



Moderating Role of Perceived Expertise Support on the Relationship between Entrepreneurship Education, Prior Work Experience, Societal Culture and Entrepreneurial Intention

Ali Iliyasu Ali¹, Murtala Aminu Ibrahim² and Shamsu Lawan Abubakar³

¹Department of Business Administration and Management, Kano State Polytechnic.

²Department of Business Administration and Entrepreneurship, Bayero University, Kano.

³Department of Business Administration, Yusuf MaitmaSule University, Kano.

Email: ali.iliyasu@yahoo.com

Abstract

Entrepreneurship is a global phenomenon affected by the emergence of new small and innovative start-up businesses which is positively resulting in economic growth across the world. It plays a significant role in creating new jobs, influencing governments to recognize and support entrepreneurial start-up activity. However, only a few students immediately after graduation start a business due to the fact that many students do not consider entrepreneurship as a career option. The objective of this paper is to review the related literature and highlight the need to investigate moderating role of perceived expertise support on the relationship between entrepreneurship education, prior work experience, societal culture and entrepreneurial intention among BUK post graduate students. The study is theoretically based on the theory of planned behaviour (TPB), social cognitive career theory (SCCT) and Expectancy theory. Self-administered survey method will be used to distribute questionnaire in order to collect primary data through a simple random sampling technique from postgraduate students of Bayero University Kano(BUK) that are active in status. The study will provide an enriched contribution to knowledge and significant implication to the theory and practices of entrepreneurship. The study will contribute in expanding the TPB, SCCT and expectancy theory. It will also signal to the practitioners such as the education authority as well as the government to look into the effect of entrepreneurship education and prior work experience as well as societal culture as influencing factors when moderated with perceived expertise support on post-graduate students 'entrepreneurial intention.

Keywords: Entrepreneurship education, prior work experience, societal culture, perceive

1.0 Introduction

Entrepreneurship is a global phenomenon affected by the emergence of new small and innovative start-up businesses which is positively resulting in economic growth across the world. Due to these new small businesses positive contributions to the economy (Uhlaner and Thurik, 2007), it

plays a significant role in creating new jobs, influencing governments to recognize and support entrepreneurial start-up activity. In the last few decades, the concept of entrepreneurship has become vital as a result of constant and increasing economic problems especially unemployment (García-Rodríguez, 2017). Countries are motivated



to increase the rate of entrepreneurship to promote economic and social well-being (Peng et al.; 2012).

However, with the development and progress of economic globalization, more and more people choose to start their own businesses under strong national and governmental supports, which not only promotes the economic development of the country, but also alleviates the employment situation to a certain extent (Barba-Sánchez and Atienza-Sahuquillo, 2018). Accordingly, relevant researches show an increasing number of office workers and college students are involved in the army of self-entrepreneurship, and entrepreneurship has become a trend in developing economies like China (Azoulay, Jones, Kim & Javier, 2020).

As Government in Nigeria has implemented entrepreneurship education into the Nigerian educational system, a segment of the population that is targeted in the promotion of attitude towards entrepreneurship is higher education students (HES) using entrepreneurship education programmes (Olorundare and Kayode, 2014). The most crucial question to be answered is, whether the students are showing their attitude or not towards entrepreneurship particularly in higher institutions is to be understood for the success of such initiatives. This is because entrepreneurship education often improves the attitude of students towards entrepreneurship (Wei Xingjian, Liu, & Jian, 2019). Without having a proper attitude, both cognitive competencies and non-cognitive competencies are difficult to achieve and sustain in the long run (Moberg, 2014).

Despite the implementation of entrepreneurship education and development programmes, youths' unemployment in Nigeria has been on an increase as numbers

of yearly graduates from institutions of higher learning continued to increase. The unemployment and underemployment rate according to NBS as of 2018 rose to 23.1 percent and 16.6 percent respectively (NBS, 2018), and is soaring upwards as the country records an unemployment rate of 27.1% in the second quarter of 2020 (NBS, 2020). Graduate employability, however, is only at 36% per graduate (Stutern, 2016), which strongly indicates a serious problem to the country's graduate employability (Mahmoud & Garba, 2019).

