

## Nexus between Family Environment and Entrepreneurial Intentions of Students in the Faculty of Management Sciences, Veritas University, Abuja

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### Abstract

*There is a general apathy towards entrepreneurial activities among students in the Faculty of Management Sciences, Veritas University, Abuja. Unarguably, this lack of enthusiasm is traceable to the general moral decadence among youths in both the family environments and university environments. This is occasioned by the increasing failure of parents to properly bring up their children/wards particularly with the intent of making them self-reliant. Consequently, with a special focus on the family, it is important to understand the role of the family environment in triggering the dimensions of entrepreneurial intentions (i.e., personal attitude towards a behaviour, subjective norms and perceived behaviour control) in students. The study adopted a cross-sectional survey research design, and employed a combination of census method, a criterion sampling technique and questionnaire to collect data from 100 to 400 level students in the six departments in the faculty. A criterion sampling technique was employed to select the sample size of 115 students from the population of 279 students. The criteria for selection are that: (i) the parents work in or own a family business; (ii) that the student was partly or wholly involved in a family business; and (iii) the student actively participated in the previous entrepreneurship courses he/she had taken. The generated data were subjected to Pearson product moment correlation. The relationships between family environment, and personal attitude towards a behaviour, subjective norms and perceived behaviour control were found to be positive and significant. The study recommends empowerment of families to create new or expand existing family businesses. Again, family members, including students, should be involved in the running, management and control of such businesses from an early age.*

**Keywords:** Family environment; University environment; Entrepreneurial intentions; Personal attitude, entrepreneurship; Subjective norms

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### 1. Introduction

The family is the smallest unit of any society. It is made up of the head of the family and several people who are interdependently living under a roof (Wiani et al., 2018). It is the first social entity for the integration and interaction of the members and for embedding members in the family and the larger society to learn the family culture. Hence, family constitutes an environment known as family environment (Moussa & Kerkeni, 2021; Wiani

et al., 2018). Family environment refers to the social conditions (functions, attitudes, treatments and economic status) within the family that contribute in shaping the identity, personality, behaviour and mind-set of family members; including entrepreneurial intentions, since entrepreneurship is a behaviour. It is evident in extant literature (e.g., Moussa & Kerkeni, 2021; Semiawan, 2021; Wiani et al., 2018) that family environment offers family members the platform to interact with parents, brothers, sisters and relatives at an early age and to garner social experience. It can as well facilitate or inhibit the entrepreneurial intentions of members.

The social interactions within the family can serve as a learning point that can influence the members to pay attention to the desires of each other, to work together, to help each other and to make career choice in entrepreneurship (Febyanti et al., 2022). Thus, the decision to become an entrepreneur can be triggered by the encouragement from the family environment (Deaprida et al., 2021; Jufri et al., 2018; Mukson et al., 2022; Susanto, 2017). Fundamentally, the roles parents play in the family environment can contribute to fostering entrepreneurial spirit, developing entrepreneurship as a behaviour, conducive communication, training in domestic work and in leading home front events, and encouraging involvement in social activities among members (Febyanti et al., 2022; Houshmand et al., 2017). Corroborating this view, Ajzen's (1991) Theory of Planned Behaviour (TPB) affirmed that entrepreneurship is a planned behaviour that is triggered by entrepreneurial intention. Further, Ajzen refers to entrepreneurial intention as the initial step in new venture creation.

Entrepreneurial intention is a premeditated desire to start a business (Engle et al., 2010). Ajzen (1991) dimensionalised entrepreneurial intention into personal attitude toward entrepreneurship, subjective norms and perceived behavioural control. Personal attitude toward entrepreneurship represents the personal desirability in becoming an entrepreneur (Kolvereid, 1996) or the degree to which an individual evaluates a particular behaviour in a positive or negative way (Sahinidis *et al.*, 2021). Subjective norms represent the perceived social pressure from family, friends and the society in general (Tsaknis & Sahinidis, 2020). Perceived behavioural control connotes the perception of the ease or difficulty in performing a behaviour considering the expected obstacles or expected support (Ajzen, 1991; Krueger *et al.*, 2000).

The few studies in extant literature that have related family environment and entrepreneurial intentions or interest are characterized by discordant results; some are positive, while others reported negative findings (Febyanti et al., 2022; Mala et al., 2019; Mukson et al., 2022; Wiani et al., 2018). Again, even though Moussa and Kerkeni (2021) employed parental support for autonomy, entrepreneurial role model and family support

for entrepreneurship as the dimensions of family environment, most related studies have been conducted with the variables undimensionalised. Also noticeable is the apathy for entrepreneurial activities among students in the Faculty of Management Sciences, Veritas University, Abuja. Relying on the dimensions of entrepreneurial intentions (i.e., *personal attitude toward entrepreneurship, subjective norms and perceived behavioural control*) as enshrined in Ajzen's (1991) TPB, this study aims to ascertain the nexus between family environment on one hand and the dimensions of entrepreneurial intentions on the hand with a special focus on the students in the Faculty of Management Sciences, Veritas University, Abuja.

