



ENTREPRENEURSHIP EDUCATION, INSTITUTIONAL FACTORS AND ENTREPRENEURIAL MOTIVE AMONG PRIVATE UNIVERSITY STUDENTS IN SOUTHWEST, NIGERIA

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ABSTRACT

*The high rate of unemployment among Nigerian graduates is alarming and it is due to the imbalance between the expectations of the labour market and the skills possessed by the graduates seeking employment as most of them do not possess the entrepreneur skill when they were in school. Despite the fact that some of the tertiary institutions in Nigeria are conducting entrepreneurship courses, very less prominence was given to the findings towards the effect of entrepreneurship education and their intentions to become entrepreneurs. To this end, overall changes are required in course curriculum. The study investigated entrepreneurship education, environmental and personal factors and entrepreneurial motive among private undergraduate students in Southwest, Nigeria. The study adopted the descriptive research design of cross sectional type. The population comprised undergraduate students in Southwest, Nigeria. The convenience sampling technique was used to select two-hundred and forty-students which was used as sample size. A questionnaire was used as an instrument for data collection. Data was analyzed using descriptive statistics of frequency counts, simple percentage and inferential statistics of ANOVA and Pearson's product moment correlation with the use of the Software Package for Service Solution (SPSS) tested at 0.05 level of significance. The finding showed that entrepreneurship education had high impact on entrepreneurial motive ($\bar{x} = 3.17$). There was a significant influence of environmental and personal factors on entrepreneurial motive ($F = 4.304$; $P < 0.05$). There is significant positive correlation between entrepreneurship education and entrepreneurial motive ($r = 0.203^{**}$; $p < 0.05$), environmental variability and entrepreneurial motive ($r = 0.210$, $p < 0.05$), communication skills and entrepreneurial motive ($r = 0.331$ $p < 0.05$), leadership skills and entrepreneurial motive ($r = 0.331$ $p < 0.05$). It was recommended that students should sharpen their communication skills and also engage in leadership training program which could make them to possess persuasive skill and become a leader which could make them to become a successful entrepreneur.*

KEYWORDS: *Entrepreneurship education, Environmental and personal factors, Entrepreneurial motive, Undergraduate students, University*

INTRODUCTION

The ideal answer to the problems of unemployment, underemployment, and poverty among young people could be found in the concept of entrepreneurship, particularly in situations when graduates are unable to find work (Brownhilder 2014). Through an increase in the contribution of labor to output, it is recognized as a primary factor in the expansion of the economy. Because of this, it is difficult for educated people to get work in the formal sector of the economy in Nigeria, which is one of the world's largest economies. This makes the problem of unemployment much worse, especially considering the large number of educated people who are now entering the labor field. An individual's excitement about starting a new business and their primary desire to do so are examples of entrepreneurial motive. One's desire to engage in self-employment, launch a business endeavor, and cultivate it into a fruitful enterprise may be characterized as their "passion" in this context (Ojiaku, Nkamnebe & Nwaizugbo, 2018). Recognizing the elements that influence a person's entrepreneurial motive carries a high amount of relevance in terms of showing the extent to which a person is interested in beginning a company of their own. Because acts are preceded by intentions, it follows that if there are no intentions, there cannot be any actions. The authors of Gujrati, Lawan, Jain, and Tyagi's (2020) study reported that just 23.6% of Nigerian undergraduates had an entrepreneurial



drive. However, the writers of their study said that some Nigerian undergraduates do not have the entrepreneurial motive.

On the other hand, education in entrepreneurship is widely acknowledged as an essential component in the process of cultivating entrepreneurial intention (Kourilsky & Walstad, 2018). It provides individuals with the ability to see potential business possibilities as well as the intuition, knowledge, and skills necessary to capitalize on those prospects. Furthermore, it is vital to all economies because it is a crucial driving force behind the development of employment, economic growth, and competitiveness. Moreover, it is important to all economies because it is a driving force. Students that take classes in entrepreneurship gain the drive, skills, and information necessary to foster entrepreneurial intentions in themselves and others. In general, it encompasses all of the activities that result in the growth of entrepreneurial mindsets among students (Pfeifer, Oberman-Peterka & Jeger, 2019). For educational programs focused on entrepreneurship to be successful, they need to take an integrated strategy that places a significant emphasis on improving the behaviors and mindsets of their students. According to Fatoki and Oni (2014), entrepreneurship education among undergraduate students can increase entrepreneurship intentions. This means that students will be willing to set up their own businesses after they graduate, which places a burden on Nigeria's tertiary institutions to take the lead in the process of continuously developing entrepreneurship education and practices in the country. Personal and environmental circumstances are yet another component that might play a role in fostering entrepreneurial motivation.