Typically contemplating career options by Tertiary students leads-up to and after graduation. Hisrich and Peters (2002) stated that very few students immediately after graduation will start a business due to the fact that many students do not consider entrepreneurship as a career option. In Nigeria, it is observed that the family members did not encourage their wards to engage in entrepreneurship. For long the Nigeria environment expects their educated young children to seek for paid employment in corporations, government parastatals or civil service (Bako et. al, 2017). This is an indication that the society does not support the entrepreneurial intentions of graduates about to enter into world of work. Therefore, this is a problem given the importance of new business start-ups to the society and economy and as a result, this issue becomes a research area requiring further investigation.

It is imperative to know more about the university students' career intentions so as to have a better understanding of the problem and also understand the impact of their individual environments. The question that separates those who choose to engage in entrepreneurship from those who do not is the interest of researchers (Ahmad, Xavier, & Bakar, 2014). Therefore, this study seeks



to examine the moderating effect of perceived expertise support on the relationship between entrepreneurship education, prior work experience, and societal culture on entrepreneurship intention.

Literature Review

2.0 Introduction

The paper reviews necessary literatures that are related to the study. It contains the concept of entrepreneurship, concept of entrepreneurial intention, entrepreneurship education and entrepreneurial intention, prior work experience and entrepreneurial intention, societal culture and entrepreneurial intention, perceived expertise support as a moderator, moderating effect of perceived expertise support on TPB model, conceptual frame work.

2.1 Concept of entrepreneurship

The term entrepreneurship origin has a history that can be traced back to 1732, when an Irish-French economist, Richard Cantillon used the word to refer to individuals with "a willingness to carry out forms of arbitrage involving the financial risk of a new venture" Minniti & Lévesque (2008). Woolf, (1980) says in a universal term, an entrepreneur is defined as one who organizes, manages, and assumes the risks of a business or enterprise. While this definition may seem plausible, some researchers like Shane and Venkataraman (2000), Bruyat and Julien, (2001), Ireland and Webb, (2007) argued that the field of entrepreneurship lacks a clear conceptual frame with no clear boundaries.

2.1.1 Concept of Entrepreneurial Intention

Entrepreneurial intention also referred to as entrepreneurial intent means the intention of an individual to perform an entrepreneurial behavior. Zhao et al. (2005) defined it as the

intention to start a new business venture, the intention to own a business as stated by Crant (1996), or the intention to be self-employed, Douglas and Shepherd (2002). A number of researchers among others that include (Krueger et al., 2000) have recognized that intent plays an important role towards becoming an entrepreneur. For the purpose of this study, entrepreneurial intention will be defined as an individual's intention to become self-employed.

2.2 Entrepreneurship Education and Entrepreneurship intention

Entrepreneurship education is the development of knowledge and skills either "about" or "for the purpose of" entrepreneurship generally, as part of recognized education programs at primary, post-primary or tertiary-level of educational institutions (Global Entrepreneurship Monitor, 2010). Harvard University is where entrepreneurship course was offered for the first time on February 1947(Katz, 2003). Ogundipe, Emmanuel, Kosile, Adejoke, Olaleye, Olugbenga, Ogundipe and Olatunde (2012) using a sample of graduating students of the Department of Guidance and Counseling and Business Education Students of Lagos State University, Nigeria, suggested that both courses have an impact on the intention to entrepreneurship thereby revealing that counseling students' intention to entrepreneurship is stronger than their business counterpart. Accordingly, Zwan, Zurrhout and Hessels (2013) in their work stated that positive relation exists between entrepreneurship learning indicators and self-employment intention. However, Liu, Lin, Zhao & Zhao (2019) in a study titled effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial intentions observed



that entrepreneurship education has positive effect on their entrepreneurial intention.

