

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE INFLUENTIAL FACTORS OF ENTREPRENEURSHIP THAT
COMPEL INDIVIDUALS TO BECOME ENTREPRENEURS: [A CASE
STUDY OF THE UNIVERSITY OF LAGOS STUDENTS]**

MASTER'S THESIS

CHIAZOR CHUKWUKA JOSEPH

**Department of Business
Business Administration Program**

JANUARY, 2023

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APPROVAL PAGE

DECLARATION

I accept that all of the data and materials gathered and presented in the current thesis adhere to legal and ethical standards. I also agree that the results and material from the references, which are not unique to this thesis, have been properly referenced.

Chiazor Chukwuka Joseph

FOREWORD

The goal of this thesis is to fulfil the criteria of Istanbul Aydin University's Master of Business Administration programme. The study was carried out on different departmental students from the UniLag in Nigeria which focuses on entrepreneurship-related influencing variables that drive people to start their own businesses.

I dedicate my endeavour to my loved ones and close friends. A particular thank you to my mother, Mrs. Josephine Chiazor, on whom I can always rely, and to my father, Mr. Valentine Chiazor, who is the one and only hero in my life.

Additionally, I want to express my deepest thanks to my siblings for their unwavering encouragement and commitment to me during my thesis journey up to this moment.

I sincerely appreciate my thesis advisor, Asst. Prof. Dr. Muhammad Talha Narci, for his constructive criticism, direction, advice, and ideas. His meticulous readings, insights, and attention to detail inspired me to write the greatest thesis I possibly could. I sincerely thank everyone who took the time to respond to the study's questionnaire.

Above all, I want to thank God Almighty for providing me the tenacity and persistence to complete my academic obligations.

I hope that this thesis will be useful to researchers working on similar fields in the future.

January 2022

Chiazor Chukwuka Joseph

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ABSTRACT

As more graduates from Nigeria's public and private colleges enter the workforce each year, graduate unemployment has become a serious issue for the country. The current unemployment situation may be alleviated by widening the labour market, and entrepreneurship would let these fresh graduates start their venture. The general objective of this paper was to determine what significant factors affect students' decisions to start their own businesses. Using a case study of students from the University of Lagos, the innovative propensities of college students were evaluated. To learn what characteristics of entrepreneurship inspire young people to pursue entrepreneurial professions, a descriptive study design was employed to collect data about people's opinions and ideas. We will survey UNILAG students, Nigeria utilizing a closed-ended survey instrument to demonstrate its empirical validity. The results of this research will help to pinpoint the main inspirations for student entrepreneurship. Most of the information utilised in this study was gathered from original sources. The primary data sources for this study will be determined by the participants who were chosen to complete the questionnaire. They are students from the University of Lagos distributed around the city who are looking for information that cannot be acquired directly.

According to, entrepreneurship need to be taught and practised in real life, not as a separate topic. Nowadays, organisations often include entrepreneurship as a part of general management programmes. The procedure for launching a new venture constitutes a sizable amount of entrepreneurship education. Students may utilise these methods or frameworks to evaluate business opportunities, develop business strategies, and then put those plans into practise in real-world scenarios. At the

university level, there is also study on the theoretical elements of entrepreneurship, with a focus on the environmental and psychological variables that may influence it.

Keywords: Entrepreneurship Intention, Entrepreneurial knowledge, Graduates, Employment, Personal Attitude, Social norm.

BİREYLERİ GİRİŞİMCİ OLMAYA ZORLAYAN GİRİŞİMCİLİKTE ETKİLİ FAKTÖRLER: [LAGOS ÜNİVERSİTESİ ÖĞRENCİLERİNE İLİŞKİN BİR ÖRNEK]

ÖZET

Nijerya'nın devlet ve özel kolejlerinden her yıl daha fazla mezun işgücüne katıldıkça, mezun işsizliği ülke için ciddi bir sorun haline geldi. Mevcut işsizlik durumu, işgücü piyasasını genişleterek hafifletilebilir ve girişimcilik, bu yeni mezunların kendi işlerini kurmalarına izin verebilir. Bu araştırmanın temel amacı, öğrencilerin kendi işlerini kurma tercihlerini ne kadar önemli faktörlerin etkilediğini araştırmaktır. Üniversite öğrencilerinin girişimcilik eğilimlerini değerlendirmek için Lagos Üniversitesi'nden öğrencilerle ilgili bir vaka çalışması kullanıldı. Girişimciliğin hangi yönlerinin gençleri girişimci kariyerler aramaya motive ettiğini keşfetmek için insanların düşünceleri ve fikirleri hakkında bilgi toplamak için tanımlayıcı bir çalışma tekniği kullanıldı. Ampirik geçerliliğini kanıtlamak için, kapalı uçlu bir anket kullanarak Lagos Üniversitesi'ndeki Nijeryalı öğrencilere anket yapacağız. Bu araştırmanın sonuçları, öğrenci girişimciliği için ana ilham kaynaklarını belirlemeye yardımcı olacaktır. Bu çalışmada kullanılan bilgilerin çoğu orijinal kaynaklardan derlenmiştir. Bu çalışma için birincil veri kaynakları, anketi doldurmak için seçilen katılımcılar tarafından belirlenecektir. Bunlar, doğrudan elde edilemeyecek bilgileri arayan, şehrin dört bir yanına dağılmış Lagos Üniversitesi'nden öğrencilerdir.

Buna göre girişimciliğin ayrı bir konu olarak değil, gerçek hayatta öğretilmesi ve uygulanması gerekmektedir. Günümüzde kuruluşlar genellikle genel yönetim programlarının bir parçası olarak girişimciliği içerir. Girişimcilik eğitiminin büyük bir kısmı yeni bir şirket kurma sürecine ayrılmıştır. Öğrenciler, iş fırsatlarını değerlendirmek, iş stratejileri geliştirmek ve ardından bu planları gerçek dünya senaryolarında uygulamaya koymak için bu yöntemleri veya çerçeveleri kullanabilir. Üniversite düzeyinde, onu etkileyebilecek çevresel ve psikolojik değişkenlere

odaklanan, giriřimcilięin teorik unsurları zerine bir alıřma da vardır.

Anahtar Kelimeler: Giriřimcilik Niyeti, Giriřimcilik bilgisi, Mezunlar, İstihdam, Kiřisel Tutum, Sosyal norm.

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ABBREVIATIONS

CSFE	: Cultural Support For Entrepreneurship
EC	: Entrepreneurial Confidence
EI	: Entrepreneurial Intention
EO	: Entrepreneurial Orientation
PA	: Personal Attitude
TPB	: Theory Of Planned Behaviour
UNILAG	: University Of Lagos
USFE	: University Support For Entrepreneurship

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I. INTRODUCTION

A. The Study Background

The economy of emerging countries like Nigeria, where there are few new businesses, depends heavily on the growth of the public sector. Additionally, (Nabi and Holden, 2008, p. 51) note that the number of graduates is steadily rising, leading to an intolerably high percentage of newly graduated jobless people. Therefore, government policy in many countries encourages individuals to launch their own businesses as a viable alternative to employment. Nations are now encouraging more graduates to pursue entrepreneurial endeavours should be a top government priority.

The school's entrepreneurship programme serves as a motivator for entrepreneurs and aids in their goal-achieving. For students to cultivate their entrepreneurial skills, attitudes, and—most importantly—a desire to become entrepreneurs, institutions must be able to support entrepreneurial development.

There is a movement to promote venture formation among students as a post-graduate career option on a worldwide scale, assert some (Lekoko and Rankhumise, 2012, p. 22). For this reason, businesses are critical to producing employment. A number of countries have found that creating small enterprises, especially in Sub-Saharan Africa, is an effective way to reduce unemployment (Tayari, 2010 p.20).

This problem of graduate unemployment, or educated unemployment, is important to Nigeria's growth. Getting a job with a university certificate is difficult. Underemployment and unemployment are serious problems for recent college graduates, according to research. High levels of unemployment or underemployment reveal the adequacy of an institution's efficiency and effectiveness (Bai, 2006 p.15). When it comes to post-graduate employment, students and policymakers alike have a stake. In past few years, few individuals have questioned the importance of a college degree. In a variety of academic subjects, there has been a rise in the percentage of recent college graduates working in low-status, low-paying jobs. After graduating from college, many recent grads find themselves without a job for months or even

years. As higher education continues to expand while job prospects remain scarce, the number of unemployed Americans is anticipated to grow in the near future (ILO, 2010).

While the private sector is predicted to create only 630,000 new jobs per year, with the public sector accounting for the majority, Mcha estimates that more than 800,000 new graduates will be entering labor this year (2012). Between 2001 and 2011, Nigeria's unemployment rate averaged 11.9%, with a high of 13.8% in November 2004 and a low of 11.2% in December 2013. (Informed Consent to Treatment 2011). An estimated 11.7 percent of Nigerians were unemployed last year, according to (Deloitte 2013). Benin (40 percent), Cameroon (35 percent), and Togo's (35 percent) share of the population is higher than Ghana's (4.6 percent) (30 percent). High unemployment poses a continuing threat to social and economic advancement even if it is within the acceptable range of 4% to 6%. (Prachowny, 2002). The current state of the labour market makes the creation of entrepreneurial education necessary. As entrepreneurial training and education has grown in popularity, it has been incorporated into many university and business school curricula all around the world (Kirby, 2005). Some of the objectives of this effort include encouraging "job creators" in the educational system and adapting to both the continuously changing demands of people and the rapidly changing state of science and technology (Olomi and Sabokwigina, 2010).

The business acumen is one of the most crucial elements in boosting the market and generating employment. The best approach to follow an entrepreneur's development is to keep tabs on their ideas, activities, and interactions. Books on entrepreneurship cover a wide range of subjects. In their seminal study, Krueger and Carsrud came to the conclusion that intentions are the only factor that can effectively and logically predict these behaviours. It is essential to know why people decide to establish a business in the first place, according to this study. This inquiry focuses on students at the University of Lagos (UNILAG). Intentions are defined as the motivational variables that impact action (Ajzen, 1991, p.50). Almost all of the research on entrepreneurship and entrepreneurism is based on the EI construct, from studies of entrepreneur-specific personality traits and demographics to studies of entrepreneur-specific attitudes. the reasons of launching a company The "entrepreneurship and innovation event" described by the (TPB) (Shapero, Sokol,

and Ajzen, 1991, p. 51) is a major tenet of contemporary enterprise study (EI).

PBC and subjective norms all have a part in determining one's goals, according to research. To put it another way, a person's subjective norms and attitudes about the results of a given action describe the desired outcome and expected outcome. In other words, one's confidence in their ability to control their conduct is reflected in their trust in their own self-efficacy. The majority of the work on the project has been finished. Findings from studies on how people's propensity to establish new enterprises is influenced by various factors offers insight on the importance of these factors. According to the (TPB) and other publications on the subject, graduates' entrepreneurial goals are compared to various educational viewpoints. On the influence that learning performs in building a pro-business mindset, more and more emphasis is being focused. A successful business environment in any economy requires an entrepreneurial mindset, no matter how much research has been done into whether or not entrepreneurship is the product of "nature vs. nurture." As a result, practically all educational institutions are putting greater effort into helping students build their entrepreneurial skills and increasing the number of programs designed to do just that. It's not simply that universities are educating students how to start their own businesses. The government is working on new initiatives to promote self-employment. For any society to be able to innovate and create new jobs, as well as contribute to the general well-being, the role of small business owners cannot be overlooked. As a result, entrepreneurship is a topic that affects both small businesses and large corporations.

B. Statement Of Problem

Each year, graduate unemployment has become a major issue for the country. Unfortunately, this increase outpaces demand for their services, and the skills of recent graduates also fall short of what employers require. Due to the changing nature of the job market, academic credentials are no longer enough to guarantee employment upon graduation. Entrepreneurship as a potential career route has been offered as a way for graduates to widen their job alternatives. The current unemployment situation might be alleviated by enlarging the labor market, and entrepreneurship would help these fresh graduates in building their own careers. According to (Kamariah et al., 2004; Salmah, 2006), Unemployment among recent

graduates is a problem that many entrepreneurial scholars believe can be alleviated through entrepreneurship. In order for the country to accomplish its 2020 aim of becoming a developed nation, graduates must change their mindsets towards entrepreneurship, which has had a big impact on the business world today.

In an effort to help the education sector, universities and colleges have undertaken a number of projects. Students in a wide range of academic fields are increasingly expected to have a solid foundation in entrepreneurial knowledge, skills, and attitudes. Students may have been encouraged to start their own businesses by a combination of contextual circumstances and their own personality traits. Policymakers must be aware of the factors above that must be prioritized in order to design an effective program (Autio et al., 1997,p 15).

As a result, further research into how students think about and act on their entrepreneurial intentions is needed.

C. The Study's Goal

Investigating the effects of important elements that motivate students to launch their own enterprises is the principal aim of this study. To assess university students' entrepreneurial propensities, a case study of UniLag students was employed.

This study's objective was to:

- (i) investigate if university-level entrepreneurial training enhanced graduates' entrepreneurial tendencies, and if university-level entrepreneurial training increased graduates' entrepreneurial tendencies.
- (ii) Investigate the elements that influence university students' entrepreneurial tendencies.
- (iii) Determine the socioeconomic barriers that university students face while launching a business;
- (iv) Determine if prior exposure to entrepreneurship training is related to a willingness to launch a firm; and
- (v) Inspect the influence of demographic traits on intentions of grad students to start a company.

D. Research Questions

- What inspires young individuals to launch their own businesses after graduation?
- Is a young person's desire to initiate their own venture significantly controlled by their age, gender, or parents' job status?
- Does young people establishing enterprises have a big impact on the unemployment rate?

E. Research Hypothesis

The entrepreneurialism study highlights four key categories of characteristics as significant precursors of entrepreneurial ambition. These theories are introduced in this study:

- H1. The university's entrepreneurship programme directly affects a student's desire to launch a firm.
- H2. The learner's desire to initiate a company is directly influenced by entrepreneurial orientation
- H3. The learner's desire to begin a company is directly influenced by entrepreneurial confidence.
- H4. The learner's desire to initiate a company is directly influenced by the culture's encouragement for entrepreneurship.

F. Significance Of The Research

The main goal of this study is to identify the factors that influence students to start their own businesses in the area of entrepreneurship. It also seeks to determine the implications of this study for academic institutions in terms of entrepreneurial education and programmes and the requirement for academic institutions to increase students' confidence in starting their own businesses. Benefits like lower startup failure rates and a larger market share come with certain costs, and this is especially true for this aspect. Traditional entrepreneurship courses need to be supplemented with new perspectives from numerous sectors, as well as practical training that can

improve risk assessment and uncover innovative market opportunities, in order to address these difficulties effectively. Students' entrepreneurial spirit, says UNILAG, is a catalyst for social progress. For both economic growth and human capital development, it is a vital component. UNILAG aims to put entrepreneurship at the heart of the nation's development plan in order to enhance social inclusion and sustainability.

G. Limitation

The current study has some limitations. To begin with, because of the study's non-random methodology, the findings cannot be generalized to all UNILAG students. Random sampling methods, such as multiple-layer sampling, should be used in future research, but with a gender focus because of the large number of female students at UNILAG. An examination of the influence of other people can shed light on this situation. To build on the findings that women are more impacted by role models than men when it comes to entrepreneurial objectives, future study should focus on identifying these influencers and their significance for students. Research in the future could involve a distinction between academic programs, such as those related to entrepreneurship and those that are not, as well as between public and private institutions. As a business owner, working students and unemployed students may have very different experiences.

H. Scope Of Study

The University of Lagos conducted a study to find out what motivates people to start their own businesses. The study was conducted at (UNILAG), where the study's participants were mostly business students which admits over 835 students, the bulk of whom would be the study's participants. In a descriptive research design, the primary data will be gathered via a questionnaire. Assuming that all relevant data was collected during the study phase would be ludicrous. As a result, the information gathered during this worldwide pandemic was strictly constrained to that which was made available by those who were interviewed. Thus, the researcher takes full responsibility for any errors or omissions.

I. Terms Definition

1. Entrepreneur

Entrepreneurs are highly regarded for a variety of reasons: Aside from making money for the company, entrepreneurs are also employers because of the jobs they provide for others. When people innovate, they create new products, processes, and companies, as well as new jobs. These "new ways of doing things" create new sectors, new fields of training and development, and the need for new norms and settings, all while boosting income for the common benefit. They also serve as case studies for academics and serve as role models for the general public, motivating the subsequent generation of corporate leaders. Communities gain from the charitable deeds of role model entrepreneurs, and societies need more entrepreneurs. It is for this reason that entrepreneurs are being studied more closely than ever before since they are considered as the ones who can turn around the economy that has been slowing or stagnating for the better part of this millennium.

2. Entrepreneurial Intention

With an emphasis on entrepreneurial intentional models, which established the attitude factor, researchers have changed from examining characteristics and qualities to cognitive psychology and behavioural studies, emphasising on it as one of the most important parts of intention, but not as the only effect. This movement was started as a result of Wicker's 1969 review of academic research on the link between attitudes and behaviour, which reopened the discussion over what influences behaviour. Many individuals believe that the strongest predictor of future behaviour is one's "intentions."

3. Entrepreneurship

It is imperative that all economies and civilizations address entrepreneurship-related concerns and make the switch from a "controlled economy" to a "innovation - driven economy" (Thurik & Wennekers, 2001 p.25). When it comes to creating this new, knowledge-based global economy, the scientific and commercial communities place a high value on entrepreneurship and the practices that go along with it. According to economists, international agencies, as well as academics, most people agree that in today's and tomorrow's unpredictable global economy, entrepreneurship

is an essential engine of economic growth. Poverty can be reduced and money can be transferred from one country to another through entrepreneurship and small companies.

