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Predictability of Entrepreneurship Studies and Environmental Conditioning on Attitude Towards Entrepreneurial Intention Among University Students

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ABSTRAK

Penelitian ini mengkaji pengaruh studi kewirausahaan dan pengondisian lingkungan terhadap sikap pada niat berwirausaha mahasiswa di Rivers State, sebagai respons atas tingginya angka pengangguran. Menggunakan desain survei cross-sectional dan purposive sampling, data dikumpulkan dari 3630 partisipan di empat perguruan tinggi melalui kuesioner, lalu dianalisis dengan regresi berganda. Hasil penelitian menunjukkan bahwa studi kewirausahaan dan pengondisian lingkungan secara bersama-sama mampu memprediksi sikap terhadap niat berwirausaha secara signifikan ($R^2 = 0,477$, $p < 0,001$). Secara mandiri, studi kewirausahaan ($\beta = 0,438$, $p < 0,001$) dan pengondisian lingkungan ($\beta = 0,401$, $p < 0,001$) juga menjadi prediktor yang kuat. Kesimpulannya, kedua faktor tersebut adalah prediktor yang sangat baik dalam menumbuhkan minat wirausaha. Oleh karena itu, universitas dan pemerintah disarankan membuat pembelajaran kewirausahaan lebih menarik dan berbasis praktik untuk mendorong kemandirian mahasiswa sebagai wirausahawan setelah lulus.

ABSTRACT

This study investigates how entrepreneurship studies and environmental conditioning predict attitudes toward entrepreneurial intention among university students in Rivers State, addressing rising unemployment. Using a cross-sectional survey and purposive sampling, data from 230 students across four tertiary institutions were collected via questionnaires and analyzed using multiple regression. The results show that entrepreneurship studies and environmental conditioning jointly ($R^2 = .477$, $p < .001$) and independently (entrepreneurship studies: $\beta = .438$, $p < .001$; environmental conditioning: $\beta = .401$, $p < .001$) significantly predicted attitudes toward entrepreneurial intention. Conclusively, both factors are excellent predictors of entrepreneurial attitudes. Therefore, the study recommends that universities and government agencies make entrepreneurship education more practical and engaging to encourage graduates toward self-employment.

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INTRODUCTION

Entrepreneurship intentions refer to action towards starting a business venture or being self-employed now or in the near future (Hmieleski & Corbert, 2006, Kruger, Reilly & Carsrud, 2000). Bird (1988) conceived entrepreneurial intention as a state of mind directing a person's attention, experience and action towards a specified goal or path of becoming an entrepreneur. On their own parts, Shapero and Sokol (1982) indicated that entrepreneurial intention comes from the perception of feasibility and desirability of a person to become an entrepreneur or to establish a business. In this study, entrepreneurial intention is taken as a self-acknowledged conviction by a person to start a business and consciously plan to have one in the future.

In Nigeria, various policies, programs, initiatives, and activities have been put in place to foster entrepreneurial thinking, skills, and business development, especially among young and aspiring entrepreneurs (Chigbu et al., 2020). These policies and programs have been typically implemented by government agencies, educational institutions, private sector actors, and non-governmental organizations to promote self-reliance, innovation, and job creation (Udu & Udu, 2015). For instance, YouWin, N-Power, and Tony Elumelu Foundation Entrepreneurship Programme, which offers funding, mentorship, and training to young entrepreneurs.

Within the tertiary institutions, programs such as entrepreneurship development centers, pitch competitions, innovation hubs, capacity-building workshops, vocational training, and access to start-up capital or incubation spaces have been set up and implemented to "catch them young". In universities and polytechnics, these programs are embedded into the academic framework or operated as co-curricular engagements (Olokundun et al., 2017). For instance, students are required to take part in business plan writings, attend entrepreneurship bootcamps, or intern with small and medium enterprises (SMEs) as part of their graduation requirements (Olokundun et al., 2017). These platforms are designed not just to impart knowledge but to provide practical exposure and mentorship opportunities that would bridge the gap between theory and enterprise start-up.

There are some factors that have been implicated as predictors of attitude towards entrepreneurial intention such as role model, self-efficacy, personality traits, social support, government policy (Ehondor et al., 2024; Olokundun et al., 2017; Roberts et al., 2023). However, in this study three factors: entrepreneurship studies, environmental conditioning and gender were examined.