Family members whose parents, siblings and other relatives are entrepreneurs are more likely to be influenced into developing the willingness to be entrepreneurs as they interact among themselves in the family environment from an early age (Moussa & Kerkeni, 2021). Wiani et al. (2018) concludes that entrepreneurship spirit can be ingrained into children by their entrepreneurial fathers and/or mothers. Hidayat et al. (2018) adds that fathers are more influential than mothers in triggering entrepreneurial intentions in children. Corroborating the preceding views, Mala et al. (2019) affirms that family environment positively and significantly influences self-efficacy (i.e., perceived behavioural control). Lingappa et al. (2020) found that the effects of family and peer influence on attitude towards entrepreneurship, subjective norms, and perceived behavioural control are strong and positive. Moreover, perceived behavioural control highly influences households, while subjective norms moderately influence households (Cheng, 2020). Wijaya and Puspitowati (2021) observe that personal qualities, attitudes, subjective norms and self-efficacy affect entrepreneurial intentions. Wijaya and Puspitowati further observe that family environment has no effect on entrepreneurial intentions. As noted by Kusumojanto et al. (2021), this explains why the family environment of students can influence their intentions and attitudes towards entrepreneurship. More recently, Puspasari (2023) affirms that family environment has a significant positive effect on self-efficacy. Accordingly, we propose that:

- H<sub>01</sub>:** Family environment is not significantly related to personal attitude towards entrepreneurship among students in the Faculty of Management Sciences, Veritas University, Abuja.
- H<sub>02</sub>:** Family environment is not significantly related to subjective norms of students in the Faculty of Management Sciences, Veritas University, Abuja.
- H<sub>03</sub>:** Family environment is not significantly related to perceived behavioural control of students in the Faculty of Management Sciences, Veritas University, Abuja.

The rest of the paper is organized around seven sections. The first, second and third sections respectively dwell on introduction, literature review and methodology. The fourth and fifth sections deal on results and discussions and conclusions and recommendations.

## **2. Literature Review**

### **Family Environment**

Everything within and outside an individual constitute an environment. When a family is involved, it becomes a family environment. Therefore, family environment is a social condition that contributes to the development of the behaviour, personality, identity and mindset of members of a family. It is the initial environment that influences the family members. The family environment is made up of the father, mother, children, uncle, aunty, step brothers, step sisters, cousin, nephew, niece, grand-father, grand-mother and in-laws. Individuals in the family environment play important roles in the development of each family member. Among other things, these roles include career choice; such as choosing to become an entrepreneur (Sudrajat, 2019). Further, since family environment serves as the source of information to members, it can shape the identity, behaviour and personality of members (Moussa & Kerkeni, 2021; Wiani et al., 2018).

Familial environment influences members' decision to become entrepreneurs through mindset re-engineering (Mukson et al., 2022; Semiawan, 2021). The factors that characterize the family environment are the learning resources and learning facilities, socioeconomic conditions, and parental guidance, compassion and support (Indaryani et al., 2021). The factors in the family environment that can trigger entrepreneurial intentions include the way members are educated, the nature of the relationship among members, the nature of the atmosphere at home, the family financial status, parents' level of understanding, family culture (Suyatno & Muhtarom, 2018), nature of support for autonomy from parents, availability of entrepreneurial role models and parental support for entrepreneurship development (Moussa & Kerkeni, 2021). Other factors in the family environment are family functions (i.e., educational functions and socialisation functions), attitudes and how parents treat their children, and the economic status of parents (Sudrajat, 2019; Yusuf, 2009). Thus, in this study, family environment refers to the social conditions (functions, attitudes, treatments and economic status) within a family that contribute in shaping the identity, personality, behaviour and mind-set of family members; including entrepreneurial intentions, since entrepreneurship is a behaviour.

### **Entrepreneurial Intentions**

A person's planned behaviour is best predicted by the intention. Entrepreneurship requires entrepreneurial intentions as a planned behaviour because business creation requires

planning (Agbim et al., 2013; Deaprida et al., 2021). Entrepreneurial intentions are a strong determination (in the form of commitment to create a new business venture) to become an entrepreneur (Mala et al., 2019). Entrepreneurial intentions can as well be described as ideas to start a business venture in the future (Dragin et al., 2022). It is the desire to create a new venture. To students, entrepreneurial intentions represent students' desire to engage in entrepreneurial activities after graduation (Adekiya & Ibrahim, 2016; Mukson et al., 2022). There are many approaches to studying entrepreneurial intentions. But the most widely used is the TPB. The three independent determinants of intention as revealed by the TPB are attitudes towards entrepreneurship, subjective norms and perceived behavioural control (Ajzen, 1991). In this study, entrepreneurial intention is defined as the willingness to start and/or own a business venture.