J. Ethical Consideration

In this investigation, the subjects were all human beings. Therefore, the subjects of the study had to provide their permission for the experiment to proceed. All study participants must be given the opportunity to give informed permission, and researchers must protect them from any damage or discomfort, keep their data private, and explain the study's processes and results to them when the study is over (Katundu et al., 2014). A questionnaire or checklist had to have a "introduction" section that stated the objective of the project, guaranteed respondents that their answers will be kept private, and asked for their consent to fill out the questionnaire or take part in an interview.

K. Thesis Organization

This thesis is divided into five sections: In this initial chapter, the dissertation's primary ideas are briefly summarised, and it also examines how the themes of many other papers relate to the thesis' general concept. Along with the issue assessment and rationale, chapter one also includes the study questions & goals. It also talks about the study's limitations, nomenclature, and moral considerations. The second chapter examined the available literature on the subject, and the third chapter discussed the study's design, methodology, and framework. The information acquired will be analysed using SPSS, and the study's conclusions will serve as the basis for Chapter 4. In chapter five, the study's findings, conceptual and practical ramifications, and recommendations are discussed.

II. LITERATURE REVIEW

A. Introduction

This part is devoted to a thorough analysis of the relevant scholarly literature. In this chapter, the issue under investigation is explained, the body of literature is reviewed, and a research gap is discussed.

One who organizes and runs a company or firms is referred to as a "Entrepreneur" in French. Entrepreneurs are those who work for themselves. For entrepreneurs, there is a set definition of success. Researchers in various fields of study have varying ideas about what it means. People who combine resources in order to make them available are known as entrepreneurs. Entrepreneurs are motivated by a variety of factors, including the drive to earn or acquire something, the need to explore, and the desire to reach certain goals, according to the psychologist. Entrepreneurs can be risk takers, fierce rivals, but they can also be allies, suppliers, consumers, or those who produce wealth for others by figuring out the best ways to utilize resources, cut losses, and give additional employment for a company's other departments or divisions (Hisrich, Peters & Shepherd, 2005 p.33). According to some, entrepreneurs are born, not created. It has been shown in multiple studies that one's aptitude to become an entrepreneur is not passed down genetically, which dispels this common belief right now. It is possible for anyone, but notably those who have gone to college, to start their own business.

The relationship between unemployment and self-employment is nuanced. According to the literature, unemployment has a "refugee impact" that fosters entrepreneurial activity. Higher levels of entrepreneurship have been linked to the "Schumpeter effect." Employers are less likely to be laid off as a result of entrepreneurialism. Using this notion, this paper is constructed. Graduates who are interested in starting their own firms should have an open mind and a willingness to try new things. People with a more favorable outlook on entrepreneurship are thought to have a higher inclination for the profession. The government has increased

up entrepreneurship training at universities around the country in an effort to make it easier for recent graduates to establish their own enterprises. Despite government initiatives, only a small percentage of recent graduates have been successful in founding their own firms. To begin with, entrepreneurs were classified as business owners who were prepared to take on the risk of buying goods at a given price while not knowing how much they would be able to sell them for. Later definitions began to underline the inherent dangers and challenges of mixing multiple production components in order to suit the demands of ever-changing markets. According to Schumpeter, entrepreneurship was all about generating and addressing economic discontinuities (Gutterman, 2012, p.62).

Starting new organizations or reviving existing ones, notably new firms in response to identified opportunities, is what (Erolu and Picak 2011, p.14) refer to as "entrepreneurship". Research into entrepreneurship is also being carried out by those who are interested in discovering common entrepreneurial characteristics, such as a proclivity for "risk taking," a desire to succeed, and an extensive background of adversity. While these studies are fascinating, their findings can be ambiguous or even inconsistent. People tend to focus on business aspects of entrepreneurship rather than an individual's proclivity to be entrepreneurial when addressing the topic. Undoubtedly one of the most important characteristics of entrepreneurship is an entrepreneurial temperament (Bulsara et al. 2010, p 23).

According to this study, anyone, particularly new college graduates, might be encouraged to become more entrepreneurial through entrepreneurship education and training. People's mindsets must be changed in order for them to become entrepreneurs in their jobs, to find or exploit chances for the growth of individuals and the society at large, and to see life as an opportunity rather than a horror (Chiraka, 2012, p.72). Even while the number of universities and other training facilities offering entrepreneurship and other courses is rising nationwide, less and fewer graduates are opting to work for themselves (Nkirina, 2010, p.15), (SARUA 2011,p.20). More than ever, educational institutions are offering courses on entrepreneurship at all academic levels, from undergraduate to graduate including diplomas. Even though there are more organisations offering entrepreneurship programmes, less students are choosing it as a profession. A student's tendency to pursue entrepreneurship courses and their ambition to work for themselves after

graduation are not clearly linked. Students who recently graduated from college are the focus of this research. Students' entrepreneurial activity may be affected by the university's entrepreneurship training program.

One of the prominent factors in bringing about economical advancement is entrepreneurial activity. In most countries, graduates are encouraged by the government to consider starting a business as an alternate professional route. For graduates to benefit from the many government initiatives that support innovation, they must be entrepreneurial. Graduates' entrepreneurial inclinations in developing nations like Nigeria, where poverty and graduate unemployment are serious issues, have not been thoroughly studied in the past. Nigerian graduates' entrepreneurial tendencies are examined in this research using the University of Lagos as a case study. With regard to starting their own businesses, Nigerian graduates take cues from their own and their parents' backgrounds in education and the number of children they have growing up in the household. There was a significant difference in entrepreneurial qualities, accomplishment drive, personal control, proclivity for risk-taking, and self-esteem between graduates with entrepreneurship training and graduates from educated homes. It's an excellent idea to enroll in a business-related class. Many colleges and universities throughout the country are being urged to set up business incubator programs in order to uncover and foster budding entrepreneurs at an early stage of their careers.

Entrepreneurship has been studied from a wide range of perspectives, including sociology, economics, culture, and psychology. Their idea of the need for achievement emphasizes the link between achievement drive and economic development via entrepreneurial activities. (Symbolically written as n Ach). Their writings suggest that the entrepreneurial class is responsible for the economic expansion of the N -Achievement level. If this level is high, more people would probably take the initiative to start their own businesses (Islam, 1989, p.18).

Entrepreneurship should be more prevalent in societies with higher average levels of need achievement, according to (McClelland 1961 p.89). McClelland suggests raising the need-to-achievement ratio in society in order to promote entrepreneurship and economic development. Training and creating a proper culture can also raise the n Ach level, according to (Islam and Mamun, 2000 p.50). According to (Everett Hagen 1991), a person's or a group's psychological well-being

can be affected by social change. He believes that the loss of status for a group is the first step toward entrepreneurial behaviour (Islam, 1989,p.22). If a group loses its status, one of four things can happen: they can be forced to leave, have their cherished symbols denigrated, become incongruous with their new social position, or be rejected completely. These are all possible outcomes. Retrenchment, innovation, reform, and insurrection are the outcomes of these four types of status loss. One of these reactions is retreatism, which is used by entrepreneurs. By suppressing the trauma that comes with losing one's social standing, retreatism is described (Alam and Hossan, 2003 p.40). A distinct set of attitudes and psychological characteristics separates entrepreneurs from non-entrepreneurs, while entrepreneurs who are successful are distinguishable from the latter. Still, beliefs concerning personality or characteristics have been roundly criticized. A person's personality alone, according to some detractors, cannot explain entrepreneurship's success and activity. A wide range of elements must be considered by entrepreneurs and enterprises when making decisions. Environment or context is influenced by these elements.

According to Max Weber's conception of protestant values, Calvinistic / protestant logic or ideals were essential for promoting capitalism. The intrinsic merit of the work was emphasized in these ideals. Jobs were considered vocations in the strictest sense of the term. Receiving money from one's labour was regarded as a sign of God's favor, and only a select few were permitted to do so. A peripheral person, according to Robert Park's Marginal and Tension Theory, is a person who is forced to live in two different societies. Rather than being polar opposites, the two societies are like the western and oriental worldviews of antiquity. It is not uncommon for marginal guys to get into business in order to make ends meet because of their marginal standing in society. This could lead to a greater number of entrepreneurs from the underserved community (Islam and Mamun, 2000 p.30).

The marginal position of Nigerian graduates makes entrepreneurship in that country a perfect match for the periphery and tensions theory. Some people use self-employment and creativity as a method of self-defense to avoid being ostracized. In contrast, this might be argued and further researched as a research idea. Economists, on the other hand, believe that entrepreneurialism and economic growth are linked. As the country's real national income rises for an extended period, the role of entrepreneurs becomes critical to economic growth. According to Schumpeter's

theory of innovation, inventors or "wild spirits" are in charge of a country's invention and technical change (Islam, 1989 p.36). The term "entrepreneur" refers to someone who has a keen eye for business chances and seizes them. Instead of trying to cut expenses, Kirzner advises business owners to anticipate profits and revenues that are greater than the costs of bringing their products to market (Ebeling, 2001 p.15). There is a theoretical framework that attempts to explain the process of entrepreneurship in terms of a person's career choice. Applying the TPB is one technique to more accurately predict and understand people's intents to participate in different activities. It is more likely that someone will succeed if they are motivated to engage in a particular activity (Ajzen, 1991 p.31). To express a person's behavioral tendencies, one must be able to select whether or not to engage in a specific behavior at any given time (Ajzen, 2001 p.44). According to researcher (Vincent et al., 1998,p.44), People's professional choices can be aided by the hypothesis.

Psychotherapists had also looked at the connection connecting innovative behavior and character traits including creativity and a drive for success, according to Douglas and Shepherd (2002, p. 15). Researchers in sociology, on the other hand, have discovered connections between diverse social group traits like religious membership and sojourning status. Economic theories of entrepreneurship, on the other hand, have focused at the connection between economic conditions and human psychology. One of two questions has been the norm for researchers, according to (Douglas and Shepherd 2002 p.32). How do you answer that? What is the tipping moment for someone to adopt an entrepreneurial frame of mind? When it comes to these subjects, there is a strong propensity to believe that innovation is connected to a set of constant human characteristics. As a result, the prestige of an entrepreneur is often undervalued. It has been lacking in research on the path to entrepreneurship through self-employment because of a lack of focus to the socio-economic and organizational environments in which it occurs.

B. Entrepreneurship Intention

Preparation for action begins with an individual's intent, says (Ajzen 1991,p.33). Conduct, according to the researchers, is influenced by rationality and information, and is encouraged or discouraged by happenings, regardless of whether they are positive or negative. Self-employment is seen as a genuine career path by

those who wish to be their own boss (Davidsson, 1995 p.33), as well as a way to accomplish their own goals, bring their visions to life, and make money. A person's drive to exhibit entrepreneurial conduct is referred to as having an entrepreneurial mentality, participate in entrepreneurial activities, work for themselves, or establish a new business (Dell, 2008 p.15). This, however, is not enough. You'll need a strong sense of self-confidence, as well as a strong determination to succeed. People who want to start new businesses, develop new company concepts, or improve existing businesses are considered to have entrepreneurial intent by (Birds 1988 p.56). One of his hypotheses is that the process frequently begins with the entrepreneurs' own personal views, customs, and desires, aspirations, and aspirational needs. Entrepreneurial intent is a reliable indicator of actual entrepreneurial behavior since it fits under the umbrella of "desired behavior." Forebears of persons with entrepreneurial aspirations can be traced by researchers to understand more about the entrepreneurial process and future behavior. For 297 business owners, Kolvereid and Isaksen found that wanting to be self-employed affected their decision to go it alone.

It is rare for people to establish a business out of necessity; rather, they do so intentionally and not by accident (Krueger et al., 2000; Krueger, 2007). As a mediator between entrepreneurial actions and external circumstances, the intention, according to (Krueger 2007 p.55), The traits, demography, abilities, cultural setting, wider culture, and monetary incentives make entrepreneurship a goal. According to this theory, explains why some people are inspired to initiate new business venture before examining opportunities or selecting what type of firm to develop.

By providing educational opportunities, entrepreneurs hope to arouse participants' interest in and readiness to display entrepreneurial behaviors, skills, and knowledge (Linan, 2004 p.14). Students are prepared to enter the workforce in their field of study through training and preparation. On the other hand, their intent affects whether or not they will work for someone else or start their own business (self-employed and job creators). Students' desire to start their own businesses has been the subject of numerous studies. After completing a poll, (Christian 2000,p.44) found that 65 percent of students were interested in starting their own businesses. According to (Christine 2004), 33.66 percent of the 105 Chinese students she polled wanted to start their own business, whereas 13.86 percent had the same objective. An earlier study by (Gerald 2006,p.46) found that 30.4% of the 194 participants had the

intention to do so, while 22% expressed a desire to do so. Entrepreneurial traits can also be developed in the classroom and educational system (Ibrahim & Soufani 2002,p.24). The importance of entrepreneurial education, particularly technology training, for innovative entrepreneurs has been demonstrated in several studies (Galloway & Brown, 2002,p.22). Over the last thirty years, local businesses have been considered as being primarily driven by entrepreneurship. A favourable consequence on the creation of innovative company ideas and activities that help create new employment markets, economies, new solutions to problems and efficient technology is a positive impact. Entrepreneurship is also seen as a way for countries to boost their economies and keep a leg up on the competition amid the current phase of globalization. In today's fast-paced, ever-changing world, entrepreneurship is often cited as a novel solution to the issues that occur on a regular basis. In part, this can be attributed to the fact that entrepreneurship is intertwined with a wide range of academic fields such as sociology and psychology. If you're interested in learning about entrepreneurship, understanding the motivations of entrepreneurs is critical (EI). According to a number of studies, the literature on this topic has been divided into two basic categories (EI). Shapero (Entrepreneurship Event Theory) and TPB are two related theories (Theory of Planned Behavior). EI has developed into a formidable theoretical framework thanks to Shapero's outstanding work from the 1980s. According to (EI), people's desire, apparent feasibility, and willingness to act can be explained by (EI). When forming a business, an individual's viewpoint and the cultural and social environment in which they live are important factors (the entrepreneurial event theory). The Shapero model's two key elements are recognized appeal (supplied by the attraction for a particular activity) and perceived credibility (provided by the attraction for a particular behaviour). Depending on the context in which they are produced, these impressions can either stimulate or discourage behavior. Entrepreneurial initiatives may be hampered by high startup costs or a disproportionately high number of steps necessary to form a corporation.

There was an additional layer of explanation provided by the Theory of Planned Behavior (EI). It uses attitudes, PBC, and subjective norms to describe the three motivational variables that have an affect on behavior in order to explain intentions. Attitude refers to how positive or unfavorable a person's own opinion about being an entrepreneur is. An entrepreneur's capacity to achieve his or her own

high standards is related to their sense of behavioral control. The perceived social pressure to engage in or refrain from entrepreneurial action is assessed by subjective norms. In studies of entrepreneurial intention, researchers are looking for more measurability and variables that can explain entrepreneurial motivation. Many factors are assumed to influence entrepreneurial desire, such as age, gender, role models and institutional issues. Aside from only shaping desirability, education is also regarded to be crucial in helping people turn their desire for entrepreneurship into actual actions (new companies on the market). In light of its widely acknowledged importance, entrepreneurship is now taught in many colleges, sometimes even as a full academic program. As an important instrument for reinvigorating entrepreneurial goals, mindsets, and behaviors, entrepreneurship education is disputed in terms of whether or not it's worthwhile. An effective entrepreneurial education necessitates an understanding of the factors that influence students' entrepreneurial activity. To optimise the effectiveness of entrepreneurship education, it is also critical to comprehend the factors that contribute to entrepreneurial purpose.

Entrepreneurial tendencies are more common among college students who have taken entrepreneurship courses than among non-entrepreneurial students, according to research. An empirical study in Spain found that students who took these classes were more confident, proactive, and willing to take risks. It was revealed that universities and the entrepreneurial curriculum had the greatest impact on students' entrepreneurship perspectives when 1500 undergraduates at government institutions were studied. Students in the Philippines, in another study, were shown to have a more favorable view of entrepreneurship and to believe in their own self-efficacy when they had a better understanding of entrepreneurship. Other research, however, contest the positive relationship between entrepreneurial education and intention. Empirical studies undertaken in Uganda, for example, did not show a substantial connection between these two variables. A student's ambition to start his or her own business is directly linked to university entrepreneurship support, according to us. Students above the age of 20 are assumed to have a greater interest in entrepreneurship than students in other age groups. Entrepreneurial confidence is also being examined as a possible construct for entrepreneurial ambition. ' We might expect those with a strong sense of self-assurance and adaptability to be drawn to and

rely on an entrepreneurial lifestyle, which is typically riskier and more difficult than working for someone else. A true entrepreneur is someone who is adamant about launching his or her own company no matter what. An entrepreneurial mindset will then lead to a desire for entrepreneurship. Entrepreneurial confidence can be perceived in at least two different ways. ” The first relates to education and the self-assurance that comes with it for new graduates. Entrepreneurship is becoming increasingly popular, despite the fact that it is risky and often underpaid. Psychological drive rather than rational reasoning appears to be at the root of entrepreneurial self-assurance. Entrepreneurial self-assurance. Expectations play a significant influence in new business development, according to the findings of a 2001 research that included a sizable sample of individuals who were either in the process of launching a company or owned and managed one at the time of the survey. As a result, it was also shown that a student's ambition to launch a company is closely related to their degree of entrepreneurial confidence. Several studies on the determinants of entrepreneurial intent point to cultural support as a major influence. Cultural norms, customs, and ethical standards are all part of what we mean by the term "culture." It is possible for these cultural constructs to influence a society's entrepreneurial ambitions and involvement level by encouraging or discouraging individuals from pursuing such goals. Some academics believe that cognitive traits such as values and beliefs have an impact on the way people act. Various research have examined how cultural influences influence entrepreneurial behavior. There are several connections between entrepreneurial intent, conduct, and cultural incentives, but they all vary widely by country and even by region, making it difficult to draw generalizations. We're going to poll (UNILAG) students to find out what they're most excited about when it comes to starting a venture.

