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Enhancing Entrepreneurial Intention In Delta State-Owned Colleges Of Education And Polytechnics: Understanding Challenges, Strategies, And The Role Of Psychological Factors."

Akarue, Blessing Okiemute (PhD) & Ogbe Victor Etunim

Agricultural Science Education
College of Education Warri, Delta State, Nigeria

ABSTRACT
Entrepreneurship education has become increasingly important in higher education institutions worldwide as a means of fostering innovation, economic growth, and job creation. In Nigeria, where youth unemployment remains a pressing issue, the promotion of entrepreneurial development in educational institutions, including Delta State-owned Colleges of Education and Polytechnics, has gained prominence. This study aims to explore the challenges, strategies, and psychological factors influencing entrepreneurial development among undergraduates in these institutions. The work employed a survey research design. A total of 616 undergraduate in the selected tertiary institutions were randomly selected and served as the respondents of this study. Descriptive statistics and regression analysis were utilised to analyse the data collected. Findings indicate that students perceive significant challenges in entrepreneurship, including limited access to funding, inadequate business opportunities, and legislative constraints. However, they also identify various strategies to improve entrepreneurship skills acquisition, such as establishing entrepreneurship schools and providing soft loans. Additionally, perceived behavioural control, general attitude, and entrepreneurship education emerge as significant predictors of entrepreneurial intentions at 0.05 level of significance, perceived behavioural control (β= 0.465, t = 6.678 $p < 0.05$), General Attitude (β = = 0.866, t= 9.126,$p<0.05$) ,and entrepreneurship education (Beta = 0.222, t=-4.479, $p<0.05$) positively affect entrepreneurship intention . However, subjective norms was not significant. (Beta = 0084, t=-0.032, $p>0.0.05$).The study recommended that students attitude in entrepreneurship training should be improved upon with government creating a more enabling environment.
Keywords: Entrepreneurial Intention, Attitude, Perceived Behavioural Control, Entrepreneurship Education

INTRODUCTION

Entrepreneurial development in educational institutions refers to the intentional cultivation of entrepreneurial skills, mindsets, and behaviors among students within academic settings and this has led to the improving of entrepreneurial intention. In recent years, there has been a growing recognition of the importance of entrepreneurship education in preparing students for the dynamic and competitive landscape of the 21st-century economy. Educational institutions, including colleges of education and

polytechnics, play a crucial role in fostering entrepreneurial development by providing students with the knowledge, resources, and opportunities necessary to explore and pursue entrepreneurial ventures.

Entrepreneurship is has being proven to be a very vital tool to any country ,as its activities will help in job creation for the society which subsequently will lead to a reduction of unemployment rate (Jalil, et al 2022: Abdullah Azhar et al., 2010).Thus it has become imperative for its study by undergraduates in Nigeria tertiary institutions.

Entrepreneurship education in educational institutions typically encompasses a diverse range of activities and initiatives aimed at equipping students with the necessary skills and knowledge to identify and capitalize on opportunities, take calculated risks, and navigate the challenges associated with starting and managing a business. This education often involves both theoretical learning and practical experiences, including classroom lectures, workshops, seminars, experiential learning projects, internships, and mentorship programs.

One of the key objectives of entrepreneurial development in educational institutions is to instill an entrepreneurial mindset among students—a mindset characterized by creativity, innovation, resilience, and adaptability. By fostering an entrepreneurial mindset, educational institutions empower students to think critically, solve problems creatively, and approach challenges with an entrepreneurial perspective, regardless of their chosen career paths.

This is believe to help in reducing the level of unemployment in Nigeria and in the Sub Saharan African has increased over the years. Corroborating this view Tekedia (2023) reported that the level of unemployment of youth across Nigeria has reached an alarming rate and thus calls for serious concern as these unemployed youths have little or nothing to contribution to the economic growth of the country. Thus there is a need to make our undergraduate to have interest in entrepreneurship and this can be achieved through the cultivation of a positive attitude towards entrepreneurship can be achieved through training, skill enhancement, and education.

Ajzen, 1991 in Jail et al (2022) opined that there are three primary factors that influence one's intention: personal attitude towards the outcomes of behaviour, perceived social norm, and perceived behavioral control. These factors from literature have been proven to affect entrepreneurship intention and by implication its development. However there are some challenges militating against this development. According to Balogun and Olatoro (2020) they reported that entrepreneurship development in Nigeria is faced with numerous challenges among which includes; inadequate capital, government policies, lack of awareness of business opportunities, inadequate infrastructural facilities to mention but a few. Other researchers outlined other problems which includes inadequate capital, unfavorable government policies, Lack of awareness of business opportunities, Lack of adequate infrastructural facilities like electricity, water supply, good road, , legislative constraints, and cultural barriers, among others (Duru, 2011;Hassan et al ,2013; Hassan et al ,2017).

To address these challenges and promote entrepreneurial intention effectively, it is essential to gain a comprehensive understanding of the factors influencing entrepreneurial development in Delta State-owned Colleges of Education and Polytechnics. This includes identifying the specific challenges faced by students, exploring effective strategies for enhancing entrepreneurship skills acquisition, and understanding the role of psychological factors, such as perceived behavioral control, general attitude, and subjective norms, in shaping students' entrepreneurial intentions.

Therefore, this study aims to delve into the challenges, strategies, and psychological factors influencing entrepreneurial intention among undergraduates in Delta State-owned Colleges of Education and Polytechnics. By providing insights into these aspects, the study seeks to inform policymakers, educators, and stakeholders about the critical areas for intervention and support, ultimately contributing to the promotion of entrepreneurial development, intention and economic prosperity in Delta State and beyond.

Statement of the Problem/Justification:

Despite the growing emphasis on entrepreneurship education in Delta State-owned Colleges of Education and Polytechnics, undergraduates still face various perceived challenges that hinder their entrepreneurial endeavours. Additionally, there is a need to develop effective strategies to enhance entrepreneurship skills

acquisition among these students. Moreover, understanding the joint effect of perceived behavioural control, general attitude, subjective norms, and entrepreneurship education on entrepreneurial intentions is crucial for fostering a supportive environment for entrepreneurship within these institutions. However, a comprehensive investigation integrating these aspects is lacking, thereby limiting the development of tailored interventions to address the challenges and promote entrepreneurial success among undergraduates in Delta State-owned Colleges of Education and Polytechnics. Therefore, there is a pressing need to conduct a systematic study to identify and address the perceived challenges, determine effective strategies for skills acquisition, and examine the joint influence of psychological factors and entrepreneurship education on entrepreneurial intentions among undergraduates in these institutions.