Numerous studies have reported positively significant relationship between EE and ENTI (see for instance, Ogundipe et.al., 2012; Zwan, Zurrhout & Hessels, 2013; Liu, Lin, Zhao & Zhao, 2019; Asimakopoulous, Hernandez & Pena, 2019; Boldureanu, Mariuca, Viorica & Boldureanu, 2020; Jena, 2020).

2.3 Prior Work Experience and Entrepreneurial intention

Shepherd and De Tienne (2005) imply that prior knowledge is associated with the realization of a greater and a number of innovative entrepreneurial opportunities. Prior knowledge as defined by Venkataraman (1977) is the distinct information ability of an individual about a specific subject matter, and could be as a result of education or previously attained work experience (Souitaris, 2007). Past business and entrepreneurial experiences as researches have shown influences an individual decision making and business performance (Dyke, Fischer & Reuber, 1992). Yaun, Qalati, Iqbal, Hussain, & Ali (2019) affirms that positive relationship exist between prior work experience and entrepreneurial intention in a study in Pakistan. Also, Nguyen (2018) in a study found that prior experience in self-employment also increases entrepreneurial intention among business students of Vietnam. Rashid, Mat, Marof, Nasuredin, Sanita and Isa (2012) in their work to study the relationship between professional attraction, entrepreneurial capacity and experience towards entrepreneurship intention found that professional attraction and entrepreneurial capacity are positively related to experience. The importance of PWE has been reported by numerous studies as an essential path in contributing to the

advancement of ENTI (Rashid at.al., 2012; Nyugen, 2018; Wen, Ali, Iqbal, Yasir & Ali, 2019; Yaun et.al., 2019).

2.4 Societal Culture and Entrepreneurship intention

Society is the arrangement of shared values that recognizes the member of one group from an alternate group (Hofstede, 1980; Mueller & Thomas, 2001). Etzioni (1987) contends that the qualities and standards that are principal in an individual social environment may influence his or her propensity to begin a business. Sajjad, Imran, Haroon, Dad, and Munir (2010) in their work titled the impact of culture on entrepreneurship intention found that different cultures influence entrepreneurship intention in different ways and also impacts on intention towards perceived feasibility and perceived desirability in different ways. Accordingly, the work of Rantanen and Toikko (2013) which is about social values, societal entrepreneurship attitude and entrepreneurial intention of young people in Finland shows that the young people in the Finnish state view entrepreneurship in the first place as a reasonable career option. Moreover, Radipere and Ladzani (2014) in their work the effects of entrepreneurial intentions on business performance opines that the magnitude of the business environment clearly confirms the positive impact of entrepreneurial intention on business performance. A study conducted by, Liu, Lin, Zhao & Zhao (2019) titled effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial intentions observed that entrepreneurial attitude has no obvious effect on the students entrepreneurial intentions. Studies reporting significant positive relationships between SC and ENTI (see: Sajjad et. Al, 2010; Rantanen &



Toikko, 2013; Radipere & Ladzani, 2014; Liu et.al, 2019).

2.5 Perceived Expertise Support as a Moderator

Entrepreneurial intention is also supported and encouraged via expertise in form of formal support for individuals as seen in literatures. Sperber and Linder (2018) asserts that “formal networks are embedded in a diverse group of actors within an economic area to which formal relations are set up”. According to Gelard and Saleh (2011), expertise or formal network is related to experience consultants, other entrepreneurs, agencies related to entrepreneurship activities, customer and supplier networks. Support from consultants and other professionals in the entrepreneurial community is seen as formal support. Going by the expectancy theory, Sperber and Linder (2018) opined that the combination of the effort of entrepreneur’s readiness and ability to execute and the perception of support expected form a basis of entrepreneurial intention. As higher support tends to reduces an individual’s effort required of the outcome of an activity, whereas lack of that support means or requires more of the individual’s personal effort (Sperber & Linder, 2018). If an individual perceives to have formal support via expertise in the form of consultancy assistance, then there will be more confidence from that individual regarding possible positive outcome, and therefore his intention will be higher.