Entrepreneurship studies refers to the formal academic courses, programs, and initiatives designed to cultivate entrepreneurial knowledge, skills, and

attitudes among students (Yusuf et al., 2021). It is that which provides students with the necessary tools to succeed in entrepreneurial ventures, whether as entrepreneurs or intrapreneurs, who contribute innovatively within established organizations. Entrepreneurship studies typically blend theoretical knowledge with hands-on exposure to real-life entrepreneurial challenges, ensuring that students are not only familiar with the foundational concepts of entrepreneurship but also gain practical experience in tackling actual business problems (Brush et al., 2018; Mohammed et al., 2021). This approach to education is dynamic and interactive, often incorporating diverse teaching methods such as case studies, simulations, business mentoring, and business incubation programs. These methods aim to provide students with the opportunity to apply their learning in a real-world context, allowing them to develop problem-solving skills and entrepreneurial resilience. Furthermore, students are encouraged to work in teams, which fosters collaboration and leadership – essential qualities for any entrepreneur (Ezeh et al., 2019)

Studies have been carried out on the predictability of entrepreneurship studies on entrepreneurial intentions. For instance, Adebayo and Adeoye (2018) found entrepreneurship studies as a predictor of entrepreneurial intentions among university students across Nigerian universities. Moreover, Akinbami and Adejumo (2018) confirmed entrepreneurship studies to improve entrepreneurial attitudes, self-efficacy, and readiness to engage in business start-ups among their study participants. In addition, Aliu and Ismail (2021) revealed that entrepreneurship studies mediated the relationship between entrepreneurial attitude and intention, supporting its role in shaping university students to engage in entrepreneurship. Other studies have found entrepreneurship studies to predict entrepreneurial intention in other climes. For instance, Bischoff et al. (2018) showed that university students exposed to structured entrepreneurship curricula in European universities developed stronger entrepreneurial mindsets and higher participation in incubation programs. Similarly, Koe et al. (2012) confirmed the relevance of entrepreneurship studies in fostering employability and entrepreneurial alternatives among graduates.

Environmental conditioning is the second factor considered in this study. This refers to the wide range of external influences that affect an individual's attitudes, motivations, and behaviors toward entrepreneurship. Environmental conditioning is rooted in the understanding that individuals do not form entrepreneurial intentions in isolation but rather within the context of their surroundings, which either supports or inhibits their entrepreneurial thinking and behavior. Environmental conditioning is influenced by socio-economic

status, cultural norms, family background, peer influence, community expectations, and institutional environments (Nwachukwu & Osemene, 2011; Urban & Kujinga, 2017). Individuals from wealthier backgrounds tend to have better access to financial resources, education, and social networks, all of which serve as enablers for entrepreneurial activity compared to their counterparts from low-income families (Fatoki, 2014).

Some studies have established that environmental conditioning predicts attitudes toward entrepreneurial intention. For instance, Adenle et al. (2020) found socio-cultural and institutional environments to significantly predict entrepreneurial success and intentions among Nigerian university students. Similarly, Nwachukwu and Osemene (2011) found cultural perceptions of entrepreneurship as either prestigious or inferior depending on regional values, directly influencing students' entrepreneurial attitudes. In addition, Fatoki (2014) established that socio-economic background and access to resources significantly condition entrepreneurial intentions among South African youth, paralleling the Nigerian experience. Moreover, Carr and Sequeira (2007) found that children of entrepreneurial parents were more inclined to develop entrepreneurial attitudes and self-efficacy. Finally, Osuigwe and Eresia-Eke (2022) confirmed that cultural and family expectations in Nigeria often moderate the impact of entrepreneurship studies, sometimes discouraging students from entrepreneurial pursuits in favor of conventional careers. Collectively, these findings affirm that while education is vital, environmental contexts largely determine whether entrepreneurial skills are internalized and acted upon.

