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ENTREPRENEURIAL ALERTNESS AND UNDERGRADUATE STUDENTS' INTENTION IN NIGERIA

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Abstract

These days, entrepreneurship is one of the effective solutions in addressing a range of social and economic issues. Entrepreneurial development requires an understanding of the factors that are intrinsic to the entrepreneurial process. The current study examines the relationship between university students' entrepreneurial intention and innovativeness and entrepreneurial awareness, as well as the effect of family support in these associations. Research is needed to address the difficulty of not understanding the characteristics that determine entrepreneurial intention. Clarity is needed regarding the conditions and situations that can affect an individual's desire to start a business. Purposive sampling was one of the exploratory quantitative approaches that the researchers used. The population of the study is 1383 students from all Fed. Universities in South-east Nigeria, 700 respondents were purposively drawn from the population as sample. The results demonstrated there is significant relationship between undergraduate students' intention to start their own business and their entrepreneurial alertness, there is significant relationship between undergraduate students' intention to start their own business and with innovativeness, there is significant relationship between Family support and

undergraduate students' intention to start their own business. The study indicates that when trying to encourage college students to take entrepreneurial actions through policies or educational programs, educators and policymakers should take into account the influence of exogenous factors (like family support). They should also reconsider the current models of entrepreneurial education that are widely used in our educational system in order to incorporate the inclusiveness of both exogenous and endogenous factors that influence entrepreneurship.

Keywords: Entrepreneurial alertness, Entrepreneurial intention, Family support Innovativeness.

INTRODUCTION

One pathway to making people survive and earn a living is through entrepreneurship (Botsaris & Vamvaka, 2016). As entrepreneurship is synonymous with self-employment, it is believed to be an effective strategy in handling the issue of employability, particularly among youths (Bako, Ajibode, Oluseye & Aladelusi 2017). It is against this background that Akpan, Efong & Ele (2012) noted that adopting entrepreneurship education aims to equip individuals to be self-reliant and achieve faster economic development. This is pertinent because one of the most significant challenges facing developing countries such as Nigeria is how to stimulate economic growth and lift a more substantial percentage of the population out of the doldrums of poverty. Encouraging and supporting entrepreneurship has become a central element of economic development in countries worldwide (Engle, Schlaegel & Delanoe, 2011).

Accordingly, entrepreneurial intention is a value-creation process that involves investing time and energy while taking into account financial, social, and other risks that could result in financial benefit (Izlem and Nurdam, 2016). Assuming the associated financial, psychological, and social risks are proportionate to the rewards of monetary and personal happiness, it entails investing the required time and effort to create something new and valuable (Hisrich et al., 2005). The conviction held by those who aspire to launch a new

company and expect to do so in the future is known as entrepreneurial ambition (Dung & Tu, 2021). According to Dao et al. (2021) entrepreneurial intention is a behavioral process that entails seeking, assessing, and seizing business opportunities in order to launch new ventures.

Over the past five years, Nigeria has seen two recessions and a more than doubled unemployment rate, which has negatively impacted government efforts to implement policies aimed at stimulating growth and creating jobs (Olurounbi, 2021). In the fourth quarter, (Q4) of 2020, there were 23.19 million unemployed Nigerians as a result of job losses brought on by the COVID-19 epidemic and its crippling effect on companies at the time (National Bureau of Statistics, 2020).

From December to March 2021, the unemployment rate in Nigeria increased from 27.1 percent to 33.3 percent (Egwuatu, 2021). Inferentially, a third of the 69.7 million workers in the most populous country in Africa either did nothing or put in fewer than 20 hours a week at work (Olurounbi, 2021). Thus, entrepreneurship is essential to both individual survival and the sustainability of economic development due to the high unemployment rate and a contracting economy (Anjum et al., 2021). Moreover, entrepreneurial aspirations indicate the level of preparation and effort one is willing to put forth in order to engage in entrepreneurial behavior (Schlaegel et al., 2021).