In a similar vein, Hoogendoorn et al. (2019) posit that when individuals perceive insufficient information support at start-up phase, they will feel unsupported during the process of starting a business. Sharing knowledge and expertise reduces the ambiguity linked to entrepreneurship activity (McAdam & Marlow, 2007). For

example, knowledge and consultancy delivered through business incubators can help individuals build financial skills and transform their ideas into commercial enterprises (Van Rijnsoever, 2020). Such assistance is likely to improve an individual's attitude toward entrepreneurship. Therefore, based on the extant literature, it could be advanced that when nascent entrepreneurs feel they receive sufficient support from local institutions, they would be inclined to think favourably of entrepreneurial activity, not only because they feel supported but also because they develop a feeling of reciprocity toward such institutions

2.6 Moderating Effect of Perceived Expertise Support on TPB Model

Baron and Kenny (1986) postulated that what calls for the introduction of a moderator is when there are mixed or weak research findings, however for the moderating variable, significant relationship must exist with the dependent variable. Therefore, in line with the inconsistencies of findings on the relationship between EE, PWE and SC towards EINT, and positive relationship existence between EFS and EINT, the moderating influence of PES on the TPB model relationships is suggested in this study. The choice of PES as a moderator in this study was reinforced by the role of Expectancy theory (Vroom, 1964) on human development and economic success. The Expectancy theory holds that individuals have different sets of goals and can be motivated if they have certain expectations. Since knowledge/human capital development is contingent on economic progression (the same way as entrepreneurship), this study argues that PES can moderate the relationship between EE, PWE, and SC towards EINT of university

students. Therefore, the study propositions posit that;

- i Perceived Expertise Support will moderate the relationship between Entrepreneurship Education and Entrepreneurial intention.
- ii Perceived Expertise Support will moderate the relationship between Prior Work Experience and Entrepreneurial intention.
- iii Perceived Expertise Support will moderate the relationship between Societal Culture and Entrepreneurial intention.

The study is theoretically based on the theory of planned behaviour (TPB) developed by Ajzen (1988, 1991), social

cognitive career theory (SCCT) by Lent, Brown and Hackett (1994) and lastly Expectancy theory by Vroom (1964) which states that individuals have different sets of goals and can be motivated if they have certain expectations.

2.7 Conceptual Framework

In the study, perceived expertise support can moderate the relationship between entrepreneurship education, prior work experience as well as societal culture which are regarded as the independent variables that positively influence student entrepreneurial intention which is the dependent construct. As such, the proposed framework is presented below:

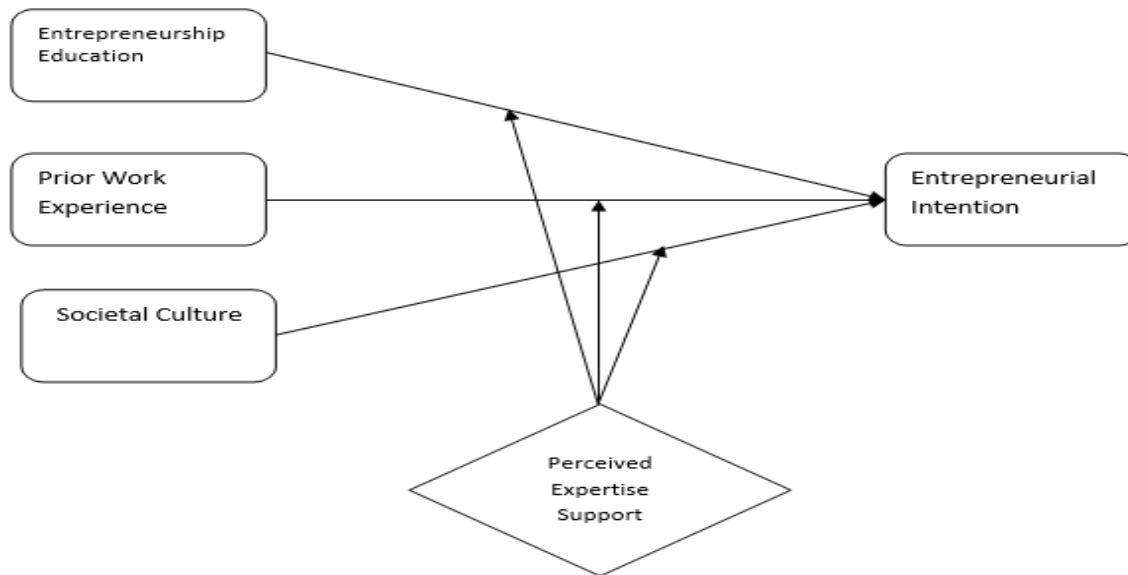


Figure 1.

3.0 Methodology

Based on literature, entrepreneurship education, prior work experience, societal culture are normally operationalized from the individual level perspective. Therefore, the unit of analysis in this study will be individual level and the target respondents will be BUK post-graduates students that are active in status as at when the study will be conducted.

The study will adopt a survey research design and will be cross-sectional as data will be collected at one point time. Therefore, a quantitative research design using cross sectional approach is considered suitable for this study, as quantitative research is a form of research that seeks to explain trends through gathering numerical data which should be analysed using statistical methods (Cohen, 1988). Primary data using self-administered questionnaire



will be collected among BUK post-graduate students (master's and doctoral students) of Bayero University Kano, Nigeria. The study will adapt measurements based on the previous studies relevant to the current research context (Churchill 1979). The total population of the study will be BUK post-graduate students that are active in status in BUK as at when the study will be conducted (2021 academic session), and will be used as the population size. Representative sample of the students will be chosen randomly out of BUK post-graduate students as at when the study will be conducted are to be surveyed.

4.0 Discussion

This study contributes both theoretically and practically.

Theoretically, this study has been able to examine the link between entrepreneurship education, prior work experience, and societal culture as factors influencing entrepreneurial intention when moderated by perceived expertise support. As such, it has contributed to the body of knowledge by supporting the previous studies on the established link between entrepreneurship education, prior work experience, societal culture, perceived expertise support on entrepreneurial intention. In addition, it has been able to expand literatures on the concept of entrepreneurship and indicates the factors that can enhance entrepreneurial attitude among youths.

More so, the study findings have been able to provide a support to TPB, SCCT and Expectancy theory by concretizing TPB which postulates on the intention of individuals to engage in certain activities, SCCT and Expectancy theory have also been expanded by this study through its findings that societal-entrepreneurship attitude or societal culture influences an

individual decision to become an entrepreneur.

Practically, it is expected that this study will provide an avenue for government and education authority to install a program that can improve the entrepreneurial intention attitudes among youths. In addition, it will point out to the education authorities that entrepreneurial experience is an important factor that determines entrepreneurial intention among graduates. As such, field-attachment or industrial training should be given optimum attention in order to enhance entrepreneurial intention attitude.

5.0 Conclusion

The importance of entrepreneurship towards Nigerian economy cannot be over emphasized due to its positive contributions to the economy as it plays significant role in creating new jobs. Consequently, studying the factors that will enhance entrepreneurial intention among Nigerian postgraduates is also important. The main objective of this paper is to review the related literature and highlight the need to investigate moderating role of perceived expertise support on the relationship between entrepreneurship education, prior work experience, societal culture and entrepreneurial intention among BUK post graduate students. Based on the previous literature reviewed, it is concluded that there is an evidence of link between entrepreneurship education, prior work experience, societal culture and entrepreneurial intention, as well perceived expertise support and entrepreneurial intention. Hence, perceived expertise support can serve as a moderator through which entrepreneurship education, prior work experience, societal culture can affect students' entrepreneurial intention. The proposed research framework incorporates entrepreneurship education, prior work experience and societal culture as



independent variables, perceived expertise support as moderating variable and entrepreneurial intention as dependent variable. Empirically testing of this proposed framework will significantly help academicians and administrators in understanding students entrepreneurial intent. In addition, it will be helpful to other policy makers and most importantly other researchers that may seek to work on entrepreneurial intention.