Objective of the Study

The aim of this research work is to investigate the challenges, strategies, and psychological factors influencing entrepreneurial intention among undergraduates in Delta State-owned Colleges of Education and Polytechnics. Specifically the study seeks to;

1) Find out the perceived challenges of entrepreneurship of the undergraduate's in the Delta State-owned Colleges of Education and Polytechnics.
2) Determine the necessary strategies to improve entrepreneurship skills acquisition of undergraduates the Delta State-owned Colleges of Education and Polytechnics.
3) Examine the joint effect of Perceived behavioural control, General attitude, Subjective norms and entrepreneurship education on entrepreneurship intention of the undergraduate's in the Delta State-owned Colleges of Education and Polytechnics.

Research Questions

This study shall be guided by the following nine research questions: -

1) What are the perceived challenges of entrepreneurship of the undergraduate's in the Delta State-owned Colleges of Education and Polytechnics?
2) What are the necessary strategies to improve entrepreneurship skills acquisition the Delta State-owned Colleges of Education and Polytechnics?
3) Is perceived behavioural control, General attitude, Subjective norms and entrepreneurship education significantly affects the expressed levels of entrepreneurship intention of undergraduate's in the Delta State-owned Colleges of Education and Polytechnics?

Research Hypotheses

$H0_1$: There is no significant difference in the mean perception of undergraduates towards perceived challenges of entrepreneurship among the Delta State-owned Colleges of Education and Polytechnics.

$H0_2$: There is no significant difference in the mean perception of undergraduates towards perceived strategies to improve entrepreneurship skills acquisition among in the Delta State-owned Colleges of Education and Polytechnics.

$H0_3$: Perceived behavioural control, General attitude, Subjective norms and entrepreneurship education does not significantly affects the expressed levels of entrepreneurship intention of undergraduate's in the Delta State-owned Colleges of Education and Polytechnics.

Theoretical Framework and Review of Related Literature

Theoretical Framework

The theory of Planned Behaviour (TPB) which is considered most advanced intention model to examine the impact intentional impact on entrepreneurial behaviour. This is widely recognized theoretical model that significantly emphasizes on the relationship between behaviour and intention. Kadir (2015) claimed that "an intention is an anticipated outcome that guided by planned actions"

Theory of Planned Behaviour (TPB)

The theory of planned behaviour was developed to anticipate and analyse behaviour in different contexts. Theory of planned behaviour claim that personality traits and attitudes can indirectly impact on some behaviours impressing factors closer to the action in question (Ajzen, 1991).The theory of planned

behaviour provides a compatible framework that offers a good prediction and better understanding of entrepreneurial intention. Theory of planned behaviour consists of three main indicators that are considered as reasons to shape individual's intentions and behaviour. These predictors are (1) attitudes towards behaviour, (2) subjective norms and (3) perceived behavioural control.

Attitude toward behaviour

The first indicator that regard positive and negative opinion that a person has for a certain behaviour.

Subjective norms

The term subjective explain how social pressure (opinion of others from society such as family, friends, or other close one) can push people to execute or not execute a specific behaviour.,

Perceived behaviour control (PBC)

This indicates the ability and capability to execute a specific behaviour (Ajzen, 1987). This predictor reflects to the perceived relative difficulty (or ease) of executing the monitored action.

Entrepreneurial Intentions

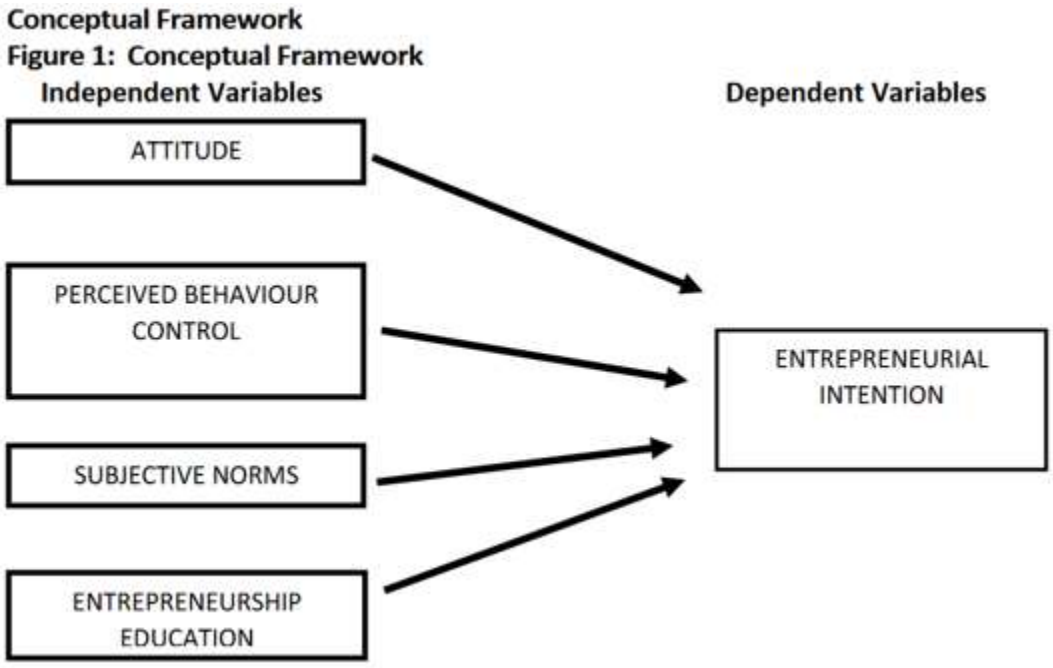
In general, Intention is thinking or aim or plan to do something. According to Lerner & Pines, (2011) intentions foresee designed behaviour because behaviour can be premeditated and it plays a significant role in the decision to start an entrepreneurial venture (Phipps, 2012).