1. Entrepreneurship: A Theoretical Reflection

The science of entrepreneurship has been explained by a variety of social, economic, cultural, and psychological hypotheses (Islam, 1989,p.46). A significant theme of David McClelland's dissertation, "The Desire for Achievement," was the connection between achievement motivation and the need for achievement (symbolically articulated as n Ach). He said that the entrepreneurial class is meant to transform a high degree of academic achievement into increased economic growth. N-Achievement is an indicator of a person's entrepreneurial spirit. In a community

where the mean level of need fulfillment is high, entrepreneurship is likely to be more frequent. A society's level of satisfaction with its basic human needs is one way to encourage new business ventures and economic growth, according to (McClelland, 2000). In addition, he argues that training and the establishment of proper cultural norms might raise one's Ach level (Islam and Mamun, 2000 p.55). Some socioeconomic shifts, according to Everett Hagen, have a psychological impact on people or groups of people. He feels that the loss of prestige for a group is the most important aspect in an individual's quest to become innovative (Islam, 1989,p.36). As a result of losing their social standing, a person may experience retreatism, ritualism, innovation, reformism and even revolt, according to Hagen. If the group is forced to leave, its symbols could be disparaged, it might experience a change in status, or it might be rejected by a new community. Many opinions have been voiced as a result. Retreatism is characterized by a person's psychological denial of their loss of status (Alam and Hossan, 2003 p.33). Non-entrepreneurs and successful and unsuccessful entrepreneurs differ psychologically and attitudinally from entrepreneurs, according to this theory. Some argue that the validity of personality theories is questionable despite this. In the eyes of detractors, entrepreneurship cannot be explained solely by an entrepreneur's personality traits.

Entrepreneurial intention is influenced by one's attitude toward the entrepreneurial spirit, according to research. Entrepreneurship can benefit from higher education institutions' education and experience, which may increase its effectiveness and feasibility. Individuals who see entrepreneurship as a viable career option may come up with innovative business concepts and go out on their own. Entrepreneurial intent can also be predicted by a person's subjective norms. Making the decision to start your own business is a big one, and most people ask for advice and support from those around them before taking the plunge. As a result, the opinions of those close to you can influence your decision to go into business for yourself. Control of Perceived Behavior Easy conduct is more prevalent while difficult behaviour is less prevalent among people. Perceived behavioural control (PBC) has been a key component of the paradigm since since the introduction of TPB. Additionally, the behavioural experiences of others, such as those of acquaintances and friends, may have an impact on this form of control belief.

2. Conceptualizing Entrepreneurial Tendencies

Academics have been studying the characteristics of entrepreneurs and non-entrepreneurs for a long time in an effort to better understand what drives people to start new firms (Mazzarol, 2007 p.37). In order to evaluate whether or not a potential entrepreneur will engage in entrepreneurial activity, their personal characteristics and the surrounding environment have been examined (Fini et al., 2009,p.15). In order to become an entrepreneur, one must have a strong desire for success, as well as a strong desire to be autonomous and independent, as well as a strong inclination for invention (Mazzarol, 2007,p.44). If a person has a strong tolerance for uncertainty and a broad work past, they are more likely to have entrepreneurial tendencies. Other factors to examine are a person's gender, education, upbringing, and race/ethnic background (Aldrich and Waldinger, 1990,p.19); (Rwamtoga, 2011,p.50).

There have been many studies on these factors throughout the years, and it has been determined that some are more essential than others. Ego passion is also a part of this. This involves an ability to take calculated risks, a tolerance for ambiguity, and a strong feeling of self-efficacy. There have been numerous classifications of the characteristics of the typical entrepreneur (Krasniqi, 2009 p.24). There is a lot of debate about the impact that a person's natural personality traits and the circumstances in which they find themselves play in entrepreneurship (McCarthy, 1998,p.33). An entrepreneur's success is no longer just dependent on his or her own abilities, but also on a wide range of external influences. A number of elements, including one's personal attributes, environmental influences, and the sort of firm being created, influence new venture formation (Mair and Marti, 2005,p.45); (Krasniqi, 2009,p.70).

It's all about grasping possibilities that others might overlook or dismiss as too hazardous or tough to go after, according to (Shane 2000,p.36). He goes on to say that becoming an entrepreneur is the outcome of having access to a wide range of knowledge about potential business prospects. The particular characteristics of each individual determine the extent to which the government can assist them in discovering their entrepreneurial potential. People can become more successful as entrepreneurs through networks if they have access to resources that aren't readily available to the general public. This hypothesis is backed up by research from across the globe.

It's not enough to just combine resources and knowledge in creative ways, according to (Aldrich 2005,p.55), but also to establish new organizations. We need to know why people don't form new social groups. Entrepreneurs who are just starting out are likely to be affected by their environment, which fuels their creativity and desire for success and eventually leads them to start their own business, according to (Nodoushani and Nodoushani 1999,p.122). Entrepreneurial activity is influenced by a variety of variables, including the individual's prior work experience (especially in self-employment), the type of business being started, and how long it takes to get things started, according to (Gartner and Shane 1995,p.70). In addition, scholars have underlined the need of considering both an individual's personality qualities and the external environment while trying to understand the entrepreneurial process.

3. Self-Efficacy In Entrepreneurial Intention

The capacity to engage in a certain activity is characterised as subjective norm and perceived behavioural in the tpb model, which is comparable to perceived feasibility in the entrepreneurial event model (Ajzen, 2002 p.46). Or, to put it another way, both paradigms share a characteristic that is logically linked to a sense of proficiency (Krueger Jr et al., 2000,p.56). Self-reliance is the conviction that one can plan and complete tasks alone in order to achieve a particular level of success (Bandura, 1998 p,45).

Entrepreneurial aspiration and self-efficacy are associated, according to (Naktiyok et al 2010, p. 49). For example, they found a positive relationship between the two, with a significant impact on the dimensions of defining a fundamental purpose and overcoming unforeseen obstacles, whereas beginning investment management and continuing to develop crucial human resources had no discernible influence on their success or failure. Numerous studies have revealed a connection between entrepreneurial aspiration and self-efficacy, also known as perceived behavioural control or projected viability (Krueger Jr et al., 2000,p.72). In his research, (Boukamcha, 2015, p. 42) found no relationship between self-efficacy and entrepreneurial aptitude.

4. Attitudes In The Context Of Entrepreneurial Intention

With in scope of this research, the word "behaviour" describes the act of beginning a company. Starting a business is an example of a behaviour that fits

within the classification of "outlook" as described by (Ajzen 1991, p. 54). A greater sense of self-assurance allows for the expression of much more innovation capability (López Delgado et al. 2019, p. 55).

Various studies have shown a correlation between creative desire and favorable feelings (Shook & Bratianu, 2010, p. 80). (Zhang et al., 2015, p. 50) discovered a positive association between the variables, however (Zollo et al., 2017, p. 55) did not.

5. Social Norms In The Context Of Entrepreneurial Intention

According to (Ajzen 1991), subjective (social) norm refers to the perceived social pressure to engage in or refrain from the action. According to many studies, social norms have a favourable effect on entrepreneurial intention. Bootstrapping was proven to have a favourable impact of social norms on entrepreneurial intention. Bootstrapping is the word for covering an entrepreneur's financial requirements without depending on long-term external funding and new shareholders. Between the three research mentioned above, no conclusive link between social norms and entrepreneurial intent was discovered. The authors' results are linked to Nigeria's post-communist culture because of the nation's anti-entrepreneurial attitude throughout the country's five decades of communism and socialism. They claim that there is a negative association between societal norms and entrepreneurial purpose.

6. Role Models In The Context Of Entrepreneurial Intention

In this essay, friends, family, and colleagues are cited as examples of role models for budding entrepreneurs. It was shown that those without previous entrepreneurship experience were more likely to locate role models than individuals with prior business experience. According to research by Gevrek and Gevrek (2009) and Carr and Sequeira (2007), p.60 and p.44, exposing kids to the family company has a beneficial impact on their entrepreneurial goals. According to (Dohse & Walter 2012, p. 34), (Ambad & Ag Damit 2016, p. 26), and, "Entrepreneurial ambition is favourably connected with the effect of role models" (Cielik & Van Stel 2017,p.66). Being near other entrepreneurs may inspire entrepreneurship, but it can also backfire if circumstances worsen to the point that enterprises have difficulties or even collapse.

7. Education In The Context Of Entrepreneurial Intention

For the purposes of this study, going to entrepreneurship-related courses, seminars, conferences, etc. qualifies as education. Universities and faculties are continually modifying their curriculum to suit the needs of a quickly changing environment since entrepreneurship is a vital engine of economic development and the creation of new employment and technology. This involves developing incubators for business startups and funding nonprofit groups that foster entrepreneurship. The University of Split's Economics, Business, and Tourism Faculty is pleased to accept new students. The entrepreneurship lexicon includes terms like "Entrepreneurship Workshop," "Entrepreneurship," "Family Business," "Business Planning," "Strategies for New Businesses," and "Entrepreneurial Planning" that all refer to the same idea. Numerous programmes at the University of Split have entrepreneurship courses on their curricula. University entrepreneurship programmes improved students' self-efficacy as entrepreneurs and understanding of their leadership potential in the sector, according to (Bagheri & Pihie 2011,p.45).

In other words, entrepreneurship programmes significantly influence students' self-awareness of their leadership skills and management deficiencies that need to be strengthened. According to Bili et al. (2011), on page 69, we discovered that students' entrepreneurial orientation rose in their last years of university education, although there was little association between the two. If a person is aware of their entrepreneurial potential, they are more likely to seek out entrepreneurial education and training, according to (Luca et al. 2013). According to (Feder & Nițu- Antonie 2017, p.44), entrepreneurial education is a significant predictor of entrepreneurial desire, in contrast to findings from (Ambad & Ag Damit 2016, p.57), and (Yukongdi & Lopa 2016, p.21), which showed no significant association. Participants in entrepreneurship education are thought to have higher levels of entrepreneurial aspiration.

8. Need For Achievement In The Context Of Entrepreneurial Intention

The urge for success, according to Popescu and colleagues (2016), is the sensation of fulfilment one has after completing a difficult task. People with high accomplishment needs like challenging, somewhat tough jobs over ordinary or very difficult ones (Rauch & Frese, 2000,p.55). When someone is driven to achieve, they

often accept responsibility for their work, seek criticism, and strive for new and better methods to enhance it (Rauch & Frese 2000,p.14). Numerous studies have shown a connection between a person's drive for success and their desire to launch a company. According to a research (Ismail et al. 2012, p. 22), there is no connection between the desire for success and entrepreneurial intent online.

9. The Propensity Towards Risk In The Context Of Entrepreneurial Intention

The propensity to take risks has historically been linked to entrepreneurial mentality when attempting to differentiate between entrepreneurs and workers. Risk-taking inclination and narcissism are related to one another (Mathieu & St- Jean, 2013,p.70). The chance of establishing one's own company is correlated with one's propensity to take risks, according to many research. There is no correlation between a person's inclination for risk and their ambition to launch their own firm, claim Munir et al. (2019, p. 44).

C. Theory Of Planned Behavior

Starting your own company is something you decide on in preparation, as opposed to deciding on it suddenly. To understand entrepreneurship's incentives, the TPB is the most fundamental framework to use. Developed by (Ajzen 1991), TPB has proven to be an efficient study tool for examining and forecasting elements that influence intention. While individual and social characteristics are taken into account, researchers can predict entrepreneurial desire using this approach. According to the TPB, entrepreneurial intention is influenced by three variables: perceived behavioural control (PBC), attitude toward entrepreneurship (personal belief in particular behaviours or actions, such as entrepreneurial spirit), and subjective norm (an individual's views on what others around them think about a particular bet) (launching commercial endeavours).

These variables may be used to forecast a potential entrepreneur's intention to launch a firm. For as long as Ajzen has been developing TPB, entrepreneurial attitude and PBC have been at the core of the concept; both work to alter business intentions "from the inside," while subjective norms focus on identifying the factors that influence business intentions in response to the external environment. In the event that these requirements are met, the chances of an entrepreneur beginning a

business increase. Entrepreneurs' intentions are directly impacted by shifting attitudes regarding entrepreneurship. As a result, higher education's training or experience may enhance students' self-efficacy and perceptions of entrepreneurship's effectiveness and viability. TPB-based study models need an inquiry of numerous occurrences, according to the studies cited above; in addition, researchers have gone beyond simply describing phenomena using frequently recognized theories. For two reasons, TPB was selected as the study's primary theoretical framework. It has been accepted as a theoretical framework for previous research on entrepreneurship education and can be considered to influence entrepreneurial intention formation to some degree. Second, it's impossible to cultivate an entrepreneurial spirit without it, as it's a deliberate habit.

1. Theory Of Planned Behavior Applied To Evaluate Business Start-Up

Ajzen first came up with the idea in 1988, and refined it in 1991. According to both (Ajzen 1988 and 1991) , the context in which attitudes toward behavior are examined is one of subjective standards and apparent behavioral control. Perceived behavioral control is measured by how difficult or easy it is for a person to complete a particular behavior. Assumptions about the availability of resources and the likelihood of problems have led to this conclusion (Carr and Sequeira, 2007,p.30). Because people are in control of their own behavior, predictability is possible (Ajzen, 2005,p.50); (Krueger et al., 2000,p.60). A person's EI is influenced by antecedents such as personal interest in the conduct, subjective standards, and perceived control over behavior. To a large extent, these variables, according to (Ajzen, 1991,p.33), account for variation in entrepreneurial intention (EI). In one definition, PA means an individual's desire to follow footsteps of other successful business owners, while in another, it refers to that person's strong quest to launch their own venture (Fini et al., 2009,p.19). The terms "perceived ease of entrepreneurship" and "perceived ease of creating new value" will be used interchangeably for the sake of this discussion (Fini et al., 2009,p.72). In 2000, Kruger and his colleagues came up with the idea, Despite its under-appreciation, social norms and values (SNV) are an important part of the TPB. In order to better understand how a person's social environment influences their desire to start a business, SNV is conducting research (Sahinidis and Vassiliou, 2013,p.37).

By allowing for the inclusion of external factors, TPB can account for

obstacles to the establishment of new businesses (Fayolle et al., 2006). Our focus here is on a person's behavioral intentions as well as how they actually carry them out. According to research, a mix of internal and external factors lead to entrepreneurialism (Shambare, 2013,p.57).

D. Perceived University Support

Key industry, idea development, and academic support make up the three elements of perceived university assistance. By assisting students in gaining experience or giving them chances to use their knowledge, such as via business simulations, case studies, entrepreneurial seminars, or traineeships, academic aid promotes student PUS. PUS may be enhanced by increasing the resources accessible via interpersonal ties; these connections can provide students access to specialised professional expertise in entrepreneurship-related fields. Following entrepreneurial education, graduates become more motivated to grow their own networks and confident in launching their own businesses.

Wegner and his colleagues spoke about a variety of subjects, including developing ideas and offering support for starting new firms. In the early stages of innovation, concept development support offers awareness, motivation, and economic thought; possibilities are discovered and explored throughout concept development. Businesses are more likely than individual students to get business development help later on in the entrepreneurial journey. To assist students who want to launch their own enterprises, many universities have policies and guidelines in place. For instance, the Nigerian Higher Education Commission formed the National Business Education Accreditation Council. Public institutions may develop laws, rules, and policies outlining the support that governments must provide to foster the entrepreneurial spirit, whereas private institutions determine the culture, norms, attitudes, and expectations in entrepreneurial activity. The proportion of university students who go on to start their own businesses is decreasing, despite data showing an increase in courses on creative entrepreneurship and a link between educational assistance and entrepreneurial ambition. More research is needed to ascertain the impacts of entrepreneurship education on university students, despite the many objective evaluation strategies in favour of encouraging an entrepreneurial spirit at universities. This research can be influenced by the advantages and disadvantages of

entrepreneurial spirit as a crucial element that leads to economic growth and job creation, as well as students' evaluations of university support for entrepreneurial spirit, or PUS.

Numerous internal and external to the human elements, as well as other circumstances, have an impact on entrepreneurial intent. The goal of this change in focus is to give individuals greater confidence to launch their own firms and implement their entrepreneurial ideas. Several studies have used TPB to investigate students' aspirations to launch their own enterprises. With the use of TPB, researchers have looked at how an individual's mindset, potential for entrepreneurship, and social support might influence their desire to start a firm. It has also looked at whether colleges have provided enough support for entrepreneurship in order to encourage students' entrepreneurial goals; however, no research has included PUS and TPB in its analysis. In order to close a research gap, the present study studied PUS as a forerunner to TPB for theoretical integration.

University-based entrepreneurship education and assistance, per (Henderson and Robertson 2000, p. 15), are channels for students to acquire business-related information and abilities, which in turn impacts their long-term professional ambitions. PUS was utilised in this research as a measure of the educational assistance that colleges provide to students launching their own businesses. PUS has the ability to increase students' theoretical entrepreneurial skills and confidence levels. Knowledge improves one's PBC because it increases one's self-awareness. According to studies, students who completed entrepreneurship classes had a higher likelihood of wanting to launch their own enterprises than those who did not (Kolvereid and Moen 1989). The impression that entrepreneurship education makes on students may have an impact on their views about entrepreneurship. PUS has been identified as a significant contributor to self-efficacy in research examining university students' aspirations to start their own businesses.