Research is needed to address the difficulty of not understanding the characteristics that determine entrepreneurial intention. Clarity is needed regarding the conditions and situations that can affect an individual's desire to start a business. it is imperative to understand the factors that predict entrepreneurial intention. What situational circumstances can therefore influence entrepreneurial intention is a crucial question. Existing research, such as Shan et al. (2017), has brought up questions regarding why certain people are able to recognize new chances while others act in ways that take

advantage of them. In order to understand undergraduate entrepreneurial intentions, it is important to consider endogenous variables like innovativeness and entrepreneurial alertness (Ahmed et al., 2020; Al-Mamary et al., 2020; Gill et al., 2021; Jiatong et al., 2021; Palladan & Ahmed, 2021; Puapradit & Supan, 2021; Turulja et al., 2020). This extends the ideation and execution phase of the ideation process. Conversely, entrepreneurial alertness is the ability to recognize business possibilities and deploy resources to capitalize on them in order to generate value (Puapradit & Supan, 2021).

According to studies (Gill et al., 2021; Schlaegel et al., 2021; Urban, 2020; Wathanakom et al., 2020), entrepreneurial events can be successfully carried out by these qualities (enterprising alertness and innovativeness). Scholars have proposed that entrepreneurship serves as a catalyst for economic growth, employment generation, and sustainability in developing economies (Alvarez & Barney, 2010). Existing research on the endogenous factor (such as innovativeness and entrepreneurial alertness) that triggers entrepreneurial intentions, however, has produced inconsistent findings from various cultural and contextual viewpoints (Al-Mamary et al., 2020; Biswas & Verma, 2021; Colman et al., 2019; Erden & Erden, 2020; Jiatong et al., 2021; Li et al., 2020).

Research on the simultaneous interaction and moderating effects of external factors (such family support) on these relevant variables, which can either strengthen or diminish the link, is, nevertheless, lacking. According to Annisa et al. (2021), family support is always associated with high levels of effective resource coordination, which ensures that resources obtained from a combination of family and non-family members are used to support innovation and the development of wealth throughout generations as a common objective in family businesses. Therefore, previous research has advocated for more investigations on the effects of exogenous factors like family support on students' intentions to become entrepreneurs (Baco et al., 2017; Fayolle & Linan, 2013).

The current study examines how family support serves as a necessary condition in the interactions between innovativeness and entrepreneurial awareness in order to attain entrepreneurial aim, especially in a dynamic and changing business environment. This study advances our knowledge of entrepreneurial intention in three ways: It first demonstrates the direct relationship between entrepreneurial ambition and inventiveness and attentiveness. Second, it looks at how family support directly affects students' intentions to launch their own businesses, and third, it looks at the significance of family support for undergraduate students' aspirations to do just that.

Hypotheses

Based on the literature review, the researchers therefore made the following hypotheses:

$H0_1$: There is no significant relationship between undergraduate students' intention to start their own business and their entrepreneurial alertness.

$H0_2$: There is no significant relationship between undergraduate students' intention to start their own business and innovativeness

$H0_3$: There is no significant relationship between Family support and undergraduate students' intention to start their own business.

Review of Related Literature

Intention-Behavior Theory

The present study draws upon the existing literature on intention-behavior theory, which is based on the theories of planned behavior and entrepreneurial event theory(Ajzen, 2001, 2005). These theories serve as a foundation for understanding entrepreneurial events that go beyond entrepreneurial intention. The tenets of these theories include the following: subjective norms (exogenous/social factors), propensity to act on opportunities, perception of available knowledge, perception of desirability and feasibility, personal attitudes (the intention or preponderance to behave in a particular way), perceived behavioral control (ease of enacting a behavior and controllability) (Ajzen 2001, 2005). It is suggested that an examination of the relationships among these tenets can shed light on undergraduate students' entrepreneurial intentions.

