in school. Cross tabulation

		Engagement in an entrepreneurship education course in school?		Total
		No	Yes	
Activities provided by the University environment that encourage entrepreneurship among students?	Skill acquisition	13	40	53
	Seminars	7	45	52
	CEDR courses	49	162	211
	All of the above	27	53	80
Total		96	300	396

Chi-square Test

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.350a	3	.052
Likelihood Ratio	7.514	3	.057
Linear-by-Linear Association	2.754	1	.097
N of Valid Cases	396		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.61.

Decision: Since the probability value (0.05) of the test statistics in the SPSS analysis meets the alpha value of 0.05 benchmark for acceptance, we accept the alternative hypothesis. Therefore, this implies that Entrepreneurship education will likely influence entrepreneurial intention among undergraduate students in UNN?

Hypothesis 2:

H2: Alternative Hypothesis

Students from poor family background are likely to become entrepreneurs. In order to test this hypothesis, table 1 & table 5 were cross tabulated.



Table 1: Monthly Income

Table 5: Non-engagement in any entrepreneurial venture. Cross tabulation

Count	1 Non engagement in any entrepreneurial venture?				Total	
	You are not interested	Insufficient fund	Risk in the business	Others		
Monthly Income	5,000-10,000	5	19	3	1	28
	11,000-20,000	10	29	7	3	49
	21,000-30,000	12	40	7	4	63
	31,000-40,000	4	18	4	2	28
	41,000-50,000	6	15	2	2	25
	51,000 and above	3	11	3	1	18
Total		40	132	26	13	211

Chi-Square Test

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.579a	15	1.000
Likelihood Ratio	2.644	15	1.000
Linear-by-Linear Association	.119	1	.730
N of Valid Cases	211		

a. 12 cells (50.0%) have expected count less than 5. The minimum expected count is 1.11.

Decision: Since the probability value of the test statistics in the SPSS analysis is not less than the alpha value of 0.05, we do not accept the alternative hypothesis. Therefore, this shows that students from poor family background are not likely to become entrepreneurs. Those whose parent’s earning is N20,000 or below are considered to come from a poor family background.



Summary of Findings

The study ascertained determinants of entrepreneurial intention among undergraduate students in University of Nigeria, Nsukka. The study has tried to achieve the main objectives it is set to achieve; the summary therefore is done in line with research objectives.

The research on how undergraduate students see entrepreneurship revealed that 100% of respondents have a good opinion toward it because it helps one become financially independent. The study also showed that many respondents (77.7%) responded in table six (6) that entrepreneurship is the act of starting a new business and taking the associated risks in order to make a profit. This suggests that students are aware of and cognizant of what entrepreneurship is.

Regarding the factors that influence students' entrepreneurial intentions, the results showed that most respondents indicated that entrepreneurship education has an impact on entrepreneurial intentions, as shown in table 17. The study also revealed in Table 14 that other predictors of entrepreneurial inclination include friends and family as well as the university environment. According to the study, most respondents (62.9%) agreed that bad management, poor planning, and lack of direction are the biggest obstacles facing student entrepreneurs. The results also showed that 51.5% of the respondents said that inadequate money was the main reason why they had not started any businesses.

Most respondents (66.4%) to the study's question about how to improve students' entrepreneurs agreed that reading books on business and entrepreneurship, going to seminars, networking with other business owners, and having a mentor will help students' entrepreneurs overcome their problems. A substantial correlation between entrepreneurial intention and education in entrepreneurship was also found by the study's analysis. The results also showed a substantial link between the educational environment and entrepreneurial intention.

Conclusion

Numerous factors influence entrepreneurial intent, but "Attitude" plays a significant role in determining whether students will be influenced. However, attitude is consistent with the notion of Planned Behaviours, which serves as the study's theoretical foundation. The theory links beliefs about behaviour (Entrepreneurship) to attitudes toward the behaviour, subjective norms for the behaviour, and perceived control over the behaviour in order to accurately anticipate behavioural intentions. Students typically have a positive attitude toward entrepreneurship but low levels of participation in entrepreneurial endeavours. This is viewed as the result of the business's risks and insufficient funding, while students who have taken part in entrepreneurial endeavours struggle with a lack of time, resources, and space.

The research work also concludes that it is promising to offer Entrepreneurship education and other activities done with school environment, since they could create intentions which can produce attitude and aptitude to become entrepreneur. In addition, being a business venture owner could entail great satisfactions through employment generation, improvement of gross domestic products (GDP), and improvement in the living standard, economic independence, reducing unrest and social tensions and bringing about development in all parts of Nigeria. The study recommends that students should visit or do internship in different businesses,



especially little entrepreneurs where they can learn about the dreams and the struggle to keep going to get successful.

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