Entrepreneurial Intention (EI) refers to the aspiration an individual holds to establish a business in the future or the quest for knowledge in order to achieve the goal of creating a venture. Intentionality is a state of mind where attention, actions, experience, and activities are directed towards a particular objective or goal (Zhang et al., 2014).

Marire et al. (2017) also established that the 'theory of planned behaviour' is one of the most widely used psychological theories to explain human behaviour in recent years. Ajzen (2011) asserted that 'Theory of Planned Behaviour' provides a vast framework for presenting knowledge regarding human behaviour. Studies (such as Shook and Bratianu, 2010; Ajzen and Sheikh, 2013; Krithika and Venkatachalam, 2014; Cruz et al., 2015; Leeuw et al., 2015; Utami, 2017) among others have explored the influence of attitude toward the behaviour, subjective norms and perceived behavioural control in the Theory of Planned Behaviour.

Conceptual Framework

Based on the theoretical studies and previous research, the researcher's authors propose the relationship between independent and dependent variables, as presented in Figure 1.



Empirical review on entrepreneurial intention

The theory of planned behavior has been empirically applied in an increasing number of studies to predict students' intention to pursue entrepreneurship (Benachenhou, Fethi & Djaoued, 2017, Marire, Mafini & Dhump, 2017, Saraih, Aris, Mutalib, Ahmad & Amlus, 2018). However, the majority of these studies seem to have produced contradictory findings regarding the relationship between the antecedents of TPB and EI. While some studies (Ozarali & Rivenburgh, 2010, Mawoli, 2017 & Fantaye, 2019) found a significant positive relationship between attitude toward behavior and entrepreneurial intention, others (Mahmud & Osman, 2010, Benachenhou, Fethi & Djaoued, 2017) found both positive and negative relationships.

Ahamed and Rokhman (2015) proposed that the support provided by the university environment significantly influences the entrepreneurial confidence of university students in various cultural contexts. The study revealed that entrepreneurship education, particularly education that offers technological training, is essential in enhancing entrepreneurs' innovation skills in an increasingly challenging environment.

Bako, et al (2017) explore the entrepreneurial intention of Polytechnic Students in Nigeria with case study of the Federal Polytechnic Ilaro. The effect of Family environment and Nigeria environment was examined and the results indicates parental entrepreneurship skill directly influence students' entrepreneurial intention and that opportunities that exist in Nigeria affect students' entrepreneurial intention

Asimakopoulos et al (2019) examines the impact of entrepreneurial education on intention to undertake entrepreneurial activity in the future. The study is based on a sample of 208 engineering students. Specifically, we explore the contingent effect of social norms on the relationship between entrepreneurial education and intention to undertake entrepreneurial activity, as well as the role of social norms on the

association between entrepreneurial self-efficacy and entrepreneurial intention. The findings indicate that entrepreneurial education is positively associated with the intention to undertake entrepreneurial activity, in addition to demonstrating a positive moderation effect role of social norms on the relationship between entrepreneurial self-efficacy and entrepreneurial intention.

The effect of Attitude on entrepreneurial intention

Views regarding the action according to the Theory of Planned Behavior, an individual's intention to carry out a behavior is influenced by three components, one of which is attitude. Utami (2017) defines attitude as a propensity to respond skillfully to the hazards that a firm may encounter. Because of the nature of entrepreneurship, people must use their assessment of the expected and perceived outcomes of their decisions to take advantage of business possibilities (Hansen, et al 2011). People's views about predicted outcomes will therefore be shaped by their expectations regarding costs and benefits. The degree of a person's favorable or unfavorable propensity for a particular behavior is reflected in their attitude toward that behavior (Packham, et al 2010).

Similarly Marques, et al (2012) study of secondary school students in Portugal, and found a strong and statistically significant relationship between attitude towards behaviour and the entrepreneurship intention of students. Dohse and Walter (2010); Paço, et al (2011) found that attitude towards the behaviour has direct and positive effects on entrepreneurial intentions. Hence, education and training should focus on changing personal attitudes than providing technical knowledge about business because the effects could be more 30 significant to the process of business creation and to overcome the perceived barriers to entrepreneurship (Paco et al., 2011; Dohse & Walter, 2010).

The effect of Perceived Behavioural Control on entrepreneurial intention

Mahmoud and Muharam (2014) define behavioral control as the ability to take in, process, remember, respond, and assess information. Behavioral outcomes can be predicted based on an individual's actions and intentions to carry out the behavior under evaluation. Three types of prominent ideas can be distinguished: normative viewpoints, which shape the essential elements of subjective norms; behavioral beliefs, which are assumed to shape attitudes; and control beliefs, which form the basis for the belief that one can control conduct.

Perceived behavioural control is determined by control beliefs concerning the accessibility of factors that can allow or delay the performance of the behaviour. Empirical studies in various fields confirm the Theory of Planned Behaviour's increased predictive ability of behavioural intention following the infusion of the third antecedent to the original two (Alogwuja et al, 2020;

Fayolle & Gailly, 2015; Fretschner & Weber, 2013). It has been established that the knowledge that an individual has gained in a particular sector and having entrepreneurial role models improve entrepreneurial self-efficacy or perceived behavioural control which, in turn, positively influences entrepreneurial intentions (Uygun & Kasimoglu, 2013)It is worth mentioning that though behavioural intentions are subject to one's attitude, subjective norms and perceived behavioural control

METHODOLOGY

This survey research design was shall employed in carrying out this research work. The population of the study was made up of all undergraduate in the Delta State-owned Colleges of Education and Polytechnics while the target populations shall be final students of the from the various schools in the institutions mentioned who have undergone entrepreneurship studies . Using the Taro Yamane formula the sample size was determine based on the population at 95% confidence interval and 5% error margin. A sample size of 616 students was used for the analysis through a multistage sampling procedure The research instrument was a well-structured questionnaire, tagged "An Assessment of entrepreneurship intention of undergraduate students "(AAEIUSQ) comprised of two sections (A&B) . Section A of the questionnaire comprised elements requiring respondents to provide demographic data such as, gender, age, and school, while in section B the Likert–type scale was used to gather data on respondents' perceptions on the variables, entrepreneurship intention, attitude towards entrepreneurship, subjective norms, and perceived behavioural control, and entrepreneurship education to be used in the study. A four point Likert scale was

used for the study and rated as Strongly Agree (SA= 4); Agree (A=3); Disagree (D=2); Strongly Disagree (SD=1).The Cronbach Alpha was suitable because the instrument is sectioned and one time administered. The reliability of the research instrument was found to be 0.925.