E. Enterprise And Entrepreneurship In Higher Education

Colleges and universities were requested to establish programmes that supported and encouraged students to launch their own businesses for a spell in the 1980s and 1990s. According to the National Committee of Inquiry into Higher Education, entrepreneurship may be encouraged via innovative curriculum design

(NCIHE 1997). In order to encourage campuses to engage with business and the community, the Nigerian government established the Higher Education Innovation Fund as a sizeable third funding stream for higher education institutions. By 2000, Nigerian universities had four strategic goals, and one of those goals was the promotion of business and entrepreneurial development (HEIF). Higher education institutions were given the chance to support the growth of entrepreneurial and business-minded teachers, students, and alumni as part of the initiative's main goal (Davis et al., 2002,p.30).

The majority of curriculum-based programmes were offered through business schools for delivery in the USA, but the early 2000s proliferation of entrepreneurship education didn't seem to be coordinated or consistent. The importance of entrepreneurship for economic development and the significance of entrepreneurship education in that process are being recognised by more high school students and government leaders (Fayolle et al., 2006,p.44). The creation of programmes that are specifically crafted to meet the demands of target audiences should be prioritised, according (ISBA 2004,p.56). All aspects of the curriculum, extracurricular activities, and university-based assistance for students and alumni who desire to launch their own firms should be included in entrepreneurship education. The Nigerian government utilised economic justifications and predictions of a knowledge-based economy in the future to explain a sharp rise in enrollment in higher education in Nigeria in the 2000s (Holden et al., 2007,p.65).

There were dire forecasts of a significant lack of work chances for graduates who received their degrees in 2008 and 2009. However, it's impossible to predict if this trend will persist given the stagnant economic development and the unpredictable times that lie ahead. Since it is projected that the loss of graduate posts in the public sector would be particularly severe, graduates would need higher levels of business and entrepreneurial skills in order to compete in the evolving job market or to establish self-employment prospects and employment for others (Rae et al., 2010,p.60). It is anticipated that Nigeria's massive public sector employment will have a significant negative impact.

1. The Role Of Graduates In Stimulating Enterprise And Economic Growth

The Small Business Administration (SBA) came to understand that increasing efficiency and fostering competition would result in more employment and income as well as revitalising areas with this insight. Small businesses were highlighted for their importance because of their crucial role in social diversity and the health of the economy. A framework for government policy aimed at encouraging entrepreneurship was announced, with seven main strategic topics being highlighted as essential contributors to economic development, greater productivity, and more participation in business for everyone. Fostering an entrepreneurial culture, developing a more vibrant startup market, and accelerating small company development were some of the goals (SBS, 2002,p.44).

The Nigerian government published a research in 2008 outlining its new strategy and goal for becoming the country the world's most entrepreneurial economy and the best environment to start and expand a business (BERR, 2008). The legal system, corporate innovation, access to money, knowledge and expertise in entrepreneurship, and entrepreneurial culture are all important enablers for the success of the nation's businesses. The government's aim to foster an entrepreneurial mentality in students and graduates, the relevance of entrepreneurship education from basic to tertiary levels, and the promotion of innovation as a crucial driving force for business in the nation were all emphasised in the study. In July of the first year that the present administration had been in office, a comparable objective was stated (BIS, 2010,p.30). The necessity for entrepreneurial education in higher education and fostering a culture where anybody can turn their ideas into lucrative enterprises were both emphasised throughout the conversation. The White Paper for HE (BIS, 2011, p.66) also made reference of the push for entrepreneurial education in higher education, and institutions have been praised for their commitment to supporting student entrepreneurship (HEFCE, 2011,p.44). African policy has also emphasised the value of entrepreneurial education and university involvement in its pursuit of economic success (European Commission, 2006, 2008). From the standpoint of the regional, national, and African governments, graduates are a significant resource. Graduate students usually acknowledge that successful entrepreneurs are vital to creativity and the economy (Matlay, 2011,p.47)

In early stage entrepreneurship in Nigeria in 2005, graduates outperformed non-graduates in terms of both infant firms and nascent entrepreneurs (those actively exploring company start-up for more than three months; 4.5 percent of graduates vs. 2.5 percent of non-graduates). (4.2 percent vs. 2.5 percent for completely or partially owned enterprises that have been paying employees or making a profit for fewer than 42 months). Students ran established enterprises more frequently than non-graduates (profitable for more than 42 months; 5.7 percent vs. 4.7 percent). Numerous research exist, according to (Kwong et al., 2007, p. 54). Graduates not only start businesses at a higher rate than non-graduates, but they also create growth more frequently: Graduates founded or managed 70% of the fastest-growing businesses, which saw an average 111% annual revenue rise. According to the National Council on Graduate Education (NCGE in 2008). Higher education is essential for fostering student and graduate entrepreneurship, according to Rae et al. (2010), in order to maintain economic equilibrium and open up new opportunities for wealth creation and employment (Rae, 2008,p.69). These persons are the next and current entrepreneurs.

F. Barriers To Business Start-Up

Graduating students' entrepreneurial potential is sometimes hampered by the inability to secure the necessary financial backing, legal guidance, and training. According to academic research, entrepreneurs require a variety of resources to get their businesses off the ground, but financial resources are by far the most important. The main barrier to initiating new business venture is financial constraints (Pretorius and Shaw, 2004, p. 40); (Atieno, 2009,p.31). Entrepreneurs who are launching a new business need financial support from both internal and external sources to guarantee their survival and expansion. Starting a business is difficult because of a lack of capital (Fatoki, 2011,p.22). There is a paucity of personal and family savings in developing countries, as well as major difficulties in securing funding (Lingelbach et al., 2005,p.50). Cultural and social elements have a significant part in supporting entrepreneurial goals and culture since they have a significant impact on how individuals build their lives (Kreiser et al., 2001,p.56).

The social and cultural differences between nations have a big impact on the growth and activity of the entrepreneurial sector. The rise of entrepreneurship would be aided by a culture that supports it and sees failure as an essential part of learning

and development rather than as a cause of shame (Thomas, 2001,p.21). Seven graduates from the creative and digital industries in Barnsley, South Yorkshire, UK, were the subject of an investigation by (Smith and Beasley 2011, p. 47) into what drove them to start their own firms in a location with few locally registered businesses and few employment possibilities. When it comes to starting a business, recent college grads confront a variety of obstacles and opportunities. This study sought to learn about those obstacles and opportunities, as well as the impact of the help they got. Basic business competence, inconsistent advice from external bodies and a lack of sector-specific mentors were all regarded as limiting factors by the participants. Lack of knowledge about assistance programs, the status of women in society, and a lack of social networking may all result in negative intention. (Maas and Herrington, 2006, p. 61; Chigunta, 2002, p. 41; Mian and Qureshi, 2010, p. 20); (Sandhu et al., 2011,p.11). (Shambare 2013, p. 15) conducted research on the challenges encountered by South African students who desire to launch their own enterprises. He polled 235 college students, obtaining their opinions using self-administered surveys, then analysing the results using the clustered analytical method. He ran through the following challenges while trying to launch his own business: inappropriate textbooks and curricula.

Course content should reflect the country's economic reality in order to be beneficial, according to the author. In order for pupils to develop micro-level entrepreneurial competencies, specific curriculum must be sufficiently thorough. Theoretically, a graduate of a business management program should be able to design an effective business strategy. Graduates from four-year colleges and universities are typically not only unprepared for the world of business, but they are also underqualified for many types of jobs. A lack of educational material in entrepreneurial education is plainly evident from this. According to (Shambare 2013), inappropriate teaching methods are another obstacle. When it comes to student-run businesses, universities appear to be sluggish. According to him, students' lack of exposure to entrepreneurial principles and reality might be interpreted in two ways in South Africa. To begin with, because of the prevalent poverty, many students come from low-income homes and have little exposure to the outside world. Apartheid has left black students with half the entrepreneurial impulses of their white counterparts. Universities nowadays are accepting

underqualified students as a consequence of apartheid's Bantu educational system. Many colleges are unable to provide students the training they need to improve their exposure due to a lack of funds and resources.

People are also hesitant to take chances due to a lack of confidence and a fear of failing. More than many other countries, 27.73 percent of Nigeria's working-age individuals have never ever considered becoming their own boss (Mian and Qureshi, 2010 p.55). Mwasalwiba et al. (2012) studied context-related enablers and impediments to graduate entrepreneurship in Tanzania. The authors employed storytelling interviews to acquire information. According to their research, graduate entrepreneurs' capacity to launch enterprises is constrained by a lack of start-up capital, constrained banking and taxation, trust concerns, inferior technology, corruption, and inexpensive imports from nations like China. Through entrepreneurship education and the acquisition of relevant business skills, knowledge, and training, a person's chances of pursuing their entrepreneurial dreams may be considerably boosted. According to Charney and Libecap (2000, p. 25), entrepreneurial training increases a person's drive to work for oneself, capacity to launch a new business, and readiness to take risks. It is simpler to build a desire to run a firm if one has a positive perception of their own management skills and talents (Peterman and Kennedy, 2003 p.22). The distinguishing traits of Nigeria's entrepreneurial culture that need improvement include a lack of professional management, human talent development, and educational assistance.

G. Constraints And Enablers To Entrepreneurial Engagement

Despite research suggesting a link between academic accomplishment and commercial success, it seems that the desire to start a firm declines as education levels rise (Weaver et al., 2006,p.90). The dreams of students to launch a company sometimes fall short of their actual capabilities. More than two-thirds of students at two colleges with campuses in Lagos had company startup plans for the next three years at the beginning of the millennium. Only 10.2% of graduates who graduated before 2000 and 5.6% of graduates who graduated after 2000, however, were engaged in early-stage entrepreneurship in 2005. It was a close call between the national percentages of 8.9 percent and 7.3 percent. According to the study, graduates were more inclined to shut down businesses when things did not go as

planned, had a worse perception of entrepreneurship as a viable career option, and felt less favourably about its place in society. On the other side, it has been shown that university-based enterprise training reduces graduates' unfavourable views about entrepreneurship and increases their odds of taking part in fledgling, baby business, and overall early-stage participation indices. Evidence suggests that participation in entrepreneurial education at universities affects entrepreneurial intent and actual company startup (Greene and Saridakis, 2007,p.33). Because of this, university-based entrepreneurial education and startup aid programmes seem to be essential in combating disapproving attitudes about entrepreneurship and the loss of prospective entrepreneurs to the employment market, according to (Blackford and colleagues 2009, p. 34). Gender, financial level, and ethnicity are likely to play a part in a person's choice to launch a company, among other social and demographic considerations. This comprises elements like one's upbringing and early experiences, engagement of one's family in company launch activities, employment history, and "displacing inertia". People's perceptions of an activity's attractiveness and viability are influenced by the ratio of enabling and restricting factors (such as a negative perception or a lack of personal motivation) (such as a lack of resources, knowledge, or self-efficacy to carry out and launch a business).

H. Entrepreneurial Knowledge

The precise knowledge reservoirs required for a multi-functional and multi-faceted endeavour like entrepreneurship are determined by taking into account the expected learning implications of receiving this information (Widding 2005, p. 120); (Roxas et al. 2009,p.33). This definition of "business knowledge" states that it is the capacity to recognise and seize potential business opportunities as well as the capability to meet novel problems (Shane 2000, p.66); (Shepherd et al. 2000,p.54). "The conceptual and analytical understanding required to discover and act on possibilities in the multi-functional and multi-faceted process of entrepreneurship" is how entrepreneurial knowledge is defined (Politis 2005, p.37; Roxas et al. 2005, p.70).

The great majority of entrepreneurial competence comes through first-hand encounters with new management responsibilities and the creation of new endeavours that lack a formal framework yet encounter unanticipated obstacles

(Politis 2008, p. 45; Honig 2004, p. 88); (Widding 2005,p.20). Previous research has shown that engaging in activities that demand seeing and seizing new possibilities and being exposed to scenarios that call for managing the inherent risks associated with starting a new firm are two of the most efficient methods to acquire entrepreneurial abilities (Politis 2005, p.47). Why entrepreneurship training programmes have such little impact on future intentions to engage in entrepreneurial activity may also be explained by the assumption that an entrepreneurial knowledge reservoir is mostly filled by real experience (Bae et al. 2014, p.38).

I. Prior Experience And Entrepreneurial Behavior

The study of the relationship between prior experience and entrepreneurial activity has incorporated a variety of methodologies. Others have looked into the relationship between age and the emergence of an entrepreneurial purpose using age as a proxy for life experience. Some researchers have studied the impact of work environment on risk attitudes (Kautonen et al. 2011, p. 44). (Kautonen, Down, et al. 2013,p.23). According to research from the work environment experience study stream, there are disparities in the appeal of entrepreneurship among those over fifty that may be explained by contrasting working experiences in the blue collar, public sector, and small and medium-sized enterprises (SMEs). (Kautonen and associates 2011, p. It seems sense to suppose that younger individuals, such as those in their early forties and thirties, are more interested in establishing a company, while older individuals, such as those in their forties and fifties, are more interested in working for themselves.

However, there is only a tenuous connection between prior job and a desire to pursue an entrepreneurial career, regardless of the context (Kautonen et al. 2011,p.60). Because it is difficult to quantify and compare unique events, there may not be a strong association between past experience and entrepreneurial ambition. Due to the fact that past experience is only evaluated by counting years worked or categorising work contexts, our knowledge of how prior experience affects an individual's purpose is constrained (Baron 2009).

J. Entrepreneurial Intention Model

There have been many changes in the methods used to study the entrepreneur over the years. Aiming for qualities that set entrepreneurs apart from non-entrepreneurs, researchers began by looking for. In all fields of study, researchers have shown strong correlations between certain personality traits or demographic variables and the success of entrepreneurial aspirations. Their ability to predict the future, however, has been severely restricted (Reynolds, 1997 p.33). From a theoretical perspective, many authors have criticized those techniques, citing methodological and conceptual shortcomings as well as inadequate explanatory power (Gartner, 1989,p.77).

Thirdly, since the decision of whether or not to become an entrepreneur is a conscious one, it appears appropriate to explore how that decision is made. Long-term processes might be considered to constitute entrepreneurial endeavors (Gartner and colleagues, 1994,p.23); (Kyrö and Carrier, 2005,p.45). initiating a new set-up is a strenuous and time-consuming process, and having entrepreneurial goals is just the beginning (Lee and Wong 2004, p.56). To engage in entrepreneurial conduct, one must first have the desire to create a business (Kolvereid 1996, p.106); (Fayolle and Gailly, 2004, p.201). Furthermore, one of the best predictors of a behavior is one's intention to engage in it (Ajzen, 1991, 2001).

A wide range of factors, such as one's needs, values as well as one's habits and beliefs, might impact one's desire to carry out a given action (Bird 1988,p.90); (Lee and Wong 2004,p.77). (Ajzen 1991,p.44), refers to a combination of cognitive factors as "antecedents" since they can impact one's purpose. perceiving social norms and self-imposed behavioral restraints as intertwined For an action to be more practicable, the "antecedents" must be more favorable (Lián, 2004 p.54). Entrepreneurial tendencies are influenced by the circumstances in which they find themselves (Ajzen, 1987,p.40). Consequently, external circumstances have an impact on one's thoughts on entrepreneurship (Krueger, 1993,p.45). The importance of TPB to entrepreneurship has always been constant, yet there have been significant differences across the various research. Some of the discrepancies could be accounted for by measurement mistakes. In fact, identifying these mental characteristics might be challenging (Baron,1998). Entrepreneurship empirical research has proven extremely uneven. Using single-item variables created by the

author, each model component was assessed (Krueger et al. 2000, p.79). A belief-based attitude measure was used by (Kolvereid 1996, p.108).

The notion of the entrepreneurial event, which was first presented by Shapero and Sokol in 1982, proved to be quite consistent with the theory of planned behaviour (Krueger, 1993, p.29). The latter's empirical use has since expanded. It is a theory that may be used in a broad variety of areas, including professional career choice, and produces excellent results (Ajzen, 2001; Kolvereid, 1996). According to this hypothesis, entrepreneurship desire and success are tightly related. The most important factor in describing behaviour becomes intention. This characteristic reveals a person's propensity to put up effort in achieving an entrepreneurial objective (Lián, 2004, p. 38).

As a consequence, it includes the three behaviorally significant motivating factors listed below: The term "attitude toward the behaviour" (Personal Attraction, PA) (Ajzen, 2002, p. 56) refers to a person's perception of themselves as an entrepreneur (Kolvereid, 1996,p.57). There would be emotional (I enjoy it, it makes me happy, and I like it) as well as evaluative components (it is more profitable, has more advantages).

To determine the degree of societal pressure placed on people to participate in or abstain from entrepreneurial conduct, the Perceived Societal Norms (SN) measure would be utilised. "Reference People" in this sense refer to those who either support or oppose the choice to launch a business (Ajzen, 2001,p.48).

Perceived Behavioral Control, or PBC for short, measures how easy or difficult the intended activity is to do (becoming an entrepreneur). Self-efficacy and perceived self-efficacy (SE) are similar ideas (Bandura, 1997,p.55). Similar language was used to characterise perceived feasibility by (Shapero and Sokol 1982, p. 44). Regarding the execution of company formation operations in all three scenarios, it is crucial to take capacity into account. According to a current research, PBC differs from self-efficacy (Ajzen, 2002 p.25).