Combined studies have been conducted on entrepreneurship studies and environmental conditioning on entrepreneurial conditioning. For instance, Muhammad et al. (2011) found entrepreneurship studies to be more effective when reinforced by supportive environmental factors. In addition, Acs et al. (2018) found the interplay of institutional support and education to foster positive entrepreneurial outcomes. In Nigeria, Akanbi (2013) found that both curricular exposure and socio-cultural context jointly predicted entrepreneurial intentions among university students. Furthermore, Bischoff et al. (2018) found European students' entrepreneurial attitudes to be strengthened when educational programs aligned with cultural and institutional support systems. Finally, Amoke et al. (2020) stressed that while education builds skills, the absence of enabling environmental factors such as mentorship and funding limits students' entrepreneurial engagement. Collectively, these findings affirm that neither entrepreneurship studies nor environmental conditioning alone is

sufficient; rather, their combined effect yields stronger attitudinal shifts toward entrepreneurial intentions.

The final factor considered to influence entrepreneurial intention in this study is gender. For example, Amoke et al. (2020) found gender disparities in entrepreneurial participation, with female university students demonstrating greater openness to entrepreneurship initiatives. Similarly, Akanbi (2013) found female university students to display stronger entrepreneurial attitudes and intentions compared to their male counterparts in several Nigerian universities. Furthermore, Aliu and Ismail (2021) emphasized the growing participation of female university students in entrepreneurship programs, attributing these trends to heightened policy focus on women's empowerment and inclusivity. In addition, Nwachukwu et al. (2022) reported that female students across multiple cultural contexts exhibited greater interest in entrepreneurial careers, often motivated by the pursuit of autonomy and flexibility. Finally, Amoke et al. (2020) found entrepreneurship programs focusing on women to have created a favorable environment that bolsters female students' attitudes toward entrepreneurial engagement.

Studies using different predictors of entrepreneurial intention have produced varied results. Also, studies that investigated entrepreneurship studies and environmental conditioning as predictors of entrepreneurial intention among university students in Rivers State are lacking, leaving gaps in knowledge to fill. Therefore, this study examines the predictive ability of entrepreneurship studies and environmental conditioning as predictors of attitudes toward entrepreneurial intention among university students in Rivers State, Nigeria. The study sought to provide answers to two research questions: Will entrepreneurship studies and environmental conditioning predict attitudes toward entrepreneurial intention among university students in Rivers State? And, will gender influence attitudes toward entrepreneurial intention among university students in Rivers State?

The study would provide an insight into the contributions of entrepreneurship studies and environmental conditioning on attitudes toward entrepreneurial intention among university students in Rivers State. In addition, the study would inform policymakers, universities and other stakeholders on the importance of developing positive attitudes toward entrepreneurial intention that promotes self-employment.

Theoretical construct

Social Learning Theory (Bandura, 1997) which posits that individuals learn new skills, behaviour, by observing, imitating and modeling significant others

was used as a theoretical construct. When applied to entrepreneurial intention programs, university students would learn entrepreneurial skills by observing successful entrepreneurs, by observing successful role models, imitating their actions, and receiving feedback. This helps them refine their skills, learn from their mistakes, and build confidence. By creating a supportive environment that encourages observation, imitation, and feedback, intention programs effectively apply Social Learning Theory to nurture entrepreneurial talent.

The study tested the following hypotheses:

H1: Entrepreneurship studies and environmental conditioning will jointly and independently predict attitudes toward entrepreneurial intention among university students in Rivers State.

H2: Gender will significantly influence entrepreneurial intention among university students.

RESEARCH METHODS

Research Design

The study utilized cross-sectional survey design using self-reported questionnaires to collect data from the study participants. Entrepreneurship studies and environmental conditioning were the independent variables while attitudes toward entrepreneurial intention was the dependent variable.

Study Area

The study was carried out in Rivers State, Nigeria, located in the oil-rich Niger Delta region. Rivers State serves as a strategic area for research on entrepreneurship due to its dynamic economic environment, diverse population, and concentration of tertiary institutions. The state capital, Port Harcourt, is a major commercial and educational hub, hosting several public and private universities, polytechnics, and colleges of education that cater to a large student population from across the country. Rivers State was an ideal location for this study because of the growing youth population, high graduate unemployment rates, and increasing efforts by educational institutions and the federal government to promote entrepreneurship as a solution to joblessness and economic stagnation.

Sample and Sampling Technique

The purposive sampling method was used to select four universities: University of Port Harcourt (UNIPORT), Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE), and PAMO University of Medical Sciences, all within the Greater Port Harcourt Metropolis. In addition, a convenient sampling technique was used for the distribution of questionnaires to the potential participants.