The information demographic data were analysed using descriptive statistics while the hypotheses was analysed using the inferential statistics (Multiple regression model and ANOVA). The ordinary Least Square (OLS) technique was utilized in obtaining the numerical estimates of the coefficients of the equation. With regards to entrepreneurship intention, the model is given:

Models specification

For this research, the below equations show the relationship between independent variables that influence entrepreneurial intention among students:

$ENTINT_t = \beta_0 + \beta_1 AG_t + \beta_2 PBC_t + \beta_3 SN_t + \beta_4 EEC_t$ ..... (1)

Where:

ENTINT = Entrepreneurship Intention,

GA = General Attitude

PBC = Perceived Behavoiural Control

SN=Subjective Norms

EEC= Entrepreneurship Education/Cognative component

While "e_t" is the random error term,

βo and β_1- β_4 are the intercept and slope co-efficients respectively

Apriori Expectation: $b_0 > 0$, $b_1 > 0$,

RESULTS AND DISCUSSIONS

General Data of Respondents

The demographic characteristics of the respondents is presented in Table 1

Table 1: Demographic Characteristics of the undergraduates (N = 616).

S/N	Characteristics	Frequency	Percentage
1.	Gender		
	Male	202	32.8
	Female	414	67.2
	Total	616	100.0
2	Age		
	Under 20Years	138	22.4
	21 - 25 Years	358	58.1
	26 - 30 Years	109	17.7
	Over 30 Years	11	1.8
	Total	616	100.0

Source: Field Survey, 2023.

Table 4 is the student's background information. From the point of the students, it shows that 67.2% were females, while 32.800% were males.

With regards to age range, it was found that 58.10% of the respondents of students were between 21 -25 years which is the majority, while those under the ages of 20 years were 22.4%. The next was those in the age range of 26 – 30 years of age represent 17.7% and finally, those over 30 years represent 1.8%.

Research Questions

Research Question 1

What are the perceived challenges of entrepreneurship of the undergraduate's in the Delta State-owned Colleges of Education and Polytechnics?

Table 2– Mean and Standard Deviation Analysis of the undergraduate students Response on the perceived challenges of entrepreneurship *(N=616).*

S/N	Items	Mean	Std. Deviation	Remark
1	Inadequate business opportunities	3.2841	.62636	Accepted
2	Lack of entrepreneurship knowledge and skills	3.3896	.63309	Accepted
3	Difficult in accessing funding	3.4594	.58294	Accepted
4	Lack of start-up technical support such as how to write a winning business plan	3.3864	.58719	Accepted
5	Legislation which is not business-friendly	3.3588	.61381	Accepted
6	Lack of protection for young entreprenuers	3.3490	.65265	Accepted
	Grand Mean	20.23		
	Normative Mean	15.00		

Source: Field survey 2023

Decision: (i) Agree if the criterion mean value is 2.50 and above and disagree if it is less than 2.50 for all items.

(ii) Generally accepted if grand mean is 15.00 and above, this implies agreed but if below 15.00 is rejected.

The result as shown in Table 2 revealed that the 6 items used in measuring the perceived challenges of entrepreneurship intention were all accepted. The result furthermore revealed that revealed that the normative mean is 15.00 is lower than the grand mean of 20.23 which implies that on a general note that students the perceived challenges of entrepreneurship intention is high in the selected institutions. We therefore could conclude that students have a higher level of the perceived challenges of entrepreneurship intention.

Research Question 2: What are the necessary strategies to improve entrepreneurship skills acquisition the Delta State-owned Colleges of Education and Polytechnics?

Table 3– Mean and Standard Deviation Analysis of the undergraduate students Response on the strategies to improve entrepreneurship skills acquisition *(N=616).*

S/N	Items	Mean	Std. Deviation	Remark
1	Establishment of entrepreneurship schools and centres for skill acquisitions	3.4432	.54102	Accepted
2	Developing a policy on entrepreneurship education in the National Policy on Education	3.4984	.55289	Accepted
3	Providing soft loans for undergraduates to start their own business	3.4708	.58082	Accepted
4	Recognizing entrepreneurship education certificates from training centres	3.4886	.55571	Accepted
5	Creating a well-structured curriculum for entrepreneurial programmes at all levels of education	3.4205	.55889	Accepted
6	Creation of mass entrepreneurial Sanitization programme	3.4740	.55814	Accepted
7	Inclusion of a carrier path for entrepreneurship programmes	3.4253	.57107	Accepted
8	Equipping entrepreneurial centres with facilities and power to operate facilities.	3.4919	.54692	Accepted
9	provision of starter pack for young graduates trainee in entrepreneurship	3.4529	.55088	Accepted
10	provision of at least 3 years for loan repayment	3.3571	.70472	Accepted
	Grand Mean	34.522		
	Normative Mean	25.00		

Source: Field survey 2023

Decision: (i) Agree if the criterion mean value is 2.50 and above and disagree if it is less than 2.50 for all items.

(ii) Generally accepted if grand mean is 25.00 and above, this implies agreed but if below 25.00 is rejected.

The result as shown in Table 3 revealed that the 10 items used in measuring the perceived strategies to improve entrepreneurship skills acquisition were all accepted. The result furthermore revealed that revealed that the normative mean is 25.00 is lower than the grand mean of 34.52 which implies that on a general note that students the perceived strategies to improve entrepreneurship skills acquisition is high in the selected institutions. We therefore could conclude that students have a higher level of the perceived strategies to improve entrepreneurship skills acquisition.

Hypothesis One

$H0_1$: There is no significant difference in the mean perception of undergraduates towards perceived challenges of entrepreneurship among the Delta State-owned Colleges of Education and Polytechnics.

Table 1: ANOVA of the mean perception responses of the undergraduates towards perceived strategies to improve entrepreneurship skills acquisition among the Delta State-owned Colleges of Education and Polytechnics.

Variable	Sources of Variation	Sum of Square	Df	Mean square	F	Sig.
Perceived challenges of entrepreneurship	Between Groups	219.148	3	73.049	12.858	.000
	Within Groups	3477.034	612	5.681		
	Total	3696.182	615			

Source: Field Survey 2023.