Because of this, undergraduate students are more likely to start a new business venture when there is a synergy between their perception of the event's desirability and viability (innovativeness) and their intention to act on any potential opportunities based on their entrepreneurial alertness, available knowledge, and subjective norm/social factors (family support). These theories were used to describe the circumstances of the conceptual model inherent in analysis based on direct and indirect/moderation relationships among the study variables, as well as the endogenous and exogenous factors impacting students' ambition to start their own business (Hayes, 2018). The clear correlation between inventiveness, entrepreneurial awareness, and entrepreneurial intention is thus explained by these hypotheses and among the study variables (independent and dependent variables), entrepreneurial intention and the protective function of family support serve as boundary conditions. The foundation of our chosen model is the idea that undergraduate students' innovativeness, entrepreneurial awareness (IVs), and entrepreneurial intention (DV) are directly correlated with family support.

Conceptual Framework

Entrepreneurial alertness

The definition of entrepreneurial alertness is the ability to recognize new business possibilities and use the resources at hand to capitalize on them in order to provide value (Pua pradit & Supan, 2021). According to Izlem and Nurdan (2016), entrepreneurial alertness is an attitude that significantly influences one's intention to act on opportunities in an entrepreneurial event based on the knowledge that is currently available for such entrepreneurial objectives. Because it is the cognitive engine guiding the process of opportunity identification in entrepreneurship, it is regarded as a dependable method for effective communication and transition of entrepreneurial intention (Gill et al., 2021).

Nonetheless, research has shown that entrepreneurial alertness offers an effective mechanism for the tendency to act on potential opportunities based on the perception of available knowledge as a result of the perception of desirability and feasibility in the entrepreneurial event (e.g., Alvi & Sharma, 2017; Biswas & Verma, 2021; Gill et al., 2021; Jiatong et al., 2021; Odebunmi et al., 2020; Urban, 2020). It is therefore possible to argue that people who possess high levels of entrepreneurial awareness are predisposed to seek out and identify changes in their surroundings and adjust their cognitive framework to take into account new information (Gaglio & Katz, 2001). Thus, having an entrepreneurial mindset helps people spot opportunities that others may have missed. This is relevant because it encourages people to conceive new goods and services that do not yet exist and to find novel ways to address market and customer demands in information already in existence, which promotes the idea of entrepreneurship (Baron, 2006).

Innovativeness

Innovativeness is the intention toward creativity and experimentation in the creation of novel goods, services, and technological advancements via the investigation and

formulation of novel procedures (Law and Breznik (2017). It implies a crucial tactic for the survival, prosperity, and revitalization of commercial organizations (Nambisan & Baron, 2013), which increases a person's intention to be creative and leads to the development of new goods, services, or manufacturing techniques (Schlaegel et al., 2021). According to Mirjana et al. (2018), the most important element of a business plan that gives a person an advantage over rivals is innovation.;It is the engine that calls for the mobilization of both outside and internal resources (Al-Mamary et al., 2020).

Research has demonstrated that innovativeness has a number of beneficial effects, including on entrepreneurial willingness (Dung & Tu, 2021), entrepreneurial intention (Erden & Erden, 2020), and entrepreneurial role models (Efrata et al., 2021). It appears that a key psychological characteristic that motivates entrepreneurial intention is innovativeness. Therefore, those who exhibit personality traits consistent with an ambition to pursue entrepreneurship are more innovative and inclined to take more risks than those who do not (Colakoglu & Gozukara, 2016). This research indicates that students who have a strong intention towards innovation are more likely to put in a great deal of effort and endurance when they are starting their own business.

Students who don't have much of an inventive streak, on the other hand, are more prone to doubt their skills and worry more after failing and facing obstacles, which makes them less inclined to consider starting their own business. Numerous studies (e.g., Murphy & Lambrechs, 2015; Laspita et al., 2012) have demonstrated the influence of close relatives on entrepreneurial events and role models. Furthermore, a strong positive correlation has been shown between family support and entrepreneurial intention in previous research (e.g., Annisa et al., 2021; Budi yono & Setyawasih, 2020; Lingappa et al., 2020).