Instruments

The following validated scales were used for data collection:

Entrepreneurship Education Impact Scale (EEIS, Fayolle & Gailly, 2015), is a 12-item scale used to assess three key dimensions of entrepreneurship studies: (1) Curriculum Quality (4 items), which measured students' perceptions of course relevance, practical orientation, and skill development effectiveness through statements like "My entrepreneurship courses provide hands-on business skills applicable to real-world ventures"; (2) Instructional Competence (4 items), which evaluated faculty expertise and teaching methodologies with items such as "My entrepreneurship instructors have substantial practical business experience"; and (3) Learning Outcomes (4 items) which captured self-assessed competency development through statements including "I can develop a complete business plan after taking entrepreneurship courses". The items were rated on a 5-point Likert's format ranging from strongly disagree to strongly agree. The study obtained Cronbach's $\alpha = 0.88$.

Entrepreneurial Ecosystem Measure (EEM, Stam, 2015) is a 16-item scale to evaluate three critical components of the university entrepreneurial environment: (1) Mentorship Support (5 items) that assesses the quality and accessibility of entrepreneurial guidance through statements like "The university connects me with successful entrepreneurs for regular mentoring"; (2) Physical Infrastructure (5 items) that examines the availability and adequacy of workspaces and resources with items such as "Our entrepreneurship center has reliable facilities for developing business prototypes"; and (3) Institutional Support (6 items) used to measure the administrative and policy framework through statements including "The university provides clear pathways to access startup funding". The items were presented in a 5-point Likert's format ranging from strongly disagree to strongly agree. The present study obtained Cronbach's

0.85.

Entrepreneurial Intention Questionnaire (EIQ, Liñán & Chen, 2009) was used to evaluate students' attitudes toward entrepreneurial intentions. The scale assesses three distinct yet interrelated dimensions of cognitive, affective, and behavioral of potential entrepreneurs. The cognitive evaluation component consisted of five items measuring rational assessments of program effectiveness, including the sample statement: "Business incubators significantly improve startup success chances," which captures students' analytical judgments about intention value. For the affective orientation dimension, five items assess emotional responses and motivational states, exemplified by the item "I feel excited about participating in pitch competitions," designed to tap into students'

enthusiasm and emotional connection to entrepreneurial activities. The behavioral intent dimension featured five items focusing on concrete action tendencies such as "I will apply for seed funding if available next semester," which directly measured students' self-reported likelihood of engaging with specific intentions. All items employed a 5-point Likert-type response format (1 = Strongly Disagree to 5 = Strongly Agree) to ensure psychometric precision. The present study obtained Cronbach's $\alpha = 0.90$.

Procedure

A letter of permission was collected from the Department of Psychology, Rivers State University, Nkpolu-Oroworukwo, and potential participants were met in the lecture halls, lounges, and under the trees. They were informed of the purpose of study and invited to participate in the study. They were duly informed of the voluntary nature of the study and consent was obtained from them. Only those who agreed to participate in the study were given the questionnaires to fill which took less than 12 minutes and were collected on the spot. Out of 234 questionnaires were distributed, 4 questionnaires were not properly filled and were removed leaving 230 used for the analysis.

Data Analysis

IBM^R SPSS version 23 was used for data analysis. Both descriptive and inferential statistics were computed. Hypothesis 1 was tested using multiple regression while hypothesis 2 was tested using independent samples t-test. The hypotheses were accepted at $p < .001$.

RESULTS AND DISCUSSION

Table 1. Participants' demographic variables

Category	Sub-Category (Years)	Frequency	%
Age	18-21	64	28
	22-25	82	36
	26-30	54	23
	31-35	30	13
Gender	Male	112	49
	Female	118	51
Marital Status	Single	173	75
	Married	32	14
	Divorced	5	2
	Separated	12	5
	Widowed	8	4
Religion	Christian	209	91
	Muslim	9	4
	Others	12	5
Total		230	100.0

As presented in Table 1, more participants (36%) were in the age bracket of 22-25 years with almost equal of both genders while 75% were singles and 91% were Christians. Out of the 230 participants, the data indicates that the sample is youthful, predominantly single, with nearly equal male and female representation, and largely affiliated with Christianity.