The ANOVA statistics on Table 1 revealed that undergraduates according to their institution do differ significantly in their mean responses on the undergraduates towards perceived challenges of entrepreneurship in the Delta State-owned Colleges of Education and Polytechnics F= (3,612) = 12.858, P=0.000. The result presented in Table 1 does led to the use of Post hoc analysis presented in table 2

Post Hoc Tests table 2

Multiple Comparisons

Dependent Variable: Perceived challenges of entrepreneurship

Scheffe

(I) Institution	(J) Institution	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Delta State College of Education Mosogar	Delta State College of Education , Warri	-1.15521	.41813	.055	-2.3273	.0169
	Delta State Polytechnic Oghara	-2.07561*	.35695	.000	-3.0762	-1.0750
	Delta state polytechnic Ogwashi-Uku	-1.79121*	.36863	.000	-2.8246	-.7578

*The mean difference is significant at the 0.05level.

From Table 2 Multiple Comparisons, we can see that students from Delta State College of Education Mosogar and those from Delta State Polytechnic Oghara and Delta State Polytechnic Ogwashi -Uku showed a significant mean difference of -2.07561, std error.0.35695 and P=0.000 and mean difference of -1.79121 and std error.0.36863 and P=0.00 at the 0.05 level of significance respectively . However there

was no difference between Delta State College of Education Mosogar and Delta State College of Education Warri at 5%.

Consequently, we can say that there was a statistically significant difference between the students from Delta State College of Education, Mosogar and Delta State polytechnic Oghara and Delta State Polytechnic Ogwashi -Uku determined by one way ANOVA. Hence, the null hypothesis stated was rejected. Therefore, a Scheffe post hoc test revealed that the tertiary student's perception significantly in their mean responses perceived challenges to entrepreneurship was higher in students from Delta State College of Education Mosogar than students from Delta State polytechnic Oghara and Delta State Polytechnic Ogwashi -Uku .

Hypothesis Two

$H0_2$: There is no significant difference in the mean perception of undergraduates towards perceived strategies to improve entrepreneurship skills acquisition among in the Delta State-owned Colleges of Education and Polytechnics.

Table 3: ANOVA of the mean perception responses of the undergraduates towards perceived strategies to improve entrepreneurship skills acquisition among the Delta State-owned Colleges of Education and Polytechnics.

Variable	Sources of Variation	Sum of Square	Df	Mean square	F	Sig.
perceived strategies to improve entrepreneurship skills acquisition	Between Groups	107.341	3	35.780	3.456	0.016
	Within Groups	6336.341	612	10.353		
	Total	6443.682	615			

Source: Field Survey 2023.

The ANOVA statistics on Table 3 revealed that undergraduates according to their institution do not differ significantly in their mean responses on the undergraduates towards perceived strategies to improve entrepreneurship skills acquisition in the Delta State-owned Colleges of Education and Polytechnics F= (3,612) = 3.456, P=0.016. The result presented in Table 19 does led to the use of Post hoc analysis presented in table 3

Post Hoc Tests table 4

Multiple Comparisons

Dependent Variable: Perceived strategies to improve entrepreneurship skills acquisition

Scheffe

(I) Institution	(J) Institution	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Delta State College of Education Mosogar	Delta State College of Education , Warri	-.75831	.56445	.614	-2.3406	0.8240
	Delta State Polytechnic Oghara	-1.30974	.48187	.062**	-2.6605	0.0411
	Delta state polytechnic Ogwashi-Uku	-.61978	.49763	.671	-2.0148	0.7752

**. The mean difference is significant at the 0.01 level.

From Table 4 Multiple Comparisons, we can see that students from Delta State College of Education and those from Delta State Polytechnic Oghara showed a significant mean difference of -1.30974, std error.0.48187 and P=0.062 at the 0.01 level of significance. However it can be seen that the effect was on

a 5% level but at the comparism stage in table 3 , it is at 1% level of significant thus one can say that the differences is not strongly felt.

Consequently, we can say that there was a statistically significant difference between the students from Delta State College of Education, Mosogar and Delta State polytechnic Oghara determined by one way ANOVA. Hence, the null hypothesis stated was rejected. Therefore, a Scheffe post hoc test revealed that the tertiary student's perception significantly in their mean responses perceived strategies to improve entrepreneurship skills acquisition was higher in students from Delta State College of Education Mosogar than students from Delta State polytechnic Oghara.

Hypothesis 3

$H0_3$: Perceived behavioural control, General attitude, Subjective norms and entrepreneurship education does not significantly affects the expressed levels of entrepreneurship intention of undergraduate's in the Delta State-owned Colleges of Education and Polytechnics.

Table 5: Summary of regression for the joint contributions of independent variables to the prediction of **entrepreneurship intention**

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.588[a]	.345	.341	4.16435	1.604

a. Predictors: (Constant),Perceived behavioural control , General attitude, Subjective norms , Entrepreneurship education ,

b. Dependent Variable: Entrepreneurship Intention

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5589.933	4	1397.483	80.585	.000[b]
	Residual	10595.833	611	17.342		
	Total	16185.766	615			

a. Dependent Variable: Entrepreneurship Intention

b. . Predictors: (Constant), Perceived behavioural control , General attitude, Subjective norms , Entrepreneurship education

Table 5 above reveals significant combined effect of the independent variables perceived behavioural control, general attitude, subjective norms, and eentrepreneurship education as a factor responsible for entrepreneurship intention. The result yielded a coefficient of multiple regressions of .588, multiple R-square = 0.345 and Adjusted R square =0.341. This suggests that the four (4) factors when combined accounted for 0.345% (adj.R^2=.341) variation in the prediction of entrepreneurship intention in the Delta State owned colleges of education and polytechnics. The other factors accounting for 67.50% variation in the prediction of entrepreneurship intention are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant combined effect of the independent variables on the dependent variable, F (4, 611) =80.585, P<0.05.