The intention to start a business has been added as a new variable to this model (Krueger, 1993, p.57; Krueger et al., 2000, p.38; Kolvereid, 1996, p.73), which has improved it (Fayolle and Gailly, 2004, p.83). Personal propensity or attraction to entrepreneurship, perceived cultural norms surrounding that career path,

and perceived entrepreneurial self-efficacy are three considerations a person makes when determining whether to launch a firm (Lián, 2004, p. 83). The Theory of Planned Behavior contends that these three ideas aren't utilised to explain entrepreneurial purpose since their proportional contributions to it may change from circumstance to scenario. Subjective norms had a relatively little role in the nineteen empirical investigations that were examined by (Ajzen 1991, p. 35) in terms of what motivated people to carry out certain actions. In a meta-analysis of the TPB, (Armitage and Conner 2001, p. 80) found that among the three antecedents, social norms had the least impact on intention. To determine the specific connections between these components for each individual behaviour, an empirical investigation would be needed (Ajzen, 1991, 2002). These results imply that social norms affect self-efficacy and attractiveness. A increasing corpus of studies contends that "significant others" values have an impact on people's judgements of their attractiveness and self-efficacy (Cooper, 1993; Scherer et al., 1991; Mathews and Moser, 1995). Social norms are diverse types of social capital that have a causal impact on the other two antecedents of intention, according to Lián and Santos (in press). Their findings suggest that this theory is probably accurate. As a consequence of increased understanding of diverse entrepreneurial features, more realistic perceptions of entrepreneurial activities will almost certainly result in higher ambitions (Ajzen 2002, p. 40). The importance of education and experience is heavily emphasised, particularly when it comes to the acquisition of information (Cooper 1985, 1993). Role models are a clear sign that individuals are more open to the idea of having a profession in that area (Lián, 2004, p. 50). This last factor has an impact on self-efficacy, personal attractiveness, and social norms (Scherer et al., 1991,p.90). The antecedents of purpose are expected to be significantly impacted by entrepreneurial education.

K. Antecedents Of Entrepreneurial Intention

Entrepreneurial intents are described as "a state of mind that directs human behaviour in order to develop and build a new firm or entrepreneurial activity" in one description (Shiri et al. 2012,p.40).. Entrepreneurs are skilled in spotting and evaluating business opportunities as well as compiling the materials needed to seize them (Davey et al. 2011, p.30); (Yusuf, 2013, p.21). In several research, it has been

shown that extroversion, conscientiousness, openness to new experiences, emotional stability, and a propensity for taking risks are all related to entrepreneurship objectives and performance. The relative significance of these personality qualities has therefore been the subject of substantial discussion (Hussain 2018, p.12); (Zhao et al., 2010,p.41). Entrepreneurial intention (EI) is the deliberate state of mind that precedes action and focuses attention on a goal, according to the literature on beginning a business (entrepreneurship). Entrepreneurs must be totally persuaded that they have an innovative solution to an urgent issue in order to succeed, and they must be prepared to take exceptional steps to make that answer a reality (Kirkley 2016; Lee-Ross, 2017).

1. Personal Attitude [Pa]

When faced with the unpredictability of life, this is the main aspect that decides whether or not a person succeeds or fails (Darren Lee-Ross 2017, p.77); (Sullivan and Meek 2012, p.90). When an entrepreneur approaches the task at hand with increased optimism, their chances of success increase (their business aims). According to studies, people's views about activity are gauged by how much they believe establishing a new company is a great idea (Aragon-Sanchez et al., 2017, p.15). Furthermore, according to Lee (2017, p. 33), people's perceptions of entrepreneurial activity depend on how alluring they think it to be. This implies that students who are positive about establishing their own company will be more likely to do so than those who are pessimistic. Additionally, prior research has shown a connection between taking risks and entrepreneurial objectives (Kebaili et al., 2017, p.78). People who are positive about entrepreneurship are better able to overcome the numerous uncertainties and risks that come with starting a new company endeavour than those who are pessimistic (risk averse). When a person is faced with tough choices, PAs take into consideration their own assessment and appraisal of the available possibilities.

2. Subjective Norms

Regardless of a person's age, family is an essential part of their existence. When it comes to family and friends, most people don't want to go against the established conventions or beliefs that they are exposed to on a daily basis (Hussain 2018, p.77). According to Gelaidan & Abdullateef (2017, p. 21), relationship

assistance is essential for the advancement of person's innovative goals. Examples of this vital component include emotional support from family and friends, as well as access to start-up funding (Baughn et al., 2006, p.12); (Gelaidan and Abdullateef, 2017, p.120). As a proven method of boosting self-belief, this cannot be stated of a lack of encouragement from loved ones and acquaintances (Hussain, 2018, p.17); (Ismail et al.,2009, p.48); (Laylo, 2018, p.58). If you don't have this support, you're less likely to start a new firm, according to the argument here. In addition to a mentor, family and friends can help a new entrepreneur financially and emotionally (Gelaidan and Abdullateef, 2017, p.30); (Al-Mamun and Fazal, 2018, p.70); (Turker and Selcuk, 2009, p.30). How someone should act in a given scenario is defined by subjective norms, (Aragon-Sanchez et al., 2017, p.15); (Kirkley, 2016, p.32). Entrepreneurship necessitates a wide range of lifestyle changes and risks, some of which may be difficult for certain people to embrace. Pressure to engage in or avoid certain behaviors is known as Subjective Norm (Laylo 2018; Park, 2017). Pressure to do or not do particular things might originate from family members or society as a whole (Farrukh et al. 2018, p.30); (Hussain, 2018, p.17).

3. Perceived Behavioural Control

Research has long shown a connection between PBC and EI (Farrukh et al., 2018,p.55); (Hussain, 2018, p.78). PBC has emerged as one of the most significant foundational studies in the investigation of people's entrepreneurial self - efficacy using (Ajzen's 1991) TPB theory. PBC is the result of this theory. An individual's control beliefs about the action seen are referred to as their PBC (Iakovleva et al., 2011, p.20). The ease or difficulty with which the observed action can be performed is a consideration in this aspect. More variance in intention may be explained by PBC in comparison to attitudes toward conduct or subjective norms, according to the findings of both studies. As a result of this idea, PBC is also linked to real conduct, which is likewise considered to be linked to attitudes, SNs, and PBC (Solesvik et al. 2012, p.60). PBC may also be related to an individual's perceptions about their own capacity to control a certain habit. PBC is a phrase used to define how simple or complex an activity is to accomplish. Entrepreneurship aspirations may be influenced more by an individual's surroundings, resources, and methods than previously thought (Buli and Yesuf 2015, p.62).

L. Debates In The Study Of Entrepreneurship

Entrepreneurship's nature, definition, and assessment are all still up for debate in academic circles (Shane and Venkataraman, 2000, p.77). According to (Alvarez et al. 2003), the study of entrepreneurship has been trying to establish itself as an academic subject of study for decades. During this time period, a significant quantity of entrepreneurial study was conducted theoretically or as a backdrop to observe other theories. While many definitions of the term "entrepreneur" existed before to the 1970s, the core act of entrepreneurship is a relatively modern addition to literature. During the 1980s, it became a heated topic of debate (Solymossy 1998, p.13).

When Richard Cantillon invented the term "entrepreneur" in the early 1700s, the Irish economist described the individual as a risk-taker and manager who assumed the risk of a business failing (Ismail 2009, p.66). According to (Schmutter 1954), a widely recognized pioneer in the field of entrepreneurialism, defines entrepreneurship as the creation of new firms and the advancement of technological innovation that often results in the replacement of old technologies, processes and practices in the economy. Entrepreneurship, according to (Shane 2004, p.66), is characterized by the capacity to search for, analyze, and take advantage of opportunities, as well as a focus on operational measures such as survival, growth, and profit.

According to (Ismail 2009, p.77), "a person who achieves exceptional things that other people hesitate to try" defines themselves as an entrepreneur. What distinguishes someone from their peers is how willing they are to risk their own well-defined business objectives in the pursuit of a better life for themselves and others (van der Berg, 2007, p.44). Others describe entrepreneurship as the act of seizing an opportunity regardless of the available resources and turning it into a profitable business despite the lack of resources (Nieman et al., 2003, p.33).

Entrepreneurship and entrepreneur are not well-defined concepts, which demands an operational definition. (Gartner 1988,p.43) is credited with providing a definition for the terms "entrepreneur" and "entrepreneurship." "Entrepreneur" is defined by (Gartner 1988,p.72) as someone who begins their own business. Entrepreneurial companies can be either newly formed or already existing firms that

seek to generate new and innovative products and services by combining valuable resources in an environment that is at once vague and ambiguous. It can be defined as the act of one or more persons founding and developing their own business. In this situation, it could be an entrepreneur who purchases a franchise, or an existing firm or organization (Gartner 1984, p.89). According to some researchers, an entrepreneur should only be defined by the attributes that contribute to growth e.g. (Sexton et al. 1997; Begley 1995). (Solymossy 1998, p.38), on the other hand, argues that growth is a strategy for recognizing great performers rather than a definitional limit limitation for entrepreneurs.

Entrepreneurs are thought to be either "born" or "made," depending on who you ask. Do you think this is an issue that has generated much discussion? (Whitlock 2004,p.25). Richard Branson and Bill Gates, two renowned business giants who appear to have been destined to manage successful firms from infancy, are at the center of the controversy. They are the inspiration for this debate. Most scholars agree that entrepreneurship success depends on the right kind of guidance and support, together with mentorship and training. Disagreement also exists on the content and method of instruction (Lourenco and Jones 2006, p.88). In light of this heated debate, it has been decided that entrepreneurial education can help create entrepreneurs and turn a person into one.

Entrepreneurship should be taught and applied in the actual world, according to (Mazzarol 2007, p.80), not as a single discipline. It's no longer uncommon for institutions to include entrepreneurship as part of a general management programme. There is a lot of attention on the process of beginning a new business in entrepreneurship education. A student can use these methodologies or frameworks to screen business prospects, write business plans, and then apply them in real-world scenarios. Theoretical aspects of entrepreneurialism are also researched at the higher education, with an emphasis on the psychological factors that may contribute to it as well as the environmental factors that may either help or hinder its development (Jack and Anderson 1999, p.23).

III. RESEARCH METHODOLOGY

A. Preamble

The functionalization of the analysis and the accomplishment of the study objectives are both covered in this part. It incorporates a method for gathering data, measuring it, and interpreting it. A general strategy, method, or framework is provided in this section to aid researchers in responding to the study's main question. The majority of decisions on the study's methodology, how to interact with the respondents, and when, how, and how to finish the research will be made at this stage. The methods and tactics employed in the data collecting, processing, and analysis are then described in this section of the research. The original study idea, demographic and sample goals, data collection instruments, data analysis procedures, and data gathering methods were all covered.

B. Research Design

To find out what features of entrepreneurship inspire young people to pursue entrepreneurial professions, researchers will use a descriptive study technique when examining (UNILAG) students. A descriptive design aims to establish the frequency of a specific occurrence under various circumstances (Bryman & Bell 2007, p.43). This approach is also suitable for this study's context because it tries to gather specific data through descriptions. By asking people about their thoughts and ideas, a descriptive design seeks to collect data that explains real events, according to (Bryman and Bell 2011, p. 14).

C. Sample And Population Design

1. Demographic

The demography is the sum of the elements from which we seek to deduce conclusions. In other words, information can be gathered from a group of people who have similar characteristics (Myers & Hansen 2006, p.56). The study's target

audience will be University of Lagos [UNILAG] students.

2. Sampling Design

a. Sample Frame

This is a group of populations from which it is possible to identify trends or sampling components. p.33 of McDaniel & Gates' 2001 book It should, in other words, include all associated themes and cover issues which are directly pertinent to the subject of the study. Additionally, a strong sample environment is crucial, according to (Denscombe 2003, p. 54). The sample system was created by Unilag students.

Table 1. Respondent selection method

Department	Population	Percentage (%)
Science	33	6.3
Social science	47	15.7
Information and communications	90	29.7
Postgraduates	130	41.7
Others	50	6.6
TOTAL	350	100.0

3. Sampling Technique

These participants are selected and sampled using a stratified random sampling approach. Survey data interpretations are free of selection bias because they are based on sampling (Hildebrand, Ott, and Gray, 2005). Random samples were taken from the population and the various management levels of each group, with the latter reflecting the more homogeneous group. Using stratified random sampling, it is possible to split populations into a wide range of independently distinct layers. A random sample with stratification improves statistical performance by allowing different types of analyses and procedures to be used in stratum even while giving sufficient data to evaluate various subpopulations (Cooper and Schindler 2006, p.17).

4. Sampling Size

As long as accurate data analysis can be completed, a sample size of 10-30

percent is sufficient, according to (Levinson and Mandel 2013, p.23). In order to compile a list of current students at the University of Lagos, a census is done in this investigation. To finish the study procedure, researcher selects a stratified random sampling consisting of over (350) students.

D. Data Gathering Technique

A standardised questionnaire that was self-administered was used to gather the main data. It was necessary to include closed-ended questions in the survey, as they limited the interviewee's alternatives. In contrast to open-ended or unstructured questions, respondents are more likely to provide detailed responses when confronted with a closed or ordered query, according to (Saunders 2011, p.45). They are utilized to save time and money as well as to expedite the study because they may be used immediately.

To obtain data primarily, a self-administered semi-structured questionnaire will be employed. This survey will be given to more than 300 students at the University of Lagos (UNILAG). The research sample for the empirical study will comprise both entrepreneurs and non-entrepreneurs. The (EIQ) which is based on participant assessments of the factors in the theoretical framework, will be given to participants. Open-ended questions will be posed to respondents in an effort to compel them to give more thorough and expressive answers to their innermost thoughts and feelings. According to (Saunders 2011, p. 44), closed and structured questions are simpler to analyse, but open-ended questions enable respondents to provide more in-depth responses. The surveys may be used right away, saving us time and money while also making analysis simpler.

E. Data Collection Methods And Sources

Most of the information used in this study was gathered from original sources. Participants who have been chosen to fill out the questionnaire will choose the key data sources for this research. To gain information that cannot be accessed directly, they are students at the University of Lagos who are spread out over the city.

F. Research Procedures

Students from other universities took part in a pilot test to ensure the survey's quality test and validity. The researcher used the internet to provide the research tools to the participants. In spite of personal follow-ups to ensure that survey respondents completed them, the researcher was unable, due to the pandemic, to establish a physical connection with respondents, to define the analyses' aim, or even to explain the importance of ambiguous items.

G. Data Analysis Method

Figures are the focus of quantitative data, which is collected to create numerical datasets that are structured, and is then interpreted utilizing charts, as described by (Saunders et al 2009, p.54). Aside from the collection of non-standardized data that requires categorization and analysis, qualitative data is concerned with language and the representation of meanings through terminology. The data would be examined using the SPSS. All of the surveys were consulted, and the questions were coded, to make data entry easier. All quantitative variables and information are presented in tables and graphs using descriptive statistics like frequency, percentage, average score, and standard deviation after data cleaning and input error checks. The distribution of scores and measurements was thoroughly explained by the researcher using descriptive statistics.

H. Research Instrument Validity And Reliability

By demonstrating that the requirements of the scientific research procedure were satisfied when the findings were produced, validity may be shown. There are many different methods to classify a study's validity, but the most popular ones include content, criterion, structural, competing and face validity. During this analysis, the accuracy of the data was taken into consideration. The validity of an instrument is determined by the precision with which its components can measure the variables that it is meant to evaluate. The feedback and recommendations from the manager are then combined with the questionnaire. The consistency of the research tool affects how trustworthy the study is. The reliability of the research was established using Cronbach's alpha. Cronbach's alpha is the most popular internal

consistency measure ("reliability"). In surveys with a number of Likert scales, this is the method of choice for researchers who want to make sure the scales are accurate before distributing the questionnaire.

I. Chapter Summary

The research methods used in Chapter 3 are reviewed in light of the study goal outlined in Chapter 1's introduction. In Chapter 2, the choice of analysis methodology was guided by two variables. The importance of the sample population, the types of samples used, the data collection techniques, and the testing procedures themselves were emphasised. This study employed a descriptive research design. Utilizing correlation and descriptive statistics, data was acquired and examined.

1. Theoretical Framework

Study factors that we have presented in this study, which evaluates students' intention to establish a business after graduation based on a collection of statements about entrepreneurial characteristics, are depicted in figure 1 below.

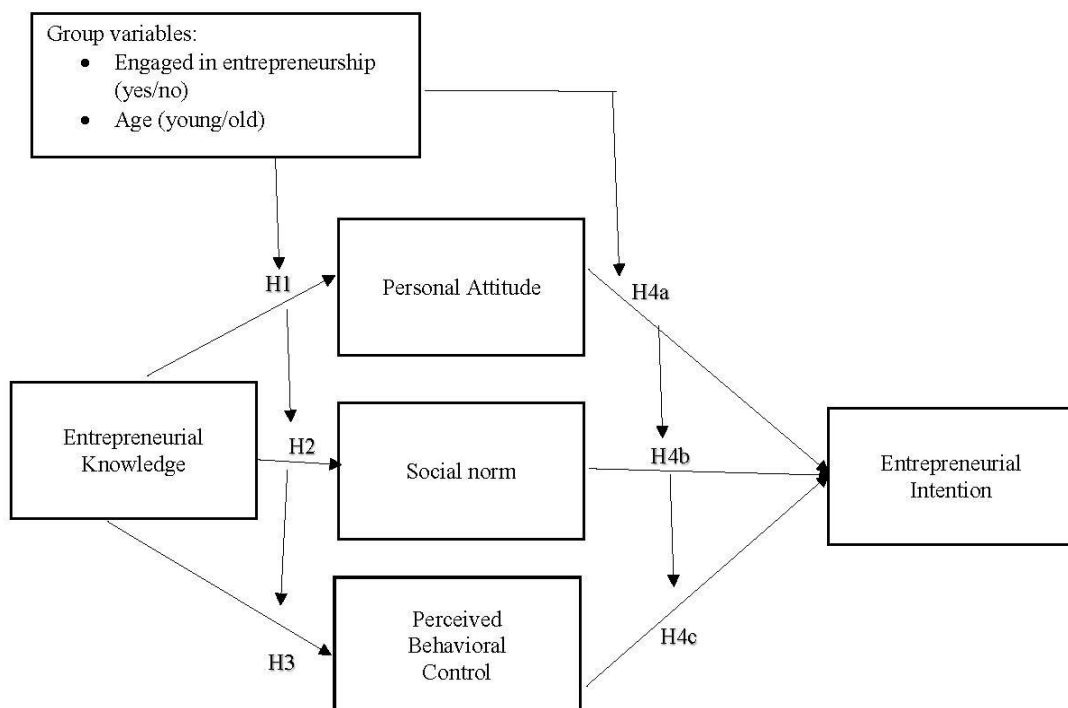


Figure 1. Study Framework

Adapted from Linan & Chen (2009)

IV. DATA ANALYSIS AND INTERPRETATION

A. Introduction

In order to test the hypothesis established in chapter one, data from the survey were gathered and used with some degree of precision in this chapter. By examining the data that was pertinent to the study objectives and hypotheses, the researcher in this chapter analysed and presented the information that was gathered from the survey. Additionally, this chapter is divided into two sections: scale measurement and descriptive analysis. The respondent demographic profile, which included information on their gender, age, etc., was the focus of the descriptive analysis. Scale measurement, which was the second component, was used to interpret the inferential analysis and test for dependability.