References

- Ahmad, S. Z., Xavier, S. R., & Bakar, A. R. A. (2014). Examining entrepreneurial intention through cognitive approach using Malaysia GEM data. *Journal of Organizational Change Management*, 27(3), 449–464. 10.1108/JOCM-03-2013-0035
- Ajzen, I. (1991). The theory of planned behavior. *Organisational Behavior and Human Decision Processes*, 50, 179-211.
- Ajzen, I. (2001). Attitudes. *Annual Review of Psychology* 52, 27-58.
- Asimakopoulous, G.; Hernández, V.; Peña Miguel, J. (2019). *Entrepreneurial Intention of Engineering Students: The Role of Social Norms and Entrepreneurial Self-Efficacy. Sustainability*, 11, 4314.25
- Azoulay, P., Jones, B. F., Kim, J. D., and Javier, M. (2020). Age and high-growth entrepreneurship. *Am. Econ. Rev.* 2, 65–82. doi: 10.3386/w24489
- Bako, Y.A., Ajibode, I.A., Oluseye A.B. & Aladelusi K. B. (2017). An Investigation of Entrepreneurial Intention Among Entrepreneurship Students in South-West Nigeria Polytechnics. *International Journal of Entrepreneurial Knowledge*. 5. 10.1515/ijek-2017-0008.
- Bandura, A. (1977). *Social Learning Theory*. Prentice Hall, Englewood Cliffs, NJ.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Barba-Sánchez, V.; Atienza-Sahuquillo, C. (2018). *Entrepreneurial intention among engineering students: The role of entrepreneurship education*. European. Res. Management. Business. Economics., 24, 53–61.
- Baron, R.M. and Kenny, D.A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6): p. 1173.
- Boldureanu, G.; Lache, C.; Paduraru, T.; Boldureanu, D.; Niculescu, N. (2020). Students' entrepreneurial competencies and orientation. *Current status and perspectives. Environment. Eng. Management. Journal.*, 12, 2071–2077.
- Bruyat, C., & Julien, P.A. (2001). Defining the field of research in entrepreneurship.
- Churchill, G. A. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research*, XVI, 64–73.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates Publishers.
- Crant, J.M. (1996). The proactive personality scale as a predictor of entrepreneurial intentions. *Journal of Small Business Management*, 34, 3, 42-49.
- Douglas, E.J. & Shepherd, D.A. (2002). *Self-employment as a Career Choice: Attitudes, entrepreneurial intentions, and utility maximization*. *Entrepreneurship Theory and Practice*, 26, 3, pp.81-90.