Table 6: showing the relative effect of study variables to the prediction eentrepreneurship intention in Delta State Owned Colleges of Education and Polytechnic

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	5.294	2.324		2.278	.023
	Entrepreneurship Education	.222	.050	.157	4.479	.000
	General attitude	.866	.095	.340	9.126	.000
	Perceived Behavioural control	.465	.070	.263	6.678	.000
	Subjective Norms	.084	.086	.032	.970	.333

So9urce: Field survey 2023

Table 6 above shows that the four predictor factors Entrepreneurship Education, Perceived Behavioural control and General attitude are responsible for eentrepreneurship intention in the Delta State-owned Colleges of Education and Polytechnics. The study further reveals that these predictor factors are in hierarchy as follows. The most potent factor was General Attitude (Beta = 0.866, t= 9.126, $p<0.05$) Perceived Behavioural control (Beta = 0.465, t=6.678, $p<0.05$); and Entrepreneurship Education (Beta = 0.222, t=-4.479, $p<0.05$).

Test for multi-collinearity

The test for muliti-collinerity was carried out to check the data properties. It is statistical requirement that the nature of the data needs to be checked for some properties. Based on this one of the test conducted is the test of multi-collinearity as presented in table 7.

Table 7: Test for multi-collinearity

s/n	Covariates (Constant)	Collinearity statistics Tolerance	VIF
1	Entrepreneurship Education	.874	1.145
2	General attitude	.771	1.296
3	Perceived Behavioural control	.692	1.444
4	Subjective Norms	.993	1.007

Source: Field Survey 2023

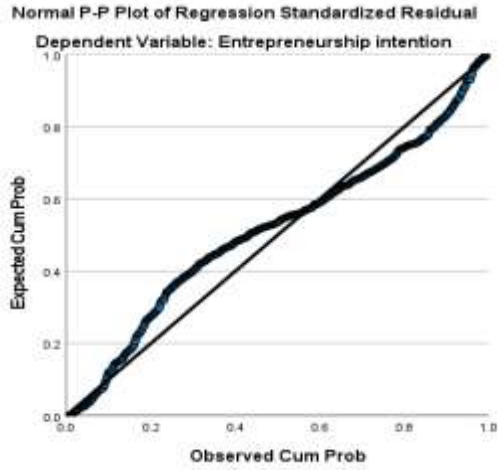
The test of multi-collinearity is used to test is the predictors are not too highly correlated with each other. The variance inflation factor is one of the important device to measure the existence of collinearity and as we can see from Table 6 below all VIF values are less than 10 and Tolerance is less than one, indicates there is no multicollinearity problem.

Test of Residuals independency

To check the residuals independency we can use the Durbin-Watson statistic. The test statistic possible values can vary from 0 to 4 to test residuals is independent or uncorrelated and the recommended test value to meet the assumption is greater than 1 and below 3. Therefore, the result from Table 5 above shows, the Durbin Watson value was 1.604, so we can conclude that the assumption of residuals is uncorrelated is satisfied.

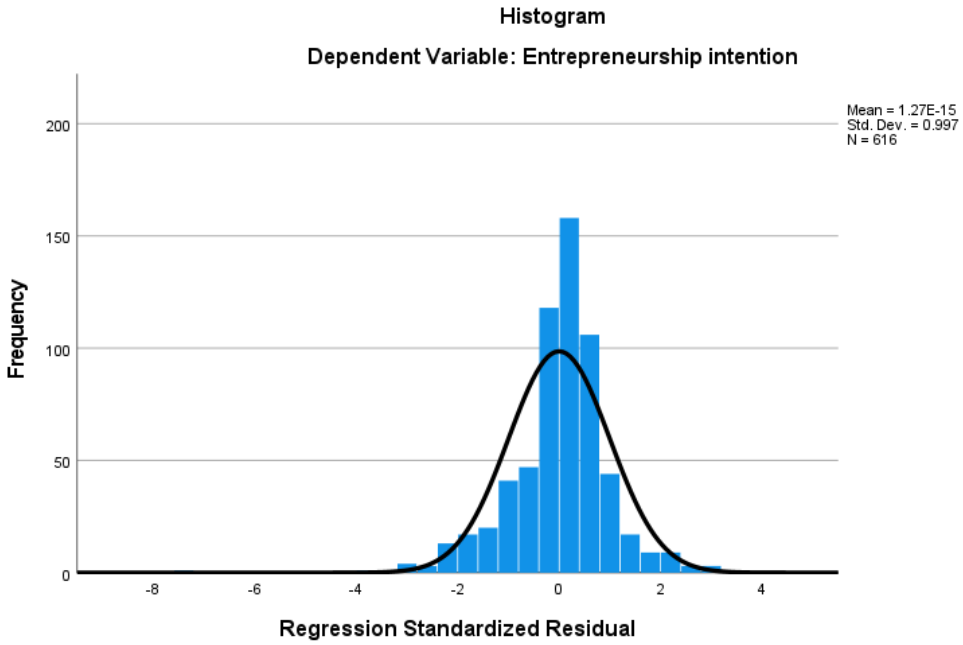
Test of Linearity

One of the important in a simple regression is the test of Linearity, this is because it is One of the most common multiple regression assumptions is test of linear relationship between outcome and predictor variables and it can be characterized by a straight line and tested by quantile quantile (P-P) plot. As we can see in the figure 1 in appendix, p-p plot indicates that closer the dots lie to the diagonal line, the closer to normal the residuals are distributed and means the relationship between students score and different predictors are linear. Therefore, the assumption of linearity is fitted.



Test of Normality

Test of Normality Test of the error term is normally distributed with mean zero and constant variance and can be tested by using histogram plot. As we see from Figure 1 in appendix the histogram plot indicating that normal curve with mean very small near to zero and almost 3 standard deviation. Therefore, the normality assumption test is satisfied.



Interpretations

Based on the result from the fitted model, it shows that perceived behavioural control is significant (β= 0.465, t = 6.678 p < 0.05) the coefficient of perceived behavioural control (β = 0.465) indicates that if perceived behavioural control increases variables by one uint Entrepreneurship intention will increase by 4.65%. The coefficient is positive, meaning that there is a positive relationship between perceived behavioural control (PBC) and Entrepreneurship intention (EI). Perceived behavioural control will improve Entrepreneurship intention at the Delta State Owned Colleges of Education and polytechnics.