Table 2 presents zero-order correlation of study variables. The result indicated that entrepreneurial studies ($r = .639$, $p < .001$) and environmental conditioning ($r = .654$, $p < .001$) significantly and positively correlated with attitudes toward entrepreneurial intention among university students in Rivers State. Therefore, the variables were considered robust enough for multiple regression analysis.

H1: Entrepreneurship studies and environmental conditioning will jointly and independently predict attitudes toward entrepreneurial intention among university students in Rivers State. The hypothesis was tested using multiple regression and the results are presented in Tables 3-5.

Table 2. Zero-order correlation statistics of study variables

Variable	Environmental Attitudes	Entrepreneurship Studies	Environmental Conditioning
Environmental Attitudes	-		
Entrepreneurship Studies	.639*	-	
Environmental Conditioning	.654*	.461*	-

NB: N=230, * $p < .001$

Table 3. Model attitudes towards entrepreneurial intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.691a	.477	.472	5.543

Table 4. ANOVA of attitudes towards entrepreneurial intention

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2135.783	2	1067.892	54.25	.000b
Residual	2333.217	227	10.281		
Total	4469.000	229			

Table 5. Coefficients of attitudes toward entrepreneurial intention

Predictor	B	Std. Error	β	t	Sig.
(Constant)	12.654	1.754	-	7.21	.000
Entrepreneurship Studies	0.295	0.061	.438	4.84	.000
Environmental Conditioning	0.268	0.059	.401	4.54	.000

Table 6. Independent samples t-test of students' attitudes toward entrepreneurial intention based on gender

Gender	N	Mean	SD	df	t	p
Male	112	64.28	11.524	228	-2.380	.018
Female	118	67.85	10.936			

As presented in Table 3-5, the results of multiple regression revealed that entrepreneurship studies and environmental conditioning jointly predicted attitudes towards entrepreneurial intention among university students in Rivers State, $R^2 = .477$, $F(2, 227) = 54.25$, $p < 0.001$. This means that entrepreneurship studies and environmental conditioning accounted for 47.7% of variance in entrepreneurial intention among study participants. Furthermore, the results of both entrepreneurship studies ($\beta = .438$, $t = 4.84$, $p < .001$) and environmental conditioning ($\beta = .401$, $t = 4.54$, $p < .001$) independently predicted entrepreneurial intention among study participants. Therefore, the hypothesis was supported.

H2: Female university students will have more positive attitudes towards entrepreneurial intention than male university students.

According to Table 3, the result of independent samples t-test showed that gender significantly influenced attitudes toward entrepreneurial intention among university students in Rivers State, $t(228) = -2.380$, $p < 0.05$ such that female participants scored higher in attitudes toward entrepreneurial intention ($M = 67.85$, $SD = 10.936$) compared to their male counterparts ($M = 64.28$, $SD = 11.524$). Therefore, the hypothesis was accepted.

DISCUSSION

The hypothesis that entrepreneurship studies and environmental conditioning will jointly predict entrepreneurial intention among university students in Rivers State was confirmed. This explains 47.2% of variance in entrepreneurial intention among study participants. This suggests that both academic exposure and environmental influences complement each other in shaping students' perceptions and participation in entrepreneurial programs.

This result resonates with Muhammad et al. (2011) who found entrepreneurship studies as the most effective when reinforced by supportive environmental factors. Similarly, the present finding agrees with that of Acs et al. (2018) who found the interplay of institutional support and education that fosters positive entrepreneurial outcomes. Further support comes from the result of Bischoff et al. (2018) who noted that European students' entrepreneurial attitudes were strengthened when educational programs aligned with cultural and institutional support systems. Finally, the study agrees with that of Amoke et al. (2020) that while education builds skills, the absence of enabling environmental factors such as mentorship and funding limits students' entrepreneurial engagement. Collectively, these findings affirm that neither entrepreneurship studies nor environmental conditioning alone is sufficient; rather, their combined effect yields stronger attitudinal shifts toward entrepreneurial intentions.