Institutional factors are those features that are resident in an institution that could influence entrepreneurial intention. These factors are; environmental variability, leadership skill and communication skill. Environmental variability refers to the changes that occur in the immediate environment that enhance the entrepreneurial intention of undergraduates. It has been revealed that any lucrative business that is trending in the environment and that is profit oriented, would determine if students would work on their creative idea to go into entrepreneurship. Providing an enabling environment with constant positive changes that is devoid of threat can aid the entrepreneurial motive of undergraduates (Lucky and Ibrahim, 2016). Leadership skills refer to those traits that make one to influence the decision of others. In leadership skills, the leaders influence the behaviour of other individuals, without using any coercion or violence. The development of leadership skills is regarded as important for students in enhancing their career prospects as well as enhancing their entrepreneurial motive. When students develop leadership skills, they are able to generate awareness in terms of various aspects that are necessary to achieve personal and professional goals and to attain better livelihoods opportunities which would consequently enhance their entrepreneurial motive (Kapur, 2019). Communication skills is the ability of students to exchange of ideas, emotions and opinions through words, letters and symbols among two or more people. Researches have shown that having high communication skills could make students to have high entrepreneurial intention as this would make them to have a high sense of direction and relate well with people who would intend to patronize them in their businesses (Hee, Qin & Ping, 2019).

STATEMENT OF THE PROBLEM

The high rate of unemployment among Nigeria graduates is alarming and it is due to the imbalance between the expectations of the labour market and the skills possessed by the graduates seeking employment as most of them do not possess skills such as oral communication, information technology, entrepreneurial, analytical, problem-solving, and decision-making. Literature have revealed that entrepreneurial motive among undergraduates is low as this could cause a lot of challenges for them when they leave school because getting a white collar job after graduation is strenuous. Also, some universities do not include entrepreneurship education in their curriculum as this could make most undergraduates to be redundant after graduation. In addition, some undergraduates lack environmental variability, poor leadership skill as well as poor communication skill which could inhibit their entrepreneurial motive. Only few studies have examined factors influencing entrepreneur motive. This is the gap to be filled in this study as it provides empirical evidence on entrepreneurship education, institutional factors and entrepreneurial motive among private university students in Southwestern, Nigeria.

OBJECTIVE OF THE STUDY

The main objective of this study is to examine entrepreneurship education, institutional factors and entrepreneurial motive among private university students in Southwestern, Nigeria. The specific objectives are to:

i. examine the impact of entrepreneurship education on entrepreneurial motive among private university students in Southwest, Nigeria;



- ii. examine the influence of institutional factors on entrepreneurial motive among private university students in Southwest, Nigeria;
- iii. ascertain the relationship between entrepreneurship education and entrepreneurial motive among private university students in Southwest, Nigeria;
- iv. examine the relationship between institutional factors and entrepreneurial motive among private university students in Southwest, Nigeria;
- v. find the relative contribution of entrepreneurship education and institutional factors on entrepreneurial motive among private university students in Southwest, Nigeria.

RESEARCH QUESTIONS

In order to achieve the purpose of this study, the following research questions were raised:

1. What is the impact of entrepreneurship education on entrepreneurial motive among private university students in Southwest, Nigeria?
2. What is the influence of institutional factors on entrepreneurial motive among private university students in Southwestern, Nigeria?

HYPOTHESES

The following hypotheses were tested at 0.05 level of significance:

H0₁: There is no significant relationship between entrepreneurship education and entrepreneurial motive among private university students in Southwest, Nigeria.