- Dyke, L., Fischer, E., & Reuber, A. (1992). An inter-industry examination of the impact of owner experience on firm performance. *Journal of Small Business Management*, 30.
- Etzioni, A. (1987). Entrepreneurship, adaptation and legitimation: A macro-behavioral perspective. *Journal of Economic Behavior and Organization*, 8, 175-189.
- García, F. J., Gil, E., Ruiz, I., & Gutiérrez, D. (2017). Entrepreneurial process in peripheral regions: the role of motivation and culture. *European Planning Studies*, 25(11), 2037-2056.
- Gelard, P., & Saleh, K. E. (2011). Impact of some contextual factors on entrepreneurial intention of university students. *African Journal of Business Management*, 5(26), 10707-10717. 10.5897/AJBM10.891
- Global Entrepreneurship Monitor (GEM). (2010).
- Hisrich, R. & Peters, M. (2002). *Entrepreneurship* (5th Ed.). McGraw-Hill. NY.
- Hofstede, G. (1980). *Culture's consequences: International differences in work related values*. Newbury Park, CA: Sage Publications.
- Hoogendoorn, B., van der Zwan, P., & Thurik, R. (2019). Sustainable entrepreneurship: The role of perceived barriers and risk. *Journal of Business Ethics*, 157(4), 1133-1154. <https://doi.org/10.1007/s10551-017-3646-8>.
- Ireland, R.D., & Webb, J.W. (2007). A Cross-disciplinary exploration of entrepreneurship research. *Journal of Management*, 33(6): 891-927.
- Jena, R. K. (2020). Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*, 107, 1-10. <https://doi.org/10.1016/j.chb.2020.106275>
- Katz, J. A. (2003). The chronology and intellectual trajectory of American entrepreneurship education: 1876-1999. *Journal of Business Venturing*, 18(2): 283.
- Krueger, N., Reilly, M., & Carsrud, A. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15, 5-6, 411-432.
- Lent, R.W., Brown, S. D., & Hackett, G. (1994). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counselling Psychology*, 47, 1, 36-49.
- Liu, X., Lin, C., Zhao, G., & Zhao, D. (2019). Research on the effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial intention. *Frontiers in Psychology*, 10, 869. <https://doi.org/10.3389/fpsyg.2019.00869>.
- Mahmoud, M. A., & Garba, A. S. (2019). Factors Influencing Entrepreneurial Intention of University Students in Nigeria. *Covenant Journal of Entrepreneurship*, 3(2), 1-14. *International Journal of Business and Technopreneurship Volume 10, No 2, June 2020* [197-210] 209.
- McAdam, M., & Marlow, S. (2007). Building futures or stealing secrets? Entrepreneurial cooperation and conflict with in business incubators. *International Small Business Journal*, 25(4), 361-382 (doi:10.1177%2F0266242607078563).
- Minniti, M., & Lévesque, M. (2008). Recent developments in the economics of entrepreneurship. *Journal of Business Venturing*, 23 ed.: 603-612.
- Moberg, K. (2014). *Assessing the impact of entrepreneurship education - from*