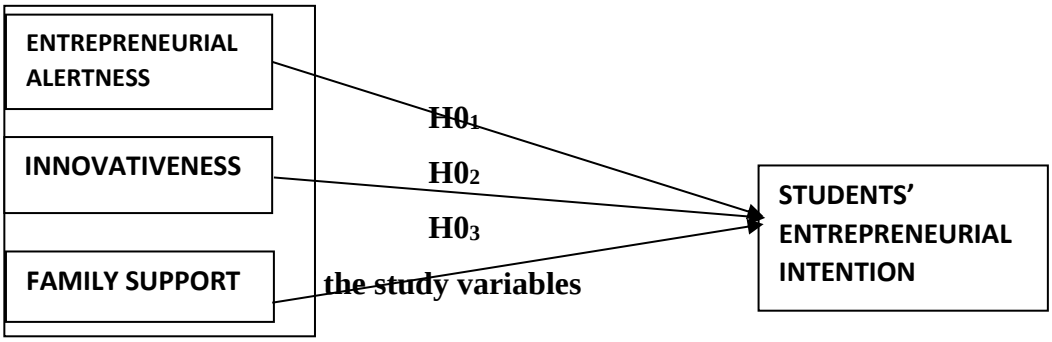

Fig. the study variables

Methods

The present study employed a cross-sectional exploratory research strategy, grounded on the positivist methodological perspective, to examine the research problem at a particular point in time (Setia, 2016). Our sample consists of Nigerian undergraduate students in their final year. The study's attention to this demographic has increased awareness of self-employment and wealth creation. The survey included 1380 final-year students from federal universities in southeast Nigeria as used by Anselem , Obinna & Leonard (2022). To avoid the common bias errors associated with self-measures (Podsakof et al., 2003). 700 respondents were purposively drawn from the population as sample. A total sample size of 700 individuals is needed to illustrate middle-size effects, as the sampling population consists of undergraduate final-year students from the faculties of management science. Following their informed consent to take part in the study, a random selection process was used to choose the eligible participants. There were guarantees given to the participants that the data they answered on the questionnaire would remain confidential. This was censured by the questionnaire's lack of any means of identifying the participant.

Measures of Innovativeness

Hurt et al. (1977) developed the Individual Innovativeness Scale to measure innovativeness. This 20-item measure gauges people's attitudes about creating and putting

innovative ideas into practice. It has been utilized in recent studies and is a well-known and accepted indicator of an individual's innovativeness (e.g., Bautista et al., 2018; Colman et al., 2019). A five-point Likert scale is used for the response format: strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5. Examples of such statements are: "I like to experiment with new concepts" and "I often devise my own solutions to problems when the solution is not obvious." Higher scores suggest a more inventive personality trait in the respondent. According to Hurt et al. (1977), the Cronbach's alpha coefficient was 0.89 and Anselem et al., (2022) reported a Cronbach alpha above 0.7. The present investigation reported a Cronbach alpha above 0.8.

Reliability Test

Item	Obs	Sign	item-test correlation	item-rest correlation	average interitem covariance	alpha
entatt	70	+	0.8397	0.7039	.2003079	0.8152
innovt	70	+	0.8525	0.7291	.1973622	0.8047
famsup	70	+	0.7872	0.6216	.2211486	0.8488
intstb	70	+	0.8642	0.7454	.1909204	0.7975
Test scale					.2024348	0.8563

Instrument for Entrepreneurial alertness

The Entrepreneurial Alertness Scale, created by Tang et al. (2012), was used to gauge entrepreneurial alertness. The 13-item scale is intended to assess the ability to identify and seize fresh possibilities. Every item is rated on a five-point Likert scale from (1) to (5) "Strongly agree" to "Strongly disagree." Examples of such statements are: "I have an extraordinary ability to smell profitable opportunities." "I see links between seemingly unrelated pieces of information." "I am always looking for new information." An elevated score signifies an increased intention towards being aware of innovative company concepts. According to Tang et al. (2012), the Cronbach's alpha coefficient was 0.87.

Anselem et al., (2022) reported a Cronbach alpha 0.8, dependability coefficient was obtained in the current investigation.