H0₂: There is no significant relationship between institutional factors and entrepreneurial motive among private university students in Southwest, Nigeria.

LITERATURE REVIEW

In recent years, entrepreneurship has played a vital role in employment creation and contributed to economic growth and ultimately to national prosperity. The term "motive" refers to an indication of how willing an individual is to try something and how much effort he or she is willing to expend to engage in certain behaviors for a particular length of time. Motive can also refer to the amount of effort an individual is willing to expend to engage in certain behaviors for a particular length of time. The investigation and evaluation of material that can be useful in working toward the goal of establishing a business is an example of an entrepreneurial motive. Literature has indicated that the emphasis of entrepreneurship is to have entrepreneurial purpose before starting the actual business because it decides the starting point of a new business creation. A personal commitment which has a crucial impact on developing new ventures originates from entrepreneurial intentions (Choo & Wong, 2019). (Choo & Wong, 2019).

Education in entrepreneurship focuses on providing students at the undergraduate level with the additional knowledge, characteristics, and capacities that are necessary, as well as the ability to use these qualities with the intention of beginning a new enterprise or firm. According to the research that's been done, being able to respond effectively to shifting conditions in one's environment, having the power to sway the decisions that other people make, and being able to communicate effectively and persuade others are all skills that can help boost entrepreneurship motivation (Marques and Valente, 2019). According to Bridge, O'Neill, and Martin (2019), the most important things a government can offer to new company start-ups to stimulate and foster the growth of more firms are entrepreneurial education initiatives, sponsorship of enterprise counsel, training centers, and financial support.

According to the published research, environmental and personal factors, such as shifts in the environment, students' communication skills, and leadership skills, tend to have an influence on their desire to engage in entrepreneurial activity. Both an individual's capacity for entrepreneurialism and their desire to pursue it can be affected by external factors, such as shifts in their environment or the availability of new opportunities. Communication is so important in the world of entrepreneurship that it plays a significant part in the success or failure of any given business. It is utilized for the purpose of resolving the contradictions in the work organization in order for such an enterprise to advance. One way to define leadership is the manner in which an individual directs and inspires those under his command to work toward the achievement of predetermined goals and objectives established by an organization. Effective leadership skills on the part of the students would prepare them to be able



to influence the decision of others, which would consequently make them good businesspeople (Barral, Ribeiro, and Canever, 2005).

Preeti (2017) conducted a study on the relationship between entrepreneurship education and entrepreneurial motive. She discovered that even though entrepreneurship courses were taught in the majority of the reputable higher education institutes in India, very little emphasis has been given towards finding out the effect of entrepreneurship education and their intentions to become entrepreneurs. This was one of the findings of her study. The findings point to a positive correlation between educational experiences in entrepreneurship and the intention to engage in entrepreneurial activity. This finding validates the effect that entrepreneurship education has on entrepreneurial intentions and also encourages academicians to develop courses on entrepreneurship and to increase the entrepreneurial motive among students. The research conducted by Pretheeba and Venkatapathy (2018) found that there was a significant impact of entrepreneurship educational on entrepreneurial motive among students in India. Their findings showed that the impact of entrepreneurship educational on entrepreneurial motive was significant. The authors emphasized that a course on entrepreneurship should be made available to students of other disciplines through entrepreneurship-focused modules without any restrictions, in addition to students majoring in business-related fields.

Aliyu (2015) conducted a study on entrepreneurship educational on entrepreneurial motive among Nigerian University Students and reported that entrepreneurial education and training need to be enhanced further to increase awareness and change the mind-set of the students toward imbibing entrepreneurial culture and reduce over reliance on government and other formal sectors. Christina (2018) conducted a study on the assessment of entrepreneurship education on entrepreneurial motive among undergraduates in University of Cape Coast. Results of the analysis show a significant impact of entrepreneurship education on entrepreneurial motive. Li and Wu (2019) examined the influence of entrepreneurial education and students' entrepreneurial motive in China and findings revealed that there was significant relative influence of entrepreneurial education and entrepreneurial motive. Furthermore, the findings provide evidence that individuals who perceive high team cooperation may focus more on self-motivational factors (self-efficacy and passion) and in turn affect their entrepreneurial intention in the process of entrepreneurial education. Moriano, Gorgievski, Laguna, Stephan, and Zarafshani (2017) conducted a study in Malaysia and found that appropriate entrepreneurship education and exposure significantly influence students' intention of becoming entrepreneurs.