### **Personal Attitude towards Entrepreneurship**

One of the variables that shape the intention to participate in a business creation process as portrayed by the TPB is personal attitude towards entrepreneurship (Ajzen, 1991; Glanz *et al.*, 2015; Tsaknis & Sahinidis, 2020; Sahinidis *et al.*, 2019). Kolvereid (1996) view personal attitude towards a behaviour like entrepreneurship as the personal desirability in becoming an entrepreneur. As such, when the desire to be self-employed is high, the tendency to put up entrepreneurial attitude will be high as well (Van Gelderen et al., 2008). Similarly, personal attitude towards entrepreneurship can be described as the extent to which a person positively or negatively evaluates a particular behaviour. For instance, the attitude towards new venture creation can be evaluated by assessing the relevant desires that can translate to outcomes that will result to the creation of new businesses. Further, positive or negative perception of a behaviour can contribute to the formation of a person's attitude towards the behaviour. The extent to which the person expects the perceived creation of the new business to be positive indicates his/her intention to create it (Krueger & Carsrud, 1993; Glanz et al., 2015; Tsaknis & Sahinidis, 2020). Personal attitude towards behaviour *is* the personal desire to put up a behaviour such as entrepreneurship.

### **Subjective Norms**

Subjective norms represent the perceived social pressure from family members, friends and/or the society in general (Ajzen, 1991; Tsaknis & Sahinidis, 2020). The subjective norms of a person are influenced by his or her normative beliefs and personal motivation to conform to the pressure from relations (Tsaknis & Sahinidis, 2020). If a person is strongly motivated to do what the important people (such as family, friends or relatives) in his/her life have approved, he/she is more likely to implement the behaviour. Contrariwise,

the behaviour will not be implemented. In this study, subjective norms refer to the pressure from family members and friends to start and/or own a business venture.

### **Perceived Behaviourial Control**

Perceived behavioural control (also referred to as self-efficacy) depict how easy or difficult it is to perform a behaviour; this is in relation to the expected obstacles or support. A person who does not believe he/she can successfully perform pre-start-up and start-up activities, experiences decrease in intention to start and/or own a business and vice versa (Ajzen, 1991, 2002; Kolvereid & Isaksen, 2006; Liñán *et al.*, 2011; Sahinidis *et al.*, 2021). Perceived behavioural control is viewed in this study as the perceived ease or difficulties associated with being an entrepreneur.

### **The Theoretical Foundation**

The theoretical foundation for this study is the Theory of Planned Behaviour (TPB). The TPB was postulated by Ajzen (1991). The TPB states that the tendency to manifest a particular behaviour is born out an individual's intention to perform that behaviour (Ajzen, 2005). The intention is influenced by attitude toward a behaviour, subjective norms and perceived behavioural control (Ajzen, 1991; Krueger *et al.*, 2000; Schlaegel & Koenig, 2014). The tendency to get involved in entrepreneurship is determined by the person's favourable attitude towards entrepreneurship, positive perception of the social pressure to start his/her own business and confidence in his/her own ability to start the business (Ajzen, 2011; Tornikoski & Maalaoui, 2019). Previous research from both developed and developing countries support the TPB as a valuable model for understanding the factors that influence entrepreneurial intention (e.g., Mothibi & Malebana, 2019; Tornikoski & Maalaoui, 2019). Thus, the TPB is employed in this study to support the nexus between family environment and entrepreneurial intentions.

### **3. Methodology**

A cross-sectional survey research design was adopted for this study. It was employed because it facilitates the gathering of adequate data from a representative of the study population. The population of this study is 279. It is made up of all the students in the six Departments in the Faculty of Management Sciences (FMS), Veritas University, Abuja. Specifically, the population of students as at the time of the study in the Departments of Accounting, Banking and Finance, Business Administration, Entrepreneurial Studies, Marketing, and Public Administration are 58(20.79%), 49(17.56%), 97(34.77%), 34(12.19%), 41(14.69%) and 83(22.92%) respectively. The choice of students in the FMS is because they are exposed to the

social conditions in their respective family environments and the Veritas University environment. Further, the study was situated in the FMS because the students have offered business and entrepreneurship related courses as core courses, elective courses and/or general studies courses. Again, the students are overtly exhibiting sheer lack of family values and apathy for entrepreneurial activities.