Instrument for Family support

Uddin and Bhuiyan (2019) created a 13-item family support scale to measure how families were seen to aid in several areas, including emotional support, personal needs, financial assistance, money or other necessities, important decisions, health care, and social gatherings. A few examples include, "My family helps me with daily activities," "My family helps me solve my problems," as well as "I am satisfied with my family support." A 4-point Likert scale is used to rate the items, with 1 representing "None of the time" and 4 representing "Much of the time." Higher scores correspond to higher levels of perceived family support. Cronbach's alpha was found to be 0.94 by Uddin and Bhuiyan (2019). An α coefficient of 0.8 was obtained in the current investigation.

Instrument for Entrepreneurial intention

An individual's ambition to become an entrepreneur was measured using a 6-item Entrepreneurial ambition Questionnaire created by Linan and Chen (2006). This questionnaire measured perceived behavioral control, personal attitude, and subjective norms. The scale's items are rated using a 5-point Likert scale, with 1 representing "Strongly Disagree" and 5 representing "Strongly Agree." Examples of such statements are, "My professional goal is becoming an entrepreneur," "I am ready to make anything to become an entrepreneur," and "I am determined to create a frm in the future." A reliability coefficient of 0.95 for Cronbach's alpha was found by Linan and Chen (2006). An α coefcient of 0.8 was obtained in this investigation.

Model Specification

Intention to start a business = f(Entrepreneurial alertness, Innovativeness, Family Support)

INTSTB = $\beta_0 + \beta_1$**ENTATT**$+ \beta_2$**INNOVT**β_3 **FAMSUP** $+u_i$

Where:

INTSTB = Intention to start a business

ENTATT = Entrepreneurial alertness

INNOVT = Innovativeness

FAMSUP = Family Support

Ui = Error Term or Stochastic Variables

$B_{1-}\beta_n$ = Coefficients of Regression

α_0 = the intercept

Results

The study's inclusion criteria were satisfied by final-year students who had taken an entrepreneurially related course at their enrolled university but did not yet own or launch any enterprises. Excluded from consideration are students from the designated universities, individuals who have not completed any entrepreneurship-related coursework, people who have already started a business, and members of other year groups who are not in their final year.

Out of the 1383 copies of the questionnaire that the researcher circulated, only 711 were sent back. Data analysis was done on 700 valid copies of the 711 returned questionnaires, yielding a valid response rate of 51.4%. This low response rate resulted due to the fact that this survey was carried out during their last semester in school (exam preparation period challenges as pointed out by their SUG president). 11 copies of the 711 completed surveys were destroyed due to improper completion. There were 476 male students (68%) and 224 female students (32%) in the sample.

Descriptive Statistic

variable	mean	p50	max	min	N
entatt	4.277143	4	5	3	700
innovt	4.285714	4	5	3	700
famsup	4.345714	4	5	3	700
intstb	4.291429	4	5	3	700

The descriptive statistics shows a sample size of 700 respondents and high agreement rate above 4 (mean value, max 5 and min 3).

Normality Test

Skewness/Kurtosis tests for Normality

				joint	
Variable	Obs	Pr(Skewness)	Pr(Kurtosis)	adj chi2(2)	Prob>chi2
entatt	700	0.1113	0.0001	16.62	0.0002
innovt	700	0.2436	0.0000	15.76	0.0004
famsup	700	0.0171	0.0000	31.84	0.0000
intstb	700	0.0692	0.0000	19.58	0.0001

The normality test shows normal distribution.

Correlation Table

	entatt	innovt	famsup	intstb
entatt	1.0000			
innovt	0.6564	1.0000		
famsup	0.5181	0.5282	1.0000	
intstb	0.6301	0.6693	0.5875	1.0000

The correlation table also established a positive correlation among the studied variables.