In sum, this chapter aided in the presentation of the findings and interpretations reached during the data gathering for this study. An inferential analysis was also conducted and depicted in this chapter in order to further address the research difficulties and establish the significance of the hypotheses for this study. The next chapter discusses the main study results.

A type of analysis called a descriptive analysis focuses on highlighting and describing survey data (Weiers, 2008). In this area, the demographic details of the survey respondents were examined, and broad conclusions about the data, including gender, age, and faculty, were drawn from the analysis.

350 people received the survey questionnaires, and the researcher had a 100% response rate. There was no data outlier, therefore the researcher used all 350 copies of the survey questionnaires and carefully examined them.

This chapter presents the data collected and the statistical techniques applied to analyse them. The data were analysed using descriptive statistics like frequency tables and pie charts as well as inferential statistics like the Chi-square test and correlation test analysis USING SPSS V23.

B. Descriptive Statistics

SECTION A (Socio Demographic Data)

Table 2. Gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	163	46.6	46.6	46.6
	Female	187	53.4	53.4	100.0
	Total	350	100.0	100.0	

Table 2 above shows the frequency and percentage of the respondent with respect to their gender, which could be seen clearly that Female respondent has the highest frequency and percentage. The Pie chart below also illustrated that.

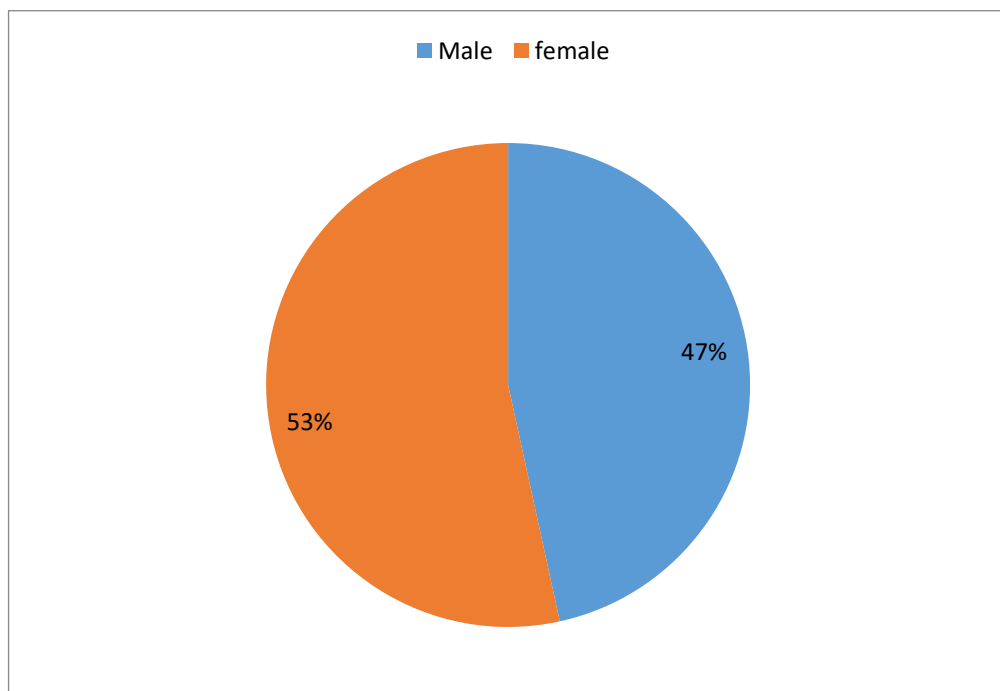


Figure 2. Showing the Pie chart of the respondent with respect to their Gender

Table 3.Age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	68	19.4	19.4	19.4
	21-30	80	22.9	22.9	42.3
	31-40	95	27.1	27.1	69.4
	41-50	60	17.1	17.1	86.6
	51 and above	47	13.4	13.4	100.0
Total		350	100.0	100.0	

This chapter presents the data collected and the statistical techniques applied to analyse them. The data were analysed using descriptive statistics, including frequency tables and pie charts, as well as inferential statistics, including the Chi-square test and correlation test analysis, all with the use of SPSS V23.

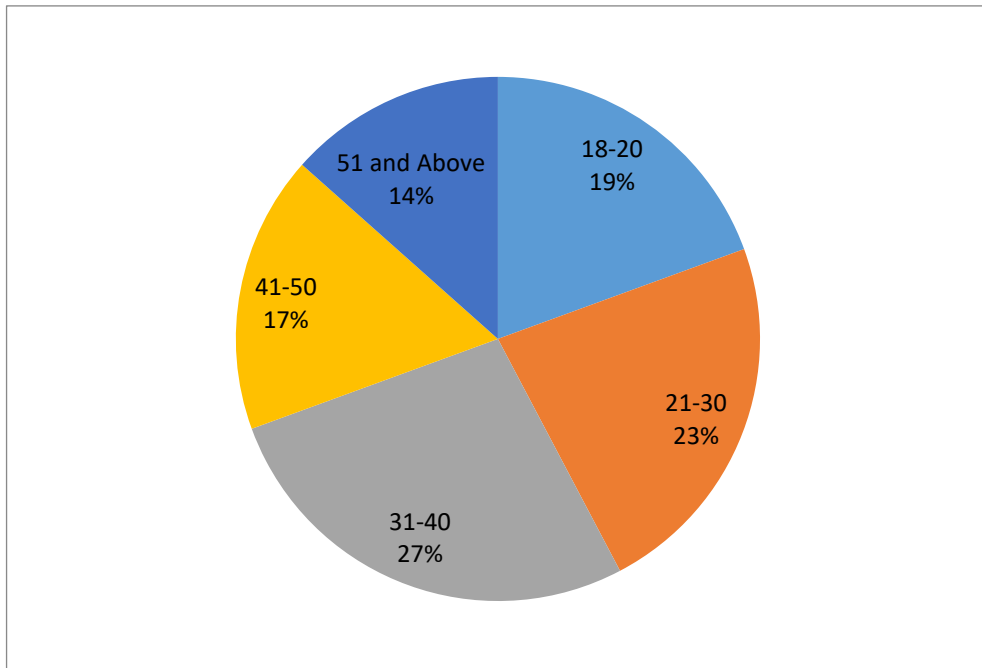


Figure 3. Showing the Pie chart of the respondent with respect to their Age.

Table 4. Marital Status

Marital Status		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	230	65.7	65.7	65.7
	Married	120	34.3	34.3	100.0
Total		350	100.0	100.0	

Table 4 above displays the frequency and percentage of respondents by marital status, and it is clear that single respondents have the highest frequency and percentage. The Pie chart below serves as further proof of that.

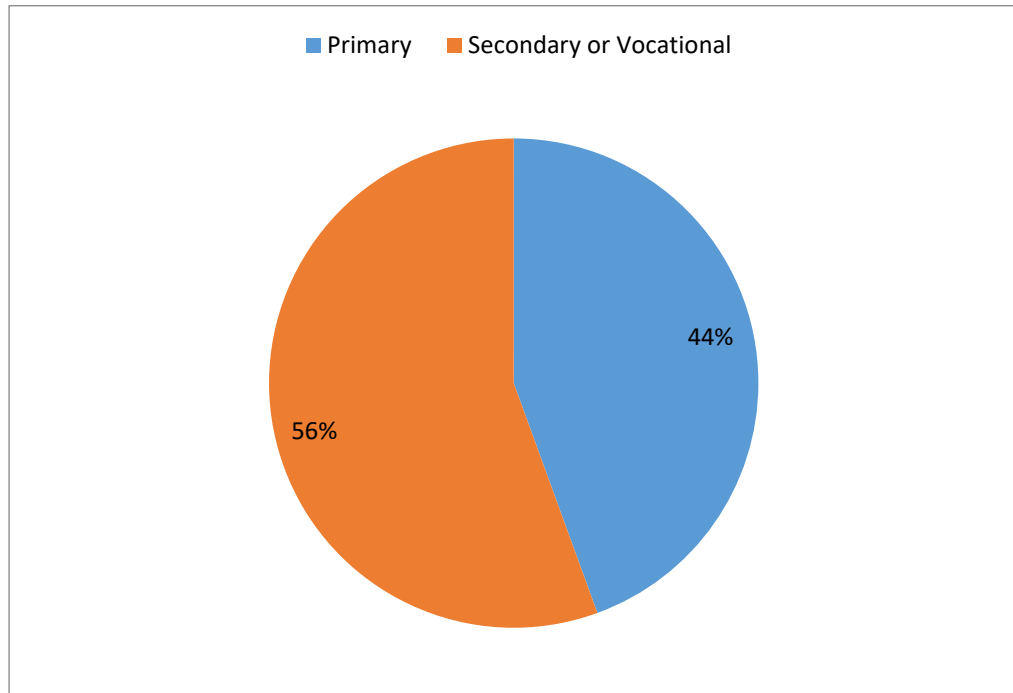


Figure 4. showing the Pie chart of the respondent with respect to their Marital Status

Table 5. Educational Level

Educational Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	60	17.1	17.1	17.1
	Secondary or Vocational	75	21.4	21.4	38.6
	Undergraduate	90	25.7	25.7	64.3
	Masters	65	18.6	18.6	82.9
	Others	60	17.1	17.1	100.0
	Total	350	100.0	100.0	

Table 5 above displays the frequency and percentage of respondents by educational level, and it is clear that respondents with college degrees have the highest frequency and percentage. The Pie chart below serves as further proof of that.

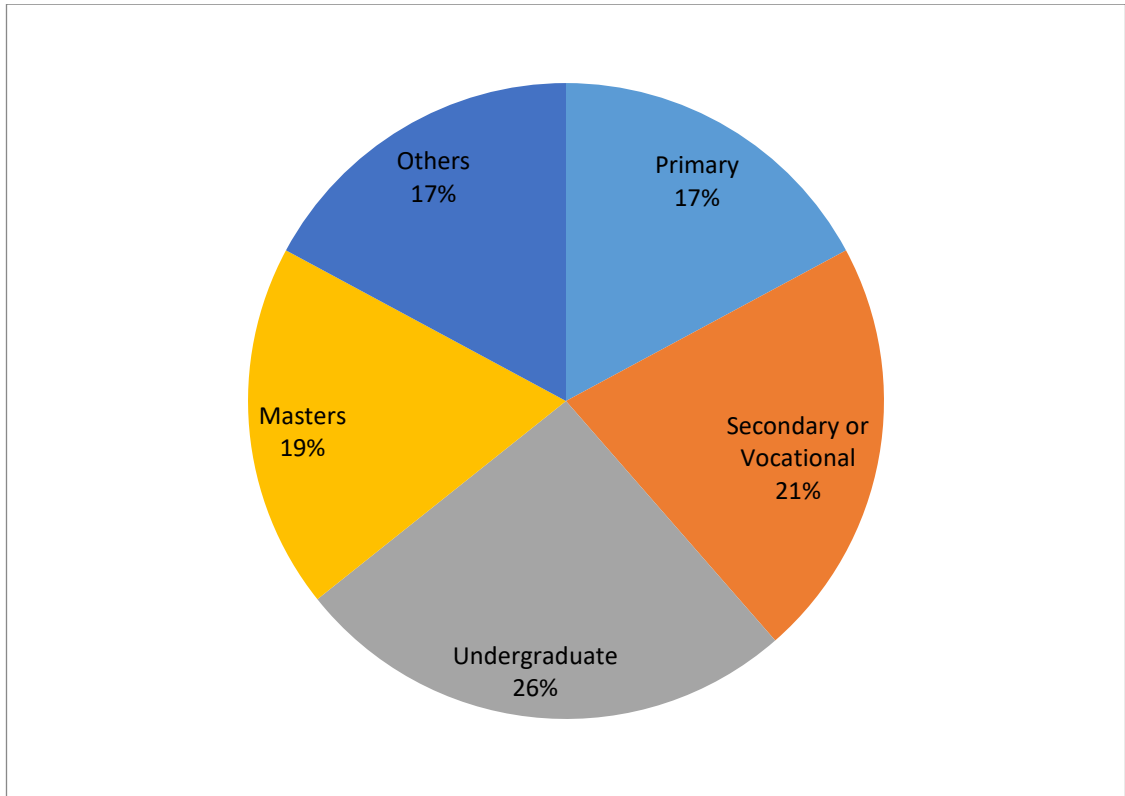


Figure 5. showing the Pie chart of the respondent with respect to their Educational level.

SECTION B (Entrepreneurial Knowledge)

Table 6. Knowledge of identifying clients problem

Knowledge of identifying clients problem		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	130	37.1	37.1	37.1
	Agree	100	28.6	28.6	65.7
	Neutral	65	18.6	18.6	84.3
	Disagree	45	12.9	12.9	97.1
	Strongly Disagree	10	2.9	2.9	100.0
Total		350	100.0	100.0	

The frequency and proportion of respondents' opinions on knowing when a client's problem falls under the purview of entrepreneurial knowledge or abilities are shown in Table 6 above.

Table 7. Identification of business opportunities

Identification of business opportunities		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	140	40.0	40.0	40.0
	Agree	120	34.3	34.3	74.3
	Neutral	50	14.3	14.3	88.6
	Disagree	35	10.0	10.0	98.6
	Strongly Disagree	5	1.4	1.4	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents' opinions on knowing how to spot business chances as one of their entrepreneurial knowledge or abilities are shown in Table 7 above.

Table 8. Knowledge of how business works

Knowledge of how business works		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	115	32.9	32.9	32.9
	Agree	135	38.6	38.6	71.4
	Neutral	61	17.4	17.4	88.9
	Disagree	29	8.3	8.3	97.1
	Strongly Disagree	10	2.9	2.9	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents who rated knowing how businesses operate as one of their top entrepreneurial knowledge or abilities are shown in Table 8 above.

SECTION C (PERSONAL ATTITUDE)

Table 9. An entrepreneur career is always attractive

An entrepreneur career is always attractive		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	150	42.9	42.9	42.9
	Agree	90	25.7	25.7	68.6
	Neutral	65	18.6	18.6	87.1
	Disagree	35	10.0	10.0	97.1
	Strongly Disagree	10	2.9	2.9	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents' opinions on having an attractive career as an entrepreneur are shown in Table 9 above.

Table 10. Selecting the option of being an entrepreneur

Selecting the option of being an entrepreneur		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	160	45.7	45.7	45.7
	Agree	110	31.4	31.4	77.1
	Neutral	60	17.1	17.1	94.3
	Disagree	15	4.3	4.3	98.6
	Strongly Disagree	5	1.4	1.4	100.0
	Total	350	100.0	100.0	

The frequency and percentage of respondents' opinions on choosing the choice of being an entrepreneur among other options are shown in Table 10 above.

SECTION D (SOCIAL NORM)

Table 11. Do you perceive support for entrepreneurial among families

Do you perceive support for entrepreneurial among families		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	160	45.7	45.7	45.7
	No	175	50.0	50.0	95.7
	Maybe	15	4.3	4.3	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents' opinions on family support for entrepreneurship are shown in Table 11 above.

Table 12. Do you perceive support for initiatives among friends

Do you perceive support for initiatives among friends		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	185	52.9	52.9	52.9
	No	140	40.0	40.0	92.9
	Maybe	25	7.1	7.1	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents' opinions on support for entrepreneurial initiatives among friends are shown in Table 12 above.

Table 13. Do you perceive support for initiatives among your colleagues

Do you perceive support for initiatives among your colleagues		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	160	45.7	45.7	45.7
	No	170	48.6	48.6	94.3
	Maybe	20	5.7	5.7	100.0
	Total	350	100.0	100.0	

The frequency and percentage of respondents' opinions regarding support for entrepreneurial endeavours among coworkers are shown in Table 13 above.

SECTION E (PERCEIVED BEHAVIOURAL CONTROL)

Table 14. Preparation towards starting a viable firm

Preparation towards starting a viable firm		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	140	40.0	40.0	40.0
	Agree	90	25.7	25.7	65.7
	Neutral	65	18.6	18.6	84.3
	Disagree	45	12.9	12.9	97.1
	Strongly Disagree	10	2.9	2.9	100.0
	Total	350	100.0	100.0	

Table 14 above shows frequency and percentage of respondent opinion on starting a viable firm.