General Attitude was also positive in determining students entrepreneurship intention it is significant with coefficient (β = = 0.866, t= 9.126,p<0.05) indicates students with high sense of attitude are likely to contribute positively to students entrepreneurship intention with other variables remaining constant. This implies that if general attitude variable increases by one uint entrepreneurship intention will increase by 8.66%. Similarly However, for entrepreneurship education (Beta = 0.222, t=-4.479, p>0.05)., this means that indicates that if undergraduates knowledge of entrepreneurship education increases by one uint entrepreneurship intention will increase by 4.48%. The coefficient is positive, meaning that there is a positive relationship between entrepreneurship education (EE) and Entrepreneurship intention (EI).

The results in Table 4 indicate that R^2 was 0.345. This shows that 34.50% of the variance in entrepreneurial intention is explained by variation in general attitude.(GA), Perceived Behavioural Control (PBC) ,age and gender on Entrepreneurial intention of students , Further, the ANOVA results indicate that the model is statistically significant (F = 80.585, p < 0.05). The standardized coefficients show that the effect of general attitude, entrepreneurship education and perceived behavioural control (PBC) , on entrepreneurial intention were significant and positive However subjective norms was not significant in explaining students entrepreneurship intention but it has a positive relationship (Beta = 0.084, t=0.970, p>0.05) .

DISCUSSION OF FINDINGS

Research Question one examines the perceived challenges of entrepreneurship of the undergraduate's in the Delta State-owned Colleges of Education and Polytechnics. The result implies that on a general note that students the perceived challenges of entrepreneurship intention is high in the selected institutions. We therefore could conclude that students have a higher level of the perceived challenges of entrepreneurship intention. The perceived challenges includes , Inadequate business opportunities, Lack of entrepreneurship knowledge and skills, Difficult in accessing funding, Lack of start-up technical support such as how to write a winning business plan,

Legislation which is not business-friendly and Lack of protection for young entrepreneurs. Difficulty in access loan was highest in the perceived challenges. Several authors has identified some challenges facing undergraduates in the entrepreneurship, these include low readiness to undergo entrepreneurship education. (Othman et al., 2012); ,lack of skills to become participants of entrepreneurship programs (Ustyuzhina et al., 2019; Yusoff et al., 2014);, lack of commitment towards the Government's entrepreneurship agenda (Yusoff et al., 2014); inability to deal with self and psychological barriers, making it challenging for them to convert their entrepreneurial intentions into a reality (Sandhu et al., 2011); lack of skills to deal with stress, leading them to avoid risk that are present in entrepreneurship activities (Sandhu et al., 2011); lack of knowledge and skills in financial matters. They need financial literacy and other entrepreneurial skills in order to develop entrepreneur mindset (Bagheri & Pihie, 2012); lack of prior knowledge and experience on entrepreneurship, dampening the entrepreneurship education process even if they have high desires or intentions towards entrepreneurship (Bagheri et al., 2013; Sani, (2018).); lack of motivation to acquire entrepreneurial skills, potentially due to their low needs for achievement (Chiekezie et al., 2016).

Research Question two examines the strategies to improve entrepreneurship skills acquisition the Delta State-owned Colleges of Education and Polytechnics. The result revealed that on a general note that students the perceived strategies to improve entrepreneurship skills acquisition is high in the selected institutions. We therefore could conclude that students have a higher level of the perceived strategies to improve entrepreneurship skills acquisition. These strategies includes establishment of entrepreneurship schools and centres for skill acquisitions, developing a policy on entrepreneurship education in the National Policy on Education, providing soft loans for undergraduates to start their own business, recognizing entrepreneurship education certificates from training centres, provision of starter pack for young graduates trainee in entrepreneurship and provision of at least 3 years for loan repayment.

The findings of the ANOVA analysis of hypothesis one shows that uundergraduates according to their institution do differ significantly in their mean responses on the undergraduates towards perceived

challenges of entrepreneurship in the Delta State-owned Colleges of Education and Polytechnics F= (3,612) = 12.858, P=0.000. Further analysis by Scheffe post hoc test revealed that the tertiary student's perception significantly in their mean responses perceived challenges to entrepreneurship was higher in students from Delta State College of Education Mosogar than students from Delta State polytechnic Oghara and Delta State Polytechnic Ogwashi -Uku.

The findings of the ANOVA analysis of hypothesis two as presented in tables 3 and 4 indicates that undergraduates according to their institution do not differ significantly in their mean responses on the undergraduates towards perceived strategies to improve entrepreneurship skills acquisition in the Delta State-owned Colleges of Education and Polytechnics F= (3,612) = 3.456, P=0.016. The scheffe post hoc test revealed that the tertiary student's perception significantly in their mean responses perceived strategies to improve entrepreneurship skills acquisition was higher in students from Delta State College of Education Mosogar than students from Delta State polytechnic Oghara .

Hypothesis three examines the Perceived behavioural control, General attitude, Subjective norms and entrepreneurship education does not significantly affects the expressed levels of entrepreneurship intention of undergraduate's in the Delta State-owned Colleges of Education and Polytechnics. The findings reveals significant combined effect of the independent variables perceived behavioural control, general attitude, subjective norms, and entrepreneurship education as a factor responsible for entrepreneurship intention. The result yielded a coefficient of multiple regressions of .588, multiple R-square = 0.345 and Adjusted R square =0.341. This suggests that the four (4) factors when combined accounted for 0.345% (adj.R^2=.341) variation in the prediction of entrepreneurship intention in the Delta State owned colleges of education and polytechnics. The other factors accounting for 67.50% variation in the prediction of entrepreneurship intention are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant combined effect of the independent variables on the dependent variable, F (4, 611) =80.585, P<0.05. Based on the result from the fitted model, it shows that perceived behavioural control is significant (β= 0.465, t = 6.678 p < 0.05), General Attitude was also positive in determining students entrepreneurship intention it is significant with coefficient (β = = 0.866, t= 9.126,p<0.05) , also entrepreneurship education (Beta = 0.222, t=-4.479, p<0.05) positively affect entrepreneurship intention .