Regression Table

Source	SS	df	MS		
Model	134.321509	3	44.7738363	Number of obs	700
Residual	106.227063	696	.15262509	F(3, 696)	293.36
Total	240.548571	699	.344132434	Prob > F	0.0000
				R-squared	0.5584
				Adj R-squared	0.5565
				Root MSE	.39067

intstb	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
entatt	.2559609	.0346735	7.38	0.000	.1878838	.3240381
innovt	.3696317	.0356289	10.37	0.000	.2996787	.4395847
famsup	.2671226	.0311932	8.56	0.000	.2058786	.3283666
_cons	.4516727	.131186	3.44	0.001	.194105	.7092404

Test of Hypotheses

There is no significant relationship between undergraduate students' intention to start their own business and their entrepreneurial alertness. The OLS multiple regressions Table shows that entrepreneurial alertness (coef. 0.256, p=0.000), this implies that there is significant relationship between undergraduate students' intention to start their own business and their entrepreneurial alertness.

There is no significant relationship between undergraduate students' intention to start their own business and with innovativeness. The multiple regressions Table shows that entrepreneurial innovativeness (coef. 0.3696, p=0.000). This implies that there is significant relationship between undergraduate students' intention to start their own business and with innovativeness.

There is no significant relationship between family support and undergraduate students' intention to start their own business. The multiple regressions Table shows that family support (coef. 0.2671, p=0.000), this implies there is significant relationship between Family support and undergraduate students' intention to start their own business.

Discussion

To the best of our knowledge, this study is the first to investigate how family support influences students' concurrent intention to pursue entrepreneurship, entrepreneurial alertness, and innovativeness. By extending our understanding of entrepreneurial intention from the explicit influence of exogenous factors like family support, the current study, drawing on its findings, the researchers believe, contributes to our understanding of the interaction between endogenous factors (innovativeness and entrepreneurial alertness). Additionally, the findings demonstrated a favorable correlation between undergrad students' entrepreneurial intention and innovativeness.

Therefore, a higher level of innovativeness was linked to a higher intention to start a business.

The present study's findings align with prior research that has demonstrated a similar correlation between innovativeness and entrepreneurial goals (Biswas & Verma, 2021; Erden & Erden, 2020; Mirjana et al., 2018; Palladan & Ahmad, 2021). According to Wathanakom et al. (2020), innovation is what sparks the desire to start a business. According to Law & Breznik (2017), this suggests that innovativeness is a crucial component of entrepreneurial intention that supports people's learning capacity and foundational abilities so they can identify and seize chances and pick up new business development and management techniques.

The present study's findings align with prior research that has demonstrated a similar correlation between innovativeness and entrepreneurial goals (Biswas & Verma, 2021; Erden & Erden, 2020; Mirjana et al., 2018; Palladan & Ahmad, 2021). According to Wathanakom et al. (2020), innovation is what sparks the desire to start a business. According to Law & Breznik (2017), this suggests that innovativeness is a crucial component of entrepreneurial intention that supports people's learning capacity and

foundational abilities so they can identify and seize chances and pick up new business development and management techniques.

By utilizing the entrepreneurial alert theory, it becomes clear that people participate in entrepreneurial activities when they are aware of potential new opportunities and are willing to tolerate uncertainty in order to determine whether or not to act on the opportunity (Mcmullen & Shephered, 2006). According to Alvi and Sharma (2017), students are more likely to want to investigate a business opportunity when they recognize the intrinsic benefits of the opportunity that presents itself. Moreover, among undergraduate students, family support was strongly correlated with entrepreneurial intention; this supported hypothesis 3. This is in line with other research (e.g., Annisa et al., 2021; Budiyono & Setyawasih, 2020; Lingappa et al., 2020; Rani, 2012) that found a strong positive correlation between family support and entrepreneurial intention.

This suggests that people look to their families as important institutions when making decisions about starting a business and succeeding as entrepreneurs (Powell & Eddleston, 2013). The resource-based theory (Wade & Hulland, 2004) postulates that exogenous assets (like social support) that entrepreneurs can access and use to identify and seize market opportunities boost entrepreneurial intention. The family embeddedness perspective of family systems theory (Bowen, 1966) contends that the family plays a crucial role in shaping the entrepreneurial process, including launching a business (Aldrich & Clif, 2003). Since human intention is shaped by subjective norms, individual attitudes, and perceived behavioral control, these findings are also consistent with these theories.