- ABC to PhD. Doctoral Thesis. Copenhagen Business School.
- Mueller & Thomas. (2001). Culture and entrepreneurial potential: A nine country study of locus of control and innovativeness. *Journal of Business Venturing*, 16:51-75.
- National Bureau of Statistics (2017). *Unemployment and Underemployment*. Retrieved January 31, 2018, from www.nigerianstat.gov.ng
- National Bureau of Statistics (2018). *Labor Force Statistics - Volume I: Unemployment and Underemployment Report (Q4 2017-Q3 2018)*. Retrieved September 9, 2019.
- National Bureau of Statistics, (2020). Nigeria's unemployment rate jumps to 27.1% as at 2020 Q2, Nairametrics, Economics & Politics available online at: <https://nairametric.com/2020/08/14/breaking-nigeria-unemployment-rate-jumps-to-27-1/>. (Accessed 20 November 2020).
- NBS. (2018). National Bureau of Statistics, Quarterly Report on Unemployment in Nigeria.
- Ngugen, C. (2018). Demographic factors, family background and prior self employment on entrepreneurial intention: Vietnamese business students are different, why? *Journal of Global Entrepreneurship Research*, 8(1). 1-17.
- Obembe, E., Otesile, O., & Ukpong, I. (2014). Understanding the students' perspectives towards entrepreneurship. *Procedia-Social and Behavioral Sciences*, 145, 5-11.
- Ogundipe, Emmanuel, S., Kosile, Adejoke, B., Olaleye, Olugbenga, V., Ogudipe, & Olatunde, L., (2012). Entrepreneurial intention among business and counseling students in Lagos state university sandwich programme. *Journal of Education and Practice*, 3, 4.
- Olorundare, A.S. and Kayode, D.J. (2014). "Entrepreneurship education in Nigeria universities: a tool for national transformation", *Asia Pacific Journal of Educators and Education*, Vol. 29, pp. 155-175.
- Peng, Z.; Lu, G.; Kang, H. (2012). Entrepreneurial intentions and its influencing factors: A survey of the university
- Radipere, S., & Ladzani, W. (2014). The effects of entrepreneurial intention on business performance, *Journal of Governance and Regulation*, Vol. 3(4):4.
- Rantanen, T. & Toikko, T. (2013). Social values, societal entrepreneurship attitude and entrepreneurship intention of young people in the Finnish welfare state. *Poznan University of Economics Review*, 13(1).
- Rashid, U.K., Mat, K.N.K., Ma'rof, R.A., Nasuredin, J., Sanita, F., & Isa, M.F.M (2012). Entrepreneurial intentions among technical students. *American Journal of Economics*, 73-76, doi:10.5923/j.economics.20120001.17.
- Ringle, C. M., Wande, S., & Becker, J.-M. (2015). *Smartpls 3.0* (3.2.0). SmartPLS. <http://www.smartpls.com>
- Sajjad, Imran, S., Shafi, Haroon, Dad, & Munir, A. (2010). Impact of culture on entrepreneurial intention. *Information Management and Business Review*, 4(1), 30.
- Shane, S. & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25, 1, 217-226.
- Shepherd, D.A. & DeTienne, D.R. (2005). *Prior knowledge, potential financial reward, and opportunity identification*. *Entrepreneurship Theory and Practice*, 29, 1, 91-112.



- Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing*, 22, 4, 566-591.
- Sperber, S., & Linder, C. (2018). Gender-specifics in start-up strategies and the role of the entrepreneurial ecosystem. *Small Business Economics*, doi:10.1007/s11187-018-9999-2
- students in Xi'an China. *Creat. Education*, 3, 95–100.
- Stutern, (2016). The Nigerian graduate report 2016. Retrieved from www.stutern.com.
- Uhlaner, L. & Thurik, R. (2007). Post-materialism influencing total entrepreneurial activity across nations. *Journal of Evolutionary Economics*, 17(2), 161–185.
- Van Rijnsoever, F. J. (2020). Meeting, mating, and intermediating: How incubators can overcome weak network problems in entrepreneurial ecosystems. *Research Policy*, 49(1), Article 103884. <https://doi.org/10.1016/j.respol.2019.103884>.
- Venkataraman, S. (1997). The distinctive domain of entrepreneurship research, in Katz, J.A. (ed.). *Advances in entrepreneurship, firm emergence, and growth*. Greenwich, Connecticut: JAI Press, 119-138.
- Wei, J., Chen, Y., Zhang, J., and Gong, Y. (2019). Research on factors affecting the entrepreneurial learning from failure: an interpretive structure model. *Front. Psychol.* 10:1304. doi: 10.3389/fpsyg.2019.01304
- Woolf, H. B. (1980). *Webster's New Collegiate Dictionary*. Springfield, MA: G. & C. Merriam Company.
- Xingjian, W., Liu, X., & Jian, S. (2019). How does the entrepreneurship education influence the students' innovation? Testing on the multiple mediation model. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01557>.
- Yaun, W., Qalati, S.A., Iqbal, S., Hussain, R.Y., & Ali, S. (2019). Impact of prior work experience on entrepreneurial intention and theory of planned behaviour in the context of Pakistan. *Journal of Entrepreneurship and Organisation Management*, Vol. 8(2).
- Zhao, H., Hills, G.E., & Seibert, S. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90, 6, 1265-1272.
- Zwan, P. Van Der. (2013). Entrepreneurship education and self-employment: The role of perceived-barriers, (January), 1-25.