Moreover, entrepreneurship studies were found to independently predict attitudes towards entrepreneurial intention among university students in Rivers State which accounted for 40.8% of variance in entrepreneurial intention. This shows the role of structured academic exposure in shaping entrepreneurial intention among study participants. This result lent credence to the finding by Adebayo and Adeoye (2018) who found that entrepreneurship studies positively influenced students' entrepreneurial intentions across Nigerian universities. Similarly, the study supported Akinbami and Adejumo (2018) result that entrepreneurship studies enhanced entrepreneurial attitudes, self-efficacy, and readiness to engage in business start-ups. Moreover, Aliu and Ismail (2021) established that entrepreneurship studies mediate the relationship between entrepreneurial attitude and intention, reinforcing its critical role in shaping students' intention to engage in entrepreneurship. Finally, Bischoff et al. (2028) and Koe et al. (2012) results equally lent credence to the current finding that university students exposed to structured entrepreneurship curricula developed stronger entrepreneurial mindsets and higher participation in incubation programs. The consistency across these findings suggests that entrepreneurship studies are not merely academic exercises but vital intentions that equip students with knowledge, confidence, and skills necessary for entrepreneurial engagement. In the Nigerian context, where graduate unemployment remains high, embedding entrepreneurial education into the curriculum serves as a pragmatic strategy for stimulating students' interest and participation in entrepreneurship intentions.

Furthermore, environmental conditioning was found to independently predict attitudes towards entrepreneurial intention among university students in

Rivers State which accounted for 42.5% of variance among study participants. This indicates that family background, peer influence, socio-cultural values, and community environment critically shape how students perceive and engage with entrepreneurial initiatives. This aligns with Adigun et al. (2020) who found socio-cultural and institutional environments as a significant predictor of entrepreneurial success and intentions among Nigerian university students. This finding corroborates Nwachukwu and Osemene's (2011) result that found cultural perceptions of entrepreneurship as either prestigious or inferior depending on regional values, directly influencing students' entrepreneurial attitudes. Further confirmation is that of Osuigwe and Eresia-Eke (2022) finding that cultural and family expectations in Nigeria moderate the impact of entrepreneurship studies, sometimes discouraging students from entrepreneurial pursuits in favor of conventional careers. Collectively, these findings affirm that while education is vital, environmental contexts largely determine whether entrepreneurial skills are internalized and acted upon.

Finally, the hypothesis that female university students will have more positive attitudes towards entrepreneurial intention than male university students was supported. This implies that female university students in Rivers State exhibit more favorable attitudes towards entrepreneurial intentions. This result corroborates the findings of Amoke et al. (2020) who identified gender disparities in entrepreneurial participation, with female university students often demonstrating greater openness to entrepreneurship initiatives. Similarly, the result aligns with that of Akanbi (2013) who found female university students to display stronger entrepreneurial attitudes and intentions compared to their male counterparts in several Nigerian universities. Furthermore, Aliu and Ismail (2021) emphasized the growing participation of female university students in entrepreneurship programs, attributing these trends to heightened policy focus on women's empowerment and inclusivity. The findings from this study therefore reinforce global evidence that gender is a significant determinant of entrepreneurial orientation, with females increasingly demonstrating stronger positive attitudes.

CONCLUSION

The study examines the predictive roles of entrepreneurship studies and environmental conditioning on attitudes toward entrepreneurial intention among university students in Rivers State where two hypotheses were tested. The results confirmed that entrepreneurship studies and environmental conditioning are robust predictors of attitudes toward entrepreneurial intention

among study participants. In addition, female university students showed significant positive attitudes toward entrepreneurial intention than their male counterparts.

Recommendations

The study made the following recommendations. To begin with, universities should strengthen entrepreneurship studies by incorporating experiential learning, mentorship, and access to incubation centers. In addition, policymakers should create enabling environments that provide funding, infrastructure, and institutional support for entrepreneurship. Moreover, families and communities should be sensitized to view entrepreneurship as a respected and viable career choice. Furthermore, gender-sensitive intentions should be promoted to ensure equal opportunities and encourage participation by both male and female students. Finally, mechanisms should be developed to track and evaluate the long-term outcomes of entrepreneurship studies on graduates' entrepreneurial ventures.

Limitations and Suggestions for Further Study

The study suffered some limitations which need to be remedied in further study. For example, self-reported questionnaires were used for data collection which introduces response bias, therefore, further study should use focus group discussion and key informant interview to triangulate data from self-reported questionnaires. The study population was only restricted to university students in some universities in Rivers state, therefore, further study should include polytechnic and other monotechnic in the State to enhance generalization of study findings. The two independent variables investigated were not exhaustive, therefore, further study should include social support, personality traits and mentorship on entrepreneurship intention.

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