The outcome in the third hypothesis is not in alignment with earlier research (Georgescu & Herman, 2020; Wang et al., 2018), which found an indirect relationship between an individual's goal to become an entrepreneur and exogenous factors (family support). On the other hand, there is a dearth of research on how social support influences the relationships between innovativeness and entrepreneurial intention. The conditional effect of family support is stronger in some environmental circumstances than in others, which

could account for the current findings (Schlaegel et al., 2021) as seen in Nigeria, where a lack of innovative business ideologies is a result of the country's bad economy and unsavory business regulations (Akpan et al., 2012; Egwuatu, 2021).

Hypothesis three (3) was supported because, among undergraduate students, family support moderated the link between entrepreneurial alertness and entrepreneurial ambition. Although there is little research in this area, this finding has been demonstrated and documented in earlier studies (Annisa et al., 2021; Budiyono & Setyawaish, 2020), which indicated a strong relationship in such an interaction. Given the subjective norm in the theory of planned behavior, however, it is clear that external variables—like family support—have an impact on the intention to start a business. Nonetheless, the desire to launch a new company is contingent upon the person's assessment of the activity's desirability and viability as well as their inclination to seize opportunities (entrepreneurial alertness).

This depends on the information about the opportunity that is currently available, which is based on how desirable an entrepreneurial event is judged to be, influenced by external factors like family support. As a result, a person's assessment of the information at their disposal and the support of their family influence whether they believe a new endeavor is feasible. Annisa et al. (2021), Biswas & Verman (2021), and Georgescu and Herman (2020) all make the argument that the idea of entrepreneurial events depends on the degree of support that one receives from important people.

5. Conclusion

First, by advancing the principles of Shapero's entrepreneurial event theory and theory of planned behavior in explaining family support as an exogenous factor that influences entrepreneurial intentions, our research made several significant theoretical, empirical, and practical contributions to the entrepreneurial literature. This was accomplished by finding that family support significantly moderated the relationship between entrepreneurial

alertness and entrepreneurial intention among undergraduate students, with the strongest association being between entrepreneurial alertness and an increase in entrepreneurial intention among those with high family support compared to those with low and moderate family support.

By examining integrated support variables and their role in influencing entrepreneurial attitudes and intentions, this study adds to the body of theoretical research on entrepreneurial intention. Empirically, by finding family support as a strong influencing variable, this research has advanced the field of entrepreneurial awareness research. Considering the body of research, it seems that this study is among the first to evaluate empirically the role of family support on entrepreneurial goals in relation to innovativeness and entrepreneurial awareness. By demonstrating the significance of these dual elements of entrepreneurial intention (endogenous and exogenous), the current study has opened up new avenues for research and filled a gap in the literature. This is in the direction of a more comprehensive understanding and perspective of the entrepreneurial processes. In a practical sense, society and the educational system in particular could use the study's results as a springboard to create initiatives that support students' growth in assertiveness and self-efficacy as potential entrepreneurs. Higher education institutions, including colleges in Nigeria, ought to make their entrepreneurship courses more hands-on and goal-oriented.

Recommendation

I. Studies, projects, and internships are recommended in order to provide students a hands-on experience in the real world of entrepreneurship and postsecondary educational establishments can expand their offerings.
II. Courses on creativity and innovation should be included in the curriculum starting from the first year to sensitize students to careers as entrepreneurs.
III. Education policy should be formulators to recognize the importance of entrepreneurship education to national development; they should be more proactive

in making the educational system a primary facilitator and supplier of entrepreneurial knowledge and skill development for young people.

IV. Families ought to assist their students in all aspects of their careers as entrepreneurs, including financial support, emotional support, and personal needs.

V. Future research should think about extending the study to include undergraduate students from other regions of the nation and outside and longitudinal designs for future research should be taken into account, allowing students to be evaluated and followed up on at specific points throughout their university education.

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