Marques and Valente (2019) conducted a study on the influence of personal and environmental factors on entrepreneurship motive among undergraduates in Portugal and found that the components of personal and environmental factors (communication skills, leadership skills and environmental variability) had positive relationship with entrepreneurship motive. Another study conducted by Singh, Verma & Rao, (2016) on the influence of individual and socio-cultural factors on entrepreneurial motive among students in India and found that individual factors such as communication and leadership skills had significant influence on entrepreneurial motive. The author affirmed that having good communication skills and the ability to influence decision could influence entrepreneurial motive. Smith, Rees & Murray (2016) examine the influence of personal and environmental factors on entrepreneurship motive among students in US and found that personal and environmental factors had significant relationship on entrepreneurship motive. A more recent study conducted by Barral, Ribeiro and Canever (2018) on the influence of university environment on entrepreneurial motive among students in public and private universities in Brazil and found that the university had significant influence on entrepreneurial motive among students. The authors affirmed that a friendly and business oriented university environment tend to increase the entrepreneurial motive of the students.

METHODOLOGY

The research design employed for this study was the descriptive research design of cross sectional type. The cross-sectional survey design was employed by the researcher because it involves the collection of information from the given sample of population elements once and has advantages such as representative sample and reduction in response bias. Consequently, the cross-sectional strategy of data collection for this study involves the cross-section of a target population of private university students in Southwestern, Nigeria. The target population for this study is private university undergraduates in Southwestern, Nigeria from the ages of 16 years and above. This is because the entrepreneurship for students starts at the first year of the students' enrolment in the university which could enhance their motive right from that moment. Out of 37 private universities in Southwest Nigeria, fifteen (15)



were randomly selected across the six states in the region. The convenience sampling technique was employed as a type of non-probability or non-random sampling where two-hundred and forty-students were used as sample size

A questionnaire was used as an instrument for data collection. The questionnaire is titled “Entrepreneurship Education, institutional Factor Entrepreneurial Motive Scale” (EEIFEMS). The questionnaire was structured into two sections. Section A examined the socio-demographic characteristics including gender, level and age. Section B measures the Entrepreneurship Education, institutional Factor Entrepreneurial Motive and it consisted of ten (20) items. The content and face validation of the questionnaire was done by giving it to two experts in the field of Management, Lead City University, Ibadan. The comments and corrections suggested were effected. In ensuring the reliability of the questionnaire, a pilot study was conducted by administering 20 copies of the questionnaire on undergraduate students of University of Ibadan. The Cronbach Alpha reliability coefficients were reported as follows: entrepreneurship education ($\alpha = 0.87$), institutional factors ($\alpha = 0.81$) and entrepreneurial motive ($\alpha = 0.84$).

The researcher employed four trained research assistants who went to the field for data collection. Two hundred and thirty-two responses were got from the respondents which were later used for the data analysis. The research question 1 was analysed using descriptive statistics such as frequency counts, percentages and means while research question 2 was analysed using ANOVA. Inferential statistics of Pearson’s product moment correlation (PPMC) was used to test hypotheses 1 & 2 with the aid of the Statistical Package for Social Science (SPSS, 21) at 0.05 level of significance.

RESULTS

Table 1: Demographic information of the respondents

Demographic Characteristics		Frequency	Percentage
Gender	Male	96	41.4
	Female	136	58.6
Age	16-18years	136	58.6
	19-21 years	85	36.6
	22 years and above	11	4.7
Level	100	67	28.9
	200	89	38.4
	300	43	18.5
	400	33	14.2

Source: *Field survey, 2021*

Table 1 showed that female (58.6%) respondents were more than the male (41.4%). Respondents whose age fell between 16-18 years (58.6%) had the highest population followed by those between 19-21 years (36.6%) and those between 22 years and above had the least number of participants (4.7%). Respondents who were in 200 level (38.4%) had the highest participants, followed by those in 100 level (28.9%), 300 level (18.5%) while those in 400 level (14.2%) had the least participants.