Table 15. Controlling the creation process of a new firm

Controlling the creation process of a new firm		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	38.6	38.6	38.6
	Agree	125	35.7	35.7	74.3
	Neutral	60	17.1	17.1	91.4
	Disagree	25	7.1	7.1	98.6
	Strongly Disagree	5	1.4	1.4	100.0
	Total	350	100.0	100.0	

The frequency and percentage of respondents' views on regulating the formation of a new firm are displayed in Table 15 above.

Table 16. Knowing the necessary practical details to start a firm

Knowing the necessary practical details to start a firm		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	115	32.9	32.9	32.9
	Agree	135	38.6	38.6	71.4
	Neutral	71	20.3	20.3	91.7
	Disagree	19	5.4	5.4	97.1
	Strongly Disagree	10	2.9	2.9	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents' opinions on knowing the relevant practical information to launch a firm are shown in Table 16 above.

Table 17. Knowledge of developing an entrepreneurial project

Knowledge of developing an entrepreneurial project		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	38.6	38.6	38.6
	Agree	100	28.6	28.6	67.1
	Neutral	60	17.1	17.1	84.3
	Disagree	45	12.9	12.9	97.1
	Strongly Disagree	10	2.9	2.9	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents' opinions on knowledge of creating an entrepreneurial endeavour are shown in Table 17 above.

Table 18. Having a high probability of succeeding

Having a high probability of succeeding		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	147	42.0	42.0	42.0
	Agree	116	33.1	33.1	75.1
	Neutral	47	13.4	13.4	88.6
	Disagree	38	10.9	10.9	99.4
	Strongly Disagree	2	.6	.6	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents who felt they had a good chance of success are shown in Table 18 above.

SECTION F (ENTERPRENEURAL INTENTION)

Table 19. Ready to do anything to be an entrepreneur

Ready to do anything to be an entrepreneur		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	38.6	38.6	38.6
	Agree	125	35.7	35.7	74.3
	Neutral	78	22.3	22.3	96.6
	Disagree	8	2.3	2.3	98.9
	Strongly Disagree	4	1.1	1.1	100.0
	Total	350	100.0	100.0	

The frequency and percentage of respondents who said they would do anything to start their own business are shown in Table 19 above.

Table 20. Having the goal of creating a business

Having the goal of creating a business		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	115	32.9	32.9	32.9
	Agree	135	38.6	38.6	71.4
	Neutral	76	21.7	21.7	93.1
	Disagree	21	6.0	6.0	99.1
	Strongly Disagree	3	.9	.9	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents who said they wanted to start a business are shown in Table 20 above.

Table 21. Determination of creating a firm in the nearest future

Determination of creating a firm in the nearest future		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	135	38.6	38.6	38.6
	Agree	100	28.6	28.6	67.1
	Neutral	60	17.1	17.1	84.3
	Disagree	50	14.3	14.3	98.6
	Strongly Disagree	5	1.4	1.4	100.0
	Total	350	100.0	100.0	

Table 21 above shows frequency and percentage of respondent opinion on determination of creating a firm in the nearest future.

Table 22. Having the intention to start a firm someday

Having the intention to start a firm someday		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	147	42.0	42.0	42.0
	Agree	116	33.1	33.1	75.1
	Neutral	47	13.4	13.4	88.6
	Disagree	32	9.1	9.1	97.7
	Strongly Disagree	8	2.3	2.3	100.0
	Total	350	100.0	100.0	

The frequency and proportion of respondents who said they intended to open a business eventually are shown in Table 22 above.

C. Inferential Statistics (Chisquare Test Of Independent And Correlation Test Of Linear Relationship)

Table 23. Entrepreneurial readiness. *A crossover table illustrating the understanding of how businesses operate.

			Knowledge of how business works					Total
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Ready to do anything to be an entrepreneur	Strongly Agree	Count	12	13	4	27	24	80
		Expected	9.1	23.2	10.4	27.5	9.9	80.0
	Agree	Count	8	38	15	103	8	172
		Expected	13.8	35.4	15.9	91.9	15.0	172.0
	Neutral	Count	4	13	15	8	0	40
		Expected	4.5	11.6	5.2	13.7	4.9	40.0
	Disagree	Count	8	18	5	12	4	47
		Expected	5.3	13.6	6.1	16.1	5.8	47.0
	Strongly Disagree	Count	2	5	0	3	1	11
		Expected	1.2	3.2	1.4	3.8	1.4	11.0
	Total	Count	34	87	39	153	37	350
		Expected	34.0	87.0	39.0	153.0	37.0	350.0

Table 24. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	72.325 ^a	16	.000
Likelihood Ratio	69.533	16	.000
Linear-by-Linear Association	15.722	1	.000
N of Valid Cases	350		

We reject the null hypothesis and come to the conclusion that the respondent's opinion on being willing to take any risk in order to start a business and knowledge of how businesses operate are dependent based on the chi-square table above, where the P-value is less than the level of significance, or 0.000 0.05.

Table 25. Symmetric Measures

		Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.229	.060	-4.067	.000 ^c
Ordinal by Ordinal	Spearman Correlation	-.246	.061	-4.385	.000 ^c
N of Valid Cases		350			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Based on normal approximation.					

Since the P-value in the above correlation test of a linear relationship is less than the level of significance, or 0.000 0.05, we reject the null hypothesis and come to the conclusion that there is no linear relationship between being willing to try anything in order to start a business and knowing how businesses operate.

Table 26. Intent to open a business someday * Willingness to do everything it takes to become an entrepreneur crossover table.

			Ready to do anything to be an entrepreneur				Total	
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Having the intention to start a firm someday	Strongly Agree	Count	40	25	3	5	0	73
		Expected Count	16.3	30.7	13.9	10.5	1.7	73.0
	Agree	Count	12	51	12	7	1	83
		Expected Count	18.5	34.9	15.8	11.9	1.9	83.0
	Neutral	Count	7	28	21	6	0	62
		Expected Count	13.8	26.0	11.8	8.9	1.4	62.0
	Disagree	Count	4	17	19	23	5	68
		Expected Count	15.2	28.6	12.9	9.7	1.6	68.0
	Strongly Disagree	Count	4	5	2	2	1	14
		Expected Count	3.1	5.9	2.7	2.0	.3	14.0
Total		Count	67	126	57	43	7	350
		Expected Count	67.0	126.0	57.0	43.0	7.0	350.0

The observed and expected count of the data are displayed in Table 26 above.

Table 27. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	117.916 ^a	16	.027
Likelihood Ratio	110.925	16	.000
Linear-by-Linear Association	57.151	1	.000
N of Valid Cases	350		

We reject the null hypothesis and come to the conclusion that the respondent's opinions on being willing to do whatever it takes to succeed as an entrepreneur are dependent based on the chi-square table above, where the P-value is less than the level of significance, or 0.027 0.05.

Table 28.Symmetric Measures

		Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.437	.054	8.392	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.459	.053	8.929	.000 ^c
N of Valid Cases		350			

- a. avoiding making the null assumption
- b. Assuming the null hypothesis and using the asymptotic standard error
- c. on the basis of nominal approximation

Since there is no linear relationship between having the desire to start a business and being willing to do whatever it takes to be an entrepreneur, we reject the null hypothesis and draw this conclusion from the correlation test of linear relationship table above, where the P-value is less than the level of significance, or 0.000 0.05.

Table 29. A comparison of having a high chance of success versus having the practical knowledge required to launch a business.

			Having a high probability of succeeding					Total
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Knowing the necessary practical details to start a firm	Strongly Agree	Count	104	40	10	9	4	167
		Expected Count	81.2	47.6	15.6	18.3	4.3	167.0
	Agree	Count	20	62	17	22	3	124
		Expected Count	33.1	50.4	16.5	19.4	4.5	124.0
	Neutral	Count	6	18	13	7	2	46
		Expected Count	12.3	18.7	6.1	7.2	1.7	46.0
	Disagree	Count	0	2	0	7	2	11
		Expected Count	2.9	4.5	1.5	1.7	.4	11.0
	Strongly Disagree	Count	0	0	0	2	0	2
		Expected Count	.5	.8	.3	.3	.1	2.0
	Total	Count	130	122	40	47	11	350
		Expected Count	130.0	122.0	40.0	47.0	11.0	350.0

The observed and expected count of the data are displayed in Table 29 above.

Table 30. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	83.338 ^a	16	.061
Likelihood Ratio	72.599	16	.000
Linear-by-Linear Association	39.811	1	.000
N of Valid Cases	350		

Since the P-value in the chi-square in table 30 above is higher than the level of significance, i.e. $0.061 > 0.05$, we draw the conclusion that the respondent's thoughts on knowing the practical details required to start a business and having a high likelihood of success are true.

Table 31. Symetric Measures

		Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.365	.055	6.766	.016 ^c
Ordinal by Ordinal	Spearman Correlation	.366	.054	6.794	.000 ^c
N of Valid Cases		350			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Since the P-value in the above correlation test of a linear relationship is less than the level of significance, or 0.016 0.05, we reject the null hypothesis and come to the conclusion that there is no linear relationship between having a high chance of success and knowing the practical requirements for starting a business.

Table 32. Crosstab of Recognizing Business Opportunities against Understanding the Practical Information Required to Launch a Firm.

			Crosstab of Identification of business opportunities					Total
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Knowing the necessary practical details to start a firm	Strongly Agree	Count	64	30	8	34	31	167
		Expected	63.3	33.9	15.2	40.2	14.4	167.0
	Agree	Count	10	36	15	57	6	124
		Expected	14.1	36.0	16.1	42.6	15.3	124.0
	Neutral	Count	6	15	15	10	0	46
		Expected	5.2	13.3	6.0	15.8	5.7	46.0
	Disagree	Count	3	6	0	2	0	11
		Expected	1.2	3.2	1.4	3.8	1.4	11.0
	Strongly Disagree	Count	1	0	1	0	0	2
		Expected	.2	.6	.3	.7	.2	2.0
	Total	Count	84	87	39	103	37	350
		Expected	84.0	87.0	39.0	103.0	37.0	350.0

The observed and expected counts of the data are displayed in Table 32.

Table 33. Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	72.223 ^a	16	.000
Likelihood Ratio	72.702	16	.000
Linear-by-Linear Association	17.528	1	.000
N of Valid Cases	350		

Since the P-value in the chi-square in table 33 above is less than the level of significance, 0.000 0.05, we hereby reject the null hypothesis and come to the conclusion that the respondent's opinions on identifying business opportunities and being aware of the practical requirements for starting a business are interdependent.

Table 34. Symmetric Measures

	Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval Pearson's R	-.242	.054	-4.308	.000 ^c
Ordinal by Ordinal Spearman Correlation	-.231	.057	-4.089	.000 ^c
N of Valid Cases	350			

a. refusing to hold the null hypothesis.

b. using the null hypothesis and the asymptotic standard error.

c. utilising a typical estimate.

Since the P-value in the correlation test of the linear relationship in table 34 above is less than the level of significance, or 0.000 0.05, we reject the null hypothesis and come to the conclusion that there is no linear relationship between identifying business opportunities and being aware of the practical requirements for starting a business.

D. Factor Analysis

With the use of one or more underlying explanations, or factors, factor analysis is a statistical data reduction and analysis technique that aims to explain relationships between various outcomes. Data reduction is used in the technique because it seeks to represent a group of variables by a smaller number.

Function

The goal of factor analysis is to identify the unknown variables that affect how many observations co-variate. These variables indicate fundamental ideas that

are insufficiently captured by a single variable. For instance, one or more underlying causes may have an impact on different political attitude indicators.

Significance

In survey research, where each participant's response to a question represents an outcome, factor analysis is particularly common. Since several questions are connected, underlying causes may affect how subjects respond.

Table 35.KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.833
Bartlett's Test of Sphericity	Approx. Chi-Square	1.247 x 10 ³
	df	276
	Sig.	.000

The data variables obtained after the data reduction process were significant (0.000) for measuring the dependent variable, as stated in table 4.3.1 above, according to the Bartlett's Test of Sphericity.

E. Scale Measurement

Table 36. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.724	6

1. Reliability Test

Table 37.Result of Reliability Test Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Entrepreneurial Knowledge	17.8957	7.954	.512	.673
Personal Attitude	18.1391	7.978	.481	.680
Social Norm	18.3897	7.632	.522	.667
Perceived Behavioural Control	18.3172	7.923	.453	.687
Entrepreneur Intention	18.4054	7.123	.577	.647

For the reliability test, it is generally accepted that a score of 0.7 or higher indicates strong dependability and that a score between 0.6 and 0.7 is acceptable. Based on the findings in Table 37, the dependent variable entrepreneurial intention had a satisfactory reliability with Cronbach's Alpha of 0.724 for the independent variables entrepreneurial knowledge, personal attitude, social norm, perceived behavioural control, and entrepreneurial intention.

F. Pearson Correlation Coefficient Test

The Pearson Correlation Coefficient is a tool for assessing how strongly two variables are correlated linearly. The Pearson Correlation Coefficient, according to Hair et al. (2007), shows the direction, intensity, and importance of the bivariate correlations between all the variables that were assessed on an interval scale. Additionally, it shows the direction, intensity, and importance of the link between all of the variables. A Pearson's correlation's value might range from 0.00 to 1.00. A correlation score of 0.00 indicates there is none, while a correlation value of 1.00 indicates complete correlation. When the P value is less than 0.01, H_0 is rejected.

Table 38. Correlation Coefficient

Coefficient Range	Strength of Association
± 0.91 to ± 1.00	Very Strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.00 to ± 0.20	Slight, almost negligible

Source: Hair, J., Money, A., Samuel, P., & Page, M. (2007). *Research methods for business*, New York: John Wiley & Sons, Inc.

Correlation coefficient formulas are used to calculate the degree of similarity between two sets of data. The algorithms produce a result in the range of -1 and 1, where a score of 1 indicates a very favourable association.

- A score of -1 represents a very negative relationship.

Zero denotes the complete absence of any relationship.

If the correlation is 1, then every rise in one measure corresponds to a fixed proportional rise in the other. For instance, shoe sizing almost exactly corresponds to foot length. For every increase in the first variable, there is a fixed proportional negative fall in the second, which is indicated by a correlation coefficient of -1. For instance, the amount of gas consumed decreases almost exactly with speed. Zero means that there is no rise for any increment, either positive or negative. Simply said, these two are unconnected.

The absolute value of the correlation coefficient indicates the strength of the link. The stronger the link, the higher the number. As an illustration, the link between $|-0.75| = 0.75$ and 0.65 is stronger.

Table 39. Pearson Correlations

		Entrepreneurial Knowledge	Personal Attitude	Social Norm	Perceived Behavioural Control	Entrepreneurial Intention
Entrepreneurial Knowledge	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	149				
Personal Attitude	Pearson Correlation	.455**	1			
	Sig. (2-tailed)	.000				
	N	149	149			
Social Norm	Pearson Correlation	.478**	.386**	1		
	Sig. (2-tailed)	.000	.000			
	N	149	149	149		
Perceived Behavioural Control	Pearson Correlation	.385**	.219**	.401**	1	
	Sig. (2-tailed)	.000	.007	.000		
	N	149	149	149	149	
Entrepreneurial Intention	Pearson Correlation	.081	.076	.125	.276**	1
	Sig. (2-tailed)	.326	.356	.130	.001	
	N	149	149	149	149	149

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

Table 39 displays the relationships between the independent variables—entrepreneurial knowledge, personal attitude, social norm, perceived behavioural control, and entrepreneurial intention—and the dependent variable—entrepreneurial intention. These variables were used to examine the variables influencing students at

the University of Lagos' entrepreneurial intention. At a significance level of 0.01, there was a positive linear association between the independent and dependent variables.

In terms of University of Lagos students, there is a strong correlation between entrepreneurial knowledge and the aim of The Influential Factors Of Entrepreneurship That Compares Individuals To Become Entrepreneurs. Due to the p-value being equal to 0.000 and below the alpha value of 0.01, this is the case. Additionally, the correlation coefficient's value of 0.362 falls within the range of 0.21 to 0.40. This demonstrated a small but distinct association between entrepreneurial knowledge and student entrepreneurial aspirations at the University of Lagos.

At the University of Lagos, there is a strong correlation between personal attitude and the entrepreneurship-related important elements that drive people to start their own businesses. Due to the p-value being equal to 0.000 and below the alpha value of 0.01, this occurred. Additionally, the correlation coefficient's value of 0.518 falls within the range of 0.41 to 0.70. This revealed a moderate association between personal attitude and the entrepreneurship-inspiring variables that drive people to start their own businesses at the University of Lagos.

At the University of Lagos, there is a strong correlation between social norms and the entrepreneurship-inspiring variables that drive people to start their own businesses. Due to the p-value being equal to 0.000 and below the alpha value of 0.01, this is the case. Additionally, the correlation coefficient's value of 0.395 falls within the range of 0.21 to 0.40. This suggests that social norms and the influencing elements of entrepreneurship that push people to start their own businesses at the University of Lagos have a small but distinct relationship.

At the University of Lagos, there is a strong correlation between perceived behavioural control and the entrepreneurship-inspiring elements that drive people to start their own businesses. Due to the p-value being equal to 0.000 and below the alpha value of 0.01, this is the case. Additionally, the correlation coefficient's value of 0.354 falls within the range of 0.21 to 0.40. This demonstrated a small but significant association between perceived behavioural control and the entrepreneurship-related influencing elements that drive people to start their own businesses at the University of Lagos.

G. Multiple Regression Analysis

A multiple regression analysis, according to Weiers (2008), is a study that includes one dependent variable and two or more independent variables. It is a study of association that simultaneously examines the impact of two or more independent variables on a single, interval-scaled dependent variable (Zikmund et al., 2010).