The results of the present study are almost similar to those previously conducted by Sapingi, et al (2011). Their study investigated the relationship between attitudes, subjective norms and perceived control behavior using the theory of planned behavior. The study showed that attitudes and perceived behavioral control had significant influence on muzakki's intetnion to pay out his zakah, while subjective norms did not have significant influence on their intention to pay zakah

The results indicated that general attitude has a positive and significant effect, as well as perceived behavioral control, which is consistent with previous studies by Utami (2017), Hansen et al. (2011), Packham et al. (2010), Jalil (2021), and Utami (2017). These studies highlight the importance of attitude in shaping entrepreneurial intentions. Similarly, studies conducted by Malebana and Swanepoel (2015) and Malebana (2014) on entrepreneurial intentions of students at rural universities found that attitude towards entrepreneurship had the greatest impact compared to other variables in the theory of Planned Behavior. Sait et al. (2016) also found a positive and significant influence of personal attitude and perceived behavioral control on entrepreneurial intentions of women in Bosnia.

Also Karali (2013) found the same results when they tested perceived behavioral control effects on entrepreneurial intention among undergraduate students, the results revealed that undergraduate students have the competences and are confident to succeed should they start and manage a new business.

The findings also indicates that influence of personal attitude and perceived behavioural control has both positive and significant effect on entrepreneurial intention

Marques et al. (2012) conducted a study on secondary school students in Portugal and found a strong and statistically significant relationship between attitude towards behavior and entrepreneurship intention. Dohse and Walter (2010) and Paço et al. (2011) similarly found that attitude towards behavior directly and positively affects entrepreneurial intentions. These findings suggest that students who have a more

positive outlook on starting a business are more likely to have a favorable attitude towards entrepreneurial behavior and a stronger intention to initiate a start-up business. When the students have a more positive view about the outcome of getting a business started, the more favourable will be their attitude towards the behaviour and subsequently, the stronger their intention to take the initiative to start-up a business. Conversely, if students perceived that entrepreneurship will not bring any advantages for them, they will have a negative attitude towards behaviour and will not have any intention (Ogun 2018).

Perceived Behavioural Control has a positive effect and significant, this is in agreement with Ariff, et al, 2010; Ruhle et al. 2010;Paco et al. 2011).Utami (2017) found PCB as the most significant predictor of entrepreneurial intentions. Aloulou (2015) has conducted a study on entrepreneurial intention and found perceived social behaviour had strongest power to predict entrepreneurial intention among students than Attitudes toward behaviour and social norms. Sait et al (2016) in their study on the Impact of Personal Attitude, Subjective Norm, and Perceived Behavioural Control on Entrepreneurial Intentions of Women in Bosnia. The findings show a positive and significant influence of personal attitude and perceived behavioural control on entrepreneurial intention

It is noted that there is a direct link between perceived behavioural control and social norms. It can also be noted that Buttar (2015) believed that researchers have various perception on the extent of direct authority of subjective norms on entrepreneurial career intentions.

With regards to entrepreneurship education the findings shows a positive influence students' intention to become entrepreneurs. This findings is in agreement with Buba et al (2015), they opined that there is a strong relationship between entrepreneurship education and entrepreneurship intention. The results showed that the students agreed that there is positive relationship between offering entrepreneurship education and their intention to become entrepreneurs. Similarly, Kakkonen (2012) reported that taking entrepreneurship education course has positive effects on entrepreneurial carrier choice of students and the effects are significant. While, Izedonmi and Okafor (2010) found that entrepreneurship education significantly influence the intention of students to become entrepreneurs.

However, subjective norms show no significant effect on entrepreneurial intentions, but it is at variance with the findings of Ogbe (2022) Hopp & Stephan, (2012) and Utami, (2017) where they reported a positive effect of subjective norms on entrepreneurial intention. The findings of thius work is also at variance with Naia et al. (2017). They conducted a study and revealed that social norms had low impact on entrepreneurial intention among university students in Bangladesh. The reults also is in agreement with Nurul, et al (2012) they reported that while Attitudes and Control Behavior variables have a positive and significant effect on the muzakki students' entrepreneurship intention Subjective norms do not. Peng,et al (2012) further elaborated on the fact that subjective norms in students are subjected to perceived expectation levels from those that are important in a student's life like parents, colleagues as well as role models; their perception of starting a business may be influenced by these factors as well. This refers to the culture in which one is used to in terms of motivation and career guidance as subjective norms are engraved in one's personality; that is the same way one will look at different aspects of entrepreneurship as well as career choices made.

CONCLUSION

The findings of this study shed light on the perceived challenges, strategies for improvement, and the influence of psychological factors on entrepreneurial intentions among undergraduates in Delta State-owned Colleges of Education and Polytechnics. The results indicate that students perceive significant challenges in entrepreneurship, including inadequate business opportunities, lack of entrepreneurship knowledge and skills, difficulty in accessing funding, legislative constraints, and lack of protection for young entrepreneurs. However, the perceived strategies for improving entrepreneurship skills acquisition are relatively high, encompassing initiatives such as establishing entrepreneurship schools, developing policies on entrepreneurship education, providing soft loans, and offering starter packs for young graduates.

Furthermore, the study reveals a significant combined effect of perceived behavioral control, general attitude, subjective norms, and entrepreneurship education on entrepreneurial intentions. Specifically, perceived behavioral control, general attitude, and entrepreneurship education positively influence entrepreneurial intentions, highlighting their importance in shaping students' entrepreneurial aspirations. However, subjective norms do not show a significant effect on entrepreneurial intentions, suggesting a need for further investigation into the role of social influences in shaping students' entrepreneurial intentions.

RECOMMENDATIONS

Based on the findings of this study, several recommendations can be made to enhance entrepreneurial development in Delta State-owned Colleges of Education and Polytechnics:

1. Enhance entrepreneurship education curriculum: Incorporate practical and experiential learning opportunities into the curriculum to equip students with the necessary knowledge and skills for entrepreneurship.
2. Provide support for aspiring entrepreneurs: Establish entrepreneurship support programs, incubation centers, and mentorship initiatives to guide students through the process of starting and managing a business.
3. Improve access to funding: Collaborate with government agencies, financial institutions, and private sector partners to provide students with access to soft loans, grants, and other financial resources for entrepreneurial ventures.
4. Foster a supportive entrepreneurial ecosystem: Create a conducive environment for entrepreneurship by addressing legislative barriers, providing legal protection for young entrepreneurs, and promoting a culture of innovation and risk-taking.
5. Strengthen career guidance and counselling services: Offer guidance and counselling services to help students explore entrepreneurship as a viable career option and overcome self and psychological barriers to entrepreneurship.

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