ANSWERING OF RESEARCH QUESTIONS

Research question 1: What is the impact of entrepreneurship education on entrepreneurial motive among private university students in Southwest, Nigeria?

Table 2: Impact of entrepreneurship education on entrepreneurial motive

	SA	A	D	SD	\bar{X}	S.D
My institution enabled an entrepreneurship project for students	65 (28.0%)	148 (63.8%)	17 (7.3%)	2 (0.9%)	3.24	1.09
My institution use materials about entrepreneurship as supplementary teaching material	48 (20.7%)	131 (56.5%)	4 (1.7%)	11 (4.7%)	3.24	1.08
My institution promote local entrepreneurship in the teaching	52 (22.4%)	118 (50.9%)	40 (17.2%)	22 (9.5%)	3.14	1.20
My institution discuss (with students) about entrepreneurship connected to subject	81 (34.9%)	121 (52.2%)	23 (9.9%)	7 (3.0%)	3.16	1.20



My institution enable students to organize a bring-and-buy sale	57 (24.6%)	98 (42.2%)	48 (20.7%)	29 (12.5%)	2.43	1,23
My institution organize an entity connected with entrepreneurship	77 (33.2%)	124 (53.4%)	27 (11.6%)	4 (1.7%)	3.31	0.99
My institution have students make a business plan	89 (38.4%)	117 (50.4%)	20 (8.6%)	6 (3.1%)	3.67	0.60
Weighted mean: 3.17						

Note: SA= Strongly agree, A= Agree, D= Disagree, SD= Strongly disagree

Result from Table 2 reveals the impact of entrepreneurship education on entrepreneurial motive among private university students in Southwest, Nigeria. It shows that My institution have students make a business plan ($\bar{x} = 3.67$) was ranked highest by the mean score rating and was followed in succession by 'my institution organize an entity connected with entrepreneurship' ($\bar{x} = 3.31$), my institution enabled an entrepreneurship project for students and my institution use materials about entrepreneurship as supplementary teaching material ($\bar{x} = 3.24$) respectively. Also, my institution discuss (with students) about entrepreneurship connected to subject ($\bar{x} = 3.16$), my institution promote local entrepreneurship in the teaching ($\bar{x} = 3.14$) and lastly, my institution enable students to organize a bring-and-buy sale ($\bar{x} = 2.43$).

The average mean is 3.17, it could be concluded that entrepreneurship education had high impact on entrepreneurial motive among private university students in Southwest, Nigeria.

Research question 2: What is the influence of environmental and personal factors on entrepreneurial motive among private university students in Southwestern, Nigeria?

Table 3: ANOVA table showing the influence of environmental and personal factors on entrepreneurial motive

	Sum of squares	Df	Mean Square	F	Sig
Between Groups	585.948	3	195.316	4.304	.000
Within Groups	10346.998	228	45.381		
Total	10932.947	231			

It was revealed that there was a significant influence of environmental and personal factors on entrepreneurial motive ($F = 4.304$; $P < 0.05$). This shows that ability of students to adapt to changes in the environment and having good communication skills as well being able to influence the decision of others could influence their entrepreneurial motive.

TESTING OF HYPOTHESES

H_{01} : There is no significant relationship between entrepreneurship education and entrepreneurial motive among private university students in Southwest, Nigeria.

Table 4: Relationship between entrepreneurship education and entrepreneurial motive

Variable	Mean	SD	N	Df	R	Sig	Remark
Entrepreneurship education	25.56	4.42	232	239	203**	0.000	Sig.
Entrepreneurial motive	33.30	6.31					

*significant at 0.05

Table 4 presents the relationship between entrepreneurship education and entrepreneurial motive. Results indicated that there is significant positive correlation between entrepreneurship education and entrepreneurial



motive ($r = 0.203^{**}$; $p < 0.05$). This means that proper entrepreneurship education would enhance entrepreneurial motive among students. Therefore, H_0_1 is rejected.

H_0_2 : There is no significant relationship between environmental and personal factors and entrepreneurial motive among private university students in Southwest, Nigeria.