Table 40. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636 ^a	.405	.384	.69294
Predictors: (Constant), Entrepreneurial knowledge, Personal attitude, Social norm, Perceived behavioural control.				
Dependent Variable: Entrepreneurial Intention				

According to the aforementioned table, the correlation coefficient (R value) was calculated to be 0.405, meaning that independent factors may account for 40.5% of the variation in the dependent variable. The study did leave 59.5% of it unexplained, though.

Table 41. ANOVA

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.756	5	9.351	19.475	.000 ^a
	Residual	68.663	143	.480		
	Total	115.420	148			
a. Predictors: (Constant), Entrepreneurial knowledge, Personal attitude, Social norm, Perceived behavioural control.						
b. Dependent Variable: Entrepreneurial Intention						

Table 41 above demonstrates that p-value (Sig 0.000) is smaller than alpha value 0.01. The statistics support the alternative hypothesis, which will be adopted, that the five independent variables, if significant, explain the variation in consumer level.

Table 42. Coefficients

Coefficients		Unstandardized		Standardized	T	Sig.
Model		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-.028	.406		-.068	.946
	Entrepreneurial knowledge	.098	.096	.082	1.018	.310
	Personal attitude	.459	.086	.395	5.327	.000
	Social Norm	.190	.085	.174	2.235	.027
	Perceived Behavioural Control	-.021	.082	-.019	-.254	.800

a. Dependent Variable: Entrepreneurial Intention

Because p-value 0.000 is less than alpha value 0.01 in the table above, independent variables are significant to predict the dependent variable, which is influential elements of entrepreneurship that drive people to become entrepreneurs at the University of Lagos. Entrepreneurial knowledge, personal attitude, and perceived cost were the independent variables that were not significant to predict the dependent variable, as measured by the p-value, which was greater than alpha value 0.01 and equal to 0.310 for entrepreneurial knowledge and 0.027 for personal attitude and 0.800 for perceived cost, respectively. According to the study of the above table, the relationship can be represented as the following equation: Entrepreneur intention is calculated as follows: 0.459 (personal attitude), 0.190 (social norms), 0.098 (entrepreneurial knowledge), 0.021 (perceived behavioural control), and 0.028 (entrepreneurial knowledge).

H. Estimating For the Coefficient of Multiple Determination R²

It will be used to determine the proportion of the dependent variable's overall variation that can be accounted for by the independent variables. And the computation is as follows:

$$R^2 = \frac{SSR}{SST} = 1 - \frac{SSE}{SST}$$

Table 43. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.956 ^a	.914	.889	42927.15025

a. Predictors: (Constant), CR, BMS, LR

$R^2 = 0.914$ indicates that at the University of Lagos, there are roughly 91.40% of variation in the influential entrepreneurial characteristics that drive people to start their own businesses.

I. Test of Significance of coefficients

Hypothesis 1:

H₀: The intention to pursue entrepreneurship is not affected by university support.

H₁: At the University of Lagos, university support has a favourable impact on the entrepreneurship-related motivating factors that lead people to start their own businesses.

Abandon H_0 if $p < 0.01$. The p-value for university support is 0.310, which is greater than 0.01. H_0 is therefore not rejected. It suggests that there is no relationship between university assistance for entrepreneurship and motivating factors for people to start their own businesses at the University of Lagos.

Hypothesis 2:

H₀: At the University of Lagos, the entrepreneurial orientation has no effect on the entrepreneurship intention.

H₁: At the University of Lagos, entrepreneurial orientation has a favourable impact on the entrepreneurship-related motivating factors that lead people to start their own businesses.

Abandon H_0 if $p < 0.01$. Entrepreneurial inclination has a p-value of 0.000, below the significance level of 0.01. Then, H_0 is rejected, indicating that entrepreneurial orientation has an impact (positive influence) towards adoption of influential entrepreneurship characteristics that drive people to become entrepreneurs at the University of Lagos

Hypothesis 3:

H₀: At the University of Lagos, entrepreneurial knowledge has a favourable impact on consumer acceptance of entrepreneurship-inspiring characteristics that motivate people to start their own businesses.

H₁: At the University of Lagos, entrepreneurial knowledge has a detrimental impact on the entrepreneurship-related motivating factors that lead people to start their own businesses.

Abandon H_0 if $p < 0.01$. The p -value for entrepreneurial knowledge is 0.027, which is more than 0.01. H_0 is not rejected. It suggests that there is a relationship between entrepreneurial knowledge and the motivating factors for starting a business at the University of Lagos.

Hypothesis 4

H₀: At the University of Lagos, cultural support has a favourable impact on the entrepreneurship-related motivating factors that lead people to start their own businesses.

H₁: At the University of Lagos, there is a detrimental effect on cultural support for the entrepreneurship-related motivating elements that lead people to start their own businesses. Abandon H_0 if $p < 0.01$. Price Cultural Support's p -value is 0.800, which is greater than the significant level of 0.01 in this case. Then, H_0 is not rejected, indicating that social norms and cultural support for entrepreneurship at the University of Lagos has a positive effect on the motivating elements for starting a business.

J. Chapter Summary

This Chapter presents the study's conclusions and results. Pie charts and tables are used to display the results. The variables that drive people to become entrepreneurs are addressed, and it is in line with research questions in this area. The next chapter offers the conclusion, a discussion of the results, and recommendations.

V. SUMMARY, RECOMMENDATION AND CONCLUSION

A. Preamble

The section gave a description of the research study that the researcher carried out, along with results, recommendations, and guidance based on the hypotheses examined for the essential entrepreneurial attributes that motivate people to start their own enterprises.

B. Summary of Findings

The dependent variable entrepreneurial intention, which was intended to investigate the factors influencing entrepreneurial intention of University of Lagos students, exhibits a strong correlation with the independent variables entrepreneurial knowledge, personal attitude, social norm, behavioural control, and entrepreneurial self-efficacy. Positive correlation exists between independent and dependent variables.

C. Summary of Variables

According to the findings, participants are in agreement that entrepreneurial knowledge and entrepreneurial ambition are significantly correlated, particularly when compared to University of Lagos students. The difference between the p-value and alpha value is 0.000 versus 0.01 respectively. Additionally, the correlation coefficient, which is between 0.21 and 0.40 and has a value of 0.362, is present. This demonstrated a tenuous but substantial link between entrepreneurial aptitude and inclination to start one's own business among students at the University of Lagos. These results support past research showing that two of the most efficient methods to develop entrepreneurial abilities are through activities that include seeking out and exploring new possibilities and being exposed to circumstances that necessitate handling the risks involved in starting a new business (Politis 2005, p.47).

At the University of Lagos, researchers have found a strong correlation

between a person's character qualities and the essential entrepreneurship-related variables that motivate people to start their own businesses. The fact that the p-value was equal to 0.000 and below the alpha value of 0.01 caused this to occur.

Additionally, the correlation coefficient, at 0.518, falls between 0.41 and 0.70. This showed a tenuous connection between mentality and the entrepreneurship-related drivers of firm formation at the University of Lagos. Researchers at the University of Lagos have discovered a strong connection between societal norms and the elements that support entrepreneurship and motivate people to start their own businesses. This is accurate because the p-value, which is 0.000, is lower than the alpha value, which is 0.01. Also falling inside the acceptable range of 0.21 to 0.40 is the correlation coefficient, which is 0.39. This demonstrates that societal norms and the entrepreneurship-promoting elements at the University of Lagos have a shaky but important relationship.

The characteristics that promote entrepreneurship and influence people to start their own businesses are directly related to perceived behavioural control, according to study done at the University of Lagos.

This is accurate because the p-value, which is 0.000, is lower than the alpha value, which is 0.01. Also falling inside the recommended range of 0.21 to 0.40 is the correlation coefficient, which is 0.35. This revealed a small but significant association between perceived behavioural control and the factors that encourage entrepreneurs at the University of Lagos to start their own businesses.

D. Results

In this section, the results for the modified model are discussed. The results show that Hypothesis 1 was significant. Results support the theoretical paradigm by demonstrating that individual attitudes have a direct and favourable impact on entrepreneurial drive. The t-value and the stand-loading showed that H2 was relatively substantial. The results support the theoretical paradigm by demonstrating how subjective norms have a significant and positive impact on entrepreneurial drive. As was already said, there is a strong correlation between individual beliefs, perceived behavioural control, and entrepreneurial motivation. The t-value for H4 was very impressive. The second connection (R1), standardised loading, and t-value

show that the entrepreneurial talents variable also influences peoples' opinions. There are many different personality types and characteristics for entrepreneurs. But some inventive abilities and a willingness to take chances seem to be characteristics shared by all businessmen (Wach and Wojciechowski, 2016). Students could learn these abilities with the aid of a good entrepreneurial education. Early instruction for these students may serve as a springboard for prosperous businesses (Rae, 2006). Entrepreneurial skills' importance in this paradigm was made clear. In addition to having a direct and favourable influence on entrepreneurial intention, they have an impact on personal attitudes, which in turn have an impact on entrepreneurial intention. H5 wasn't necessary, though. Therefore, this idea was disproved. One entrepreneurial talent that the university considerably adds to the development of is the capacity to study potential future career options. This function is not necessary, though. The academic environment does not directly influence the development of entrepreneurial abilities, even though it indirectly does so through seminars, which is how this result was reached. The basis for this work was the standardised model, which offers a trustworthy analytical tool, and the verifiable scales from the literature. The research produced reliable results. Future corporate leaders can be educated in exceptional environments like universities. This study highlights the need of offering top-notch entrepreneurial education and training, which has important policy implications, especially for university management. Perhaps more investigation is needed in the context of schooling.

E. Suggestions for further study

Before conducting any more investigation, it is imperative to carefully evaluate each student's past. The degree to which certain significant traits, such as gender, ethnicity, social class, and family finances, are present may have an impact on the development of entrepreneurial desires. But a careful analysis of the idea of entrepreneurial education is also necessary. To determine its impact on the process of establishing entrepreneurial intentions, it is important to go deeper into the course content item, class delivery style, instructor engagement in the learning process, and supporting tools and classroom equipment.

F. Limitations

Some of the study's shortcomings present chances for more investigation. According to Lián et al. (2013), this study looked at the factors before a company's start-up (Krueger and Day, 2010). The entrepreneurial behaviour of college students who intend to, are starting, or have already established a firm should be the subject of future research. Although the young people's aspirations to launch a business have drawn a lot of attention, it is unknown what would happen if they took things a step further and established their own firm. Since only students responded to the survey used to collect the data for this study, future research may include additional university participants who are also engaged in entrepreneurship.

G. Conclusions

Each person's intuitive method for entrepreneurial ambition is different. However, they need the required skills in order to adequately pursue their business goal. As a result, the model was updated to incorporate this variable. Additionally, the school offers a great atmosphere for people to develop the skills that certain people are born with. The model's inclusion of this variable is one advantage of the study. Surprisingly, the university context was not significant, showing that although it is necessary for university students to grow as individuals, this kind of environment does not necessarily have a direct impact on behaviour. Perhaps colleges and universities need to do a much better job of supporting entrepreneurship in the classroom. Institutions can consider giving courses on business development, for instance, since it promotes students to become entrepreneurs. By using real-world examples, these courses help students acquire both theoretical and practical expertise about beginning a business. Including business-oriented teaching methods that provide instruction in company creation may also serve to stimulate entrepreneurial objectives in a positive way. For instance, business simulations, in line with the teaching expertise of Costin et al(2018), may support the development of entrepreneurial skills. Simulations may be used to study the challenges of sustaining a small business, when it's more important to apply business concepts than to define them (p. 138). Some of the study's flaws provide opportunities for more research. According to Lián (2013), the research has inspected the elements that come before a firm springs up.

Future studies should look at the entrepreneurial behaviour of college students who intend to start a company, are starting one now, or have previously done so. Although the kids' ambitions to launch a firm have attracted a lot of interest, it is unknown what would happen if they went a step further and established their own business. Since only students responded to the survey that was used to collect the data for this study, future research may include additional university participants who are also engaged in entrepreneurship. Academics and decision-makers should take heed of the fascinating implications. These days, the university atmosphere significantly affects the opinions and actions of students. Entrepreneurs need to be better equipped to deal with the challenges of today and the continual transformation of an uncertain environment. The university may provide a setting for exploring the driving forces behind business objectives, but more importantly, it can foster the development of entrepreneurial abilities. The educational environment may inspire the entrepreneurial spirit in students and aspiring company entrepreneurs.

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APPENDIX

APPENDIX A Scale

APPENDIX B Ethical Approval Form

APPENDIX A Scale

6/30/2021

THE INFLUENTIAL FACTORS OF ENTREPRENEURSHIP THAT COMPELS INDIVIDUALS TO BECOME ENTREPRENEURS: A CASE STUDY OF THE UNIVERSITY OF LAGOS STUDENTS.

THE INFLUENTIAL FACTORS OF ENTREPRENEURSHIP THAT COMPELS INDIVIDUALS TO BECOME ENTREPRENEURS: A CASE STUDY OF THE UNIVERSITY OF LAGOS STUDENTS.

Dear Respondents,

This scale/Questionnaire is part of a research study that is being carried out in order to figure out the influential factors of entrepreneurship that compels individuals to become entrepreneurs. By filling in the following scale, you agree to participate in this study and your response is meant for academic purposes only and will not be shared to any third parties. I appreciate your time and participation.

*Required

SECTION ONE: PERSONAL INFORMATION

1. 1. GENDER *

Tick all that apply.

- MALE
- Female

https://docs.google.com/forms/d/1Jdz3Zfhgt0p9QRht5_sSowokG8YLvOIGBBR3-U/edit

1/12

6/30/2021

THE INFLUENTIAL FACTORS OF ENTREPRENEURSHIP THAT COMPELS INDIVIDUALS TO BECOME ENTREPRENEURS: A CASE STUDY OF THE UNIVERSITY OF LAGOS STUDENTS.

2. 2. AGE

Tick all that apply.

- 18-20
- 21-30
- 31-40
- 41-50
- 51 and above

3. 3. MARITAL STATUS

Tick all that apply.

- SINGLE
- MARRIED

4. 4. EDUCATIONAL LEVEL

Tick all that apply.

- PRIMARY
- SECONDARY/ VOCATIONAL
- UNDERGRADUTE
- MASTERS
- PHD
- OTHERS

https://docs.google.com/forms/d/1Jdz3Zfhgt0p9QRht5_sSowokG8YLvOIGBBR3-U/edit

2/12

SECTION TWO: ENTREPRENEURIAL KNOWLEDGE

5. 1. Thanks to my experience, I know how to start a viable business

Tick all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. 2. Thanks to my professional experience, I know well clients' problems

Tick all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

7. 3. It is easy for me to identify business opportunities in my professional area

Tick all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

8. 4. Thanks to my knowledge, I am comfortable at my work as I know how the business works

Tick all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

SECTION THREE: PERSONAL ATTITUDE

9. 1. Being an entrepreneur implies more advantages than disadvantages to me

Tick all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

10. 2. A career as an entrepreneur is attractive to me

Tick all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

11. 3. Among various options, I would rather be an entrepreneur

Tick all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

SECTION FOUR: SOCIAL NORM

12. 1. Do you perceive support for entrepreneurial initiatives in your close family?

Mark only one oval.

- Yes
 No
 Maybe

13. 2. Do you perceive support for entrepreneurial initiatives in your friends?

Mark only one oval.

- Yes
 No
 Maybe

14. 3. Do you perceive support for entrepreneurial initiatives in your colleagues?

Mark only one oval.

- Yes
 No
 Maybe

SECTION FIVE: PERCEIVED BEHAVIOURAL CONTROL

15. 1. I am prepared to start a viable firm

Tick all that apply.

- Strongly Disagree
 Disagree
 Neutral
 Agree
 Strongly Agree

16. 2. I can control the creation process of a new firm

Tick all that apply.

- Strongly Disagree
 Disagree
 Neutral
 Agree
 Strongly Agree

17. 3. I know the necessary practical details to start a firm

Tick all that apply.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

18. 4. I know how to develop an entrepreneurial project

Tick all that apply.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19. 5. If I tried to start a firm, I would have a high probability of succeeding

Tick all that apply.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

SECTION SIX: ENTREPRENEURIAL INTENTION

20. 1. I am ready to do anything to be an entrepreneur

Tick all that apply.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

21. 2. My professional goal in the short term is to create a business

Tick all that apply.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

22. 3. I am determined to create a firm in the future

Tick all that apply.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

23. 4. I have the firm intention to start a firm someday

Tick all that apply.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

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APPENDIX B Ethical Approval Form

Evrak Tarih ve Sayısı: 11.11.2021-30324



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-30324
Konu : Etik Onayı Hk.

11.11.2021

Sayın CHUKWUKA JOSEPH CHIAZOR

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 27.10.2021 tarihli ve 2021/11 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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RESUME

CHIAZOR CHUKWUKA JOSEPH

A passionate, versatile, motivated and confident individual who is also embedded with The dedication and effectiveness required to succeed in any position. Possessing an in- depth knowlwdge of administrative management, logistics management and supply chain management.

EDUCATIONAL EXPERIENCE

MBA Istanbul Aydin University, Masters in Business Administration

Thesis: The Influential Factors Of Entrepreneurship That Compels Individuals To Become Entrepreneurs.

B.A Redeemers University Ede, Nigeria

Transport And Logistics Management.

WORK EXPERIENCE

Logistics Manager and Warehouse Administrator at MDI LOGISTICS LTD Nigeria.

August 2018 to September 2019.

Languages

English : Native Language

Turkish: Novice Speaker, Listner, writer

French: Novice speaker and listner

Digital skills

Microsoft Office, SPSS, Zoom, social media, powerpoint presentation.

INTEREST

Travelling and any Sporting activities.