Table 5: Relationship between institutional factors and entrepreneurial motive

Variables	Mean	Std. Dev	1	2	3	4
Entrepreneurial motive	33.30	6.31	1			
Environmental variability	15.02	3.79	.210**	1		
Communication skills	17.80	4.22	.331**	.203**	1	
Leadership skills	21.17	5.07	.421**	.186*	.165*	1

*significant at 0.05

Table 5 summarises the zero-order Pearson correlation between components of environmental and personal factors and entrepreneurial motive. The results show that significant correlations were obtained between environmental variability and entrepreneurial motive ($r = 0.210$, $p < 0.05$), communication skills ($r = 0.331$, $p < 0.05$) and leadership skills ($r = 0.331$, $p < 0.05$).

DISCUSSION

Result from research question one revealed that entrepreneurship education had high impact on entrepreneurial motive among private university students in Southwest, Nigeria. This means that the introduction and teaching of entrepreneurship in the universities could enhance the entrepreneurial motive of the students. This finding corroborates with that of Pretheeba and Venkatapathy (2018) who examined the impact of entrepreneurship educational on entrepreneurial motive among students in India and reported that there was significant impact of entrepreneurship educational on entrepreneurial motive. It was emphasised that entrepreneurship course should be offered to students of other disciplines through entrepreneurship focused modules without any restriction along with the students in business related majors.

Result from research question two revealed that there was a significant influence of environmental and personal factors on entrepreneurial motive. This means that having a good communication skills and effective communication skills would influence entrepreneurial motive among students. The finding supports that of Singh, Verma & Rao, (2016) who examined the influence of individual and socio-cultural factors on entrepreneurial motive among students in India and found that individual factors such as communication and leadership skills had significant influence on entrepreneurial motive. It is affirmed that having good communication skills and the ability to influence decision could influence entrepreneurial motive.

The result on hypothesis one revealed that there was entrepreneurship education and entrepreneurial motive. This means that when the universities introduce entrepreneurship education into the school curriculum, it could enhance students' entrepreneurial motive. The finding lends credence with that of Preeti (2017) who examined the relationship between entrepreneurship education and entrepreneurial motive and reported that there was positive relationship between entrepreneurship education and entrepreneurial intention. The researcher encourages academicians to develop courses on entrepreneurship and to increase the entrepreneurial motive among students.

The result on hypothesis two revealed that there was significant positive correlations between the components of environmental and personal factors on entrepreneurial motive. The finding validates that of Smith, Rees & Murray (2016) who examined the influence of personal and environmental factors on entrepreneurship motive among students in US and reported that personal and environmental factors had significant relationship with entrepreneurship motive

CONCLUSION AND RECOMMENDATIONS

Unemployment has been one of the challenges faced by Nigerian graduates which has eaten deep into the society. Having knowledge of entrepreneurship could be inculcated into the students during their time in the university as this would make them to be meaningfully engaged after graduation. Based on the findings of the study, it could be concluded that entrepreneurship education and environmental and personal factors could enhance entrepreneurial motive among undergraduate students. It could therefore be recommended that:



1. Universities should expand the number of entrepreneurship courses/ trainings as well as provide the opportunity to take entrepreneurial course/training to the students from all the faculties/departments as this could enhance their entrepreneurial motive.
2. Students should sharpen their communication skills and also engage in leadership training program which could make them to possess persuasive skill and become a leader which could make them to become a successful entrepreneur.
3. More pedagogical approaches and tools should be used in entrepreneurship education so as not to render the entire concept as an academic exercise.
4. There should be introduction of compulsory entrepreneurship program in schools and universities with the aim of producing and inculcating the culture and habit of becoming entrepreneurs in the lives of the students as this would also reduce the rate of unemployment among students after graduation.
5. The universities should promote entrepreneurship through entrepreneur and business role models to draw a positive image of entrepreneurship in the campus and to motivate students to pursue their projects. It is also pertinent to facilitate interaction between experienced entrepreneurs and the students which could enhance their entrepreneur motive.
6. Also, government should stimulate economic growth, a deliberate of encouraging of entrepreneurial graduates.

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