We employed both census method and a criterion sampling technique to collect data via a structured questionnaire from students through a cross-sectional survey. A criterion sampling technique was adopted to select the students that participated in the study. The list of the 279 students was screened based on predetermined criteria. The criteria are that: (i) the parents work in or own a family business; (ii) that the student was partly or wholly involved in a family business; and (iii) the student actively participated in the previous entrepreneurship courses he/she had taken. Based on the aforementioned criteria, 115 students were selected. Since the sample size is somewhat small, all the 115 students were surveyed. One hundred and fifteen (115) copies of the study questionnaire were administered to the students during the FMS students' week; when the faculty observes a lecture free week. The questionnaire is divided into two sections; section A focuses on the students' demographics, while section B elicited information on personal attitude towards entrepreneurship, subjective norms and perceived behavioural control. To test the research hypotheses, the generated data were subjected to Pearson product moment correlation. This technique was adopted because it has the advantage of showing the exact extent or degree to which the variables are correlated. It also reveals the direction of the correlation.

### **Measures**

The measures of family environment that were adapted from Mukson *et al.* (2022) and Yusuf (2009) are "I am involved in my family's entrepreneurial functions", "My entrepreneurial parents are my role models", "I socialise with members of my family", "My parents enrolled me into formal and informal education", and "My parents have low economic status". The measures of entrepreneurial intentions (i.e., attitude towards entrepreneurship, subjective norms and perceived behavioural control) were adapted from Lingappa *et al.* (2020). Specifically, the study adopted "It is advantageous to be an entrepreneur", "Entrepreneurship is an attractive career option", "Entrepreneurship provides excellent benefits", "It is satisfying to be an entrepreneur", and "Entrepreneurship is better than other career options" as the measures of personal attitude towards entrepreneurship.

The measures of subjective norms are “My family approves of entrepreneurship as a career option for me”, “My family feels entrepreneurship is a better choice for me”, “My friends approve of my choice of entrepreneurship as a career option”, “My friends are proud of me for choosing to be self-employed” and “My parents support my willingness to start a business enterprise”. The measures of perceived behavioural control are “It is easy to start and/or own a business enterprise”, “I am aware of the practical aspects of new venture creation”, “I have the requisite know-how to create a new venture”, “I have the ability to manage the business creation process” and “My business venture will succeed when I eventually start it”.

All the item statements were rated on a five-point Likert scale that ranged from strongly disagree to strongly agree. The Pearson product moment correlation analysis was performed to test the hypotheses with the aid of the SPSS version 25.0.

#### 4. Results and Discussions

As shown in Table 1, the scales for the family environment, personal attitude towards entrepreneurship, subjective norms and perceived behavioural control are all reliable. This is in line with Hair *et al.*'s (2010) advice that a reliable scale should have Cronbach's alpha and composite reliability of  $\geq 0.70$  and  $\geq 0.60$ , respectively.

**Table 1: Rotated Component Matrix<sup>a</sup>**

	Component			
	1	2	3	4
FEV2	.903			
FEV1	.901			
FEV3	.898			
FEV4	.881			
FEV5	.877			
PAE5		.901		
PAE2			.896	
PAE1			.892	
PAE3			.868	
PAE4			.854	
PBC5				.901
PBC3				.891
PBC4				.883
PBC2				.879
PBC1				.867

SUN4	.870	
SUN1		.868
SUN2		.863
SUN5		.858
SUN3		.855

**Extraction Method:** Principal Component Analysis.

**Rotation Method:** Varimax with Kaiser Normalisation.

a. Rotation converged in 5 iterations.

**Note:** FEV = family environment, PAE = personal attitude towards entrepreneurship, PBC = perceived behavioural control, SUN = subjective norms.

Table 2 shows the result of the tested study hypotheses. First, it was found that family environment is significantly and positively related to personal attitude towards entrepreneurship ( $r = 0.650^{**}$   $p < 0.001$ ). This finding presents enough evidence to support alternate hypothesis 1 that family environment is significantly related to personal attitude towards entrepreneurship among students in the FMS, Veritas University, Abuja. Second, we found enough evidence that supported that family environment is significantly (positive) related to subjective norms ( $r = 0.880^{**}$   $p < 0.001$ ). Hence, we rejected alternative hypothesis 2 and concluded that family environment is significantly related to the subjective norms of students in the FMS, Veritas University, Abuja. Third, we found in the test of hypothesis 3 that there is evidence to support that family environment is significantly related to perceived behavioural control ( $r = 0.748^{**}$   $p < 0.001$ ). Thus, we rejected alternative hypothesis 3 and affirm that family environment is significantly related to perceived behavioural control of students in the FMS, Veritas University, Abuja.

**Table 2: Statistical Descriptions and Bivariate Correlation among Variables**

	Mean	SD	1	2	3	4
<b>Family Environment</b>	10.07	4.261	1			
<b>Personal Attitude Towards Ent.</b>	9.70	4.002	.650 <sup>**</sup>	1		
<b>Subjective Norms</b>	9.72	3.826	.880 <sup>**</sup>	.552 <sup>**</sup>	1	

<b>Perceived Behavioural Control</b>	10.66	3.591	.748**	.391**	.787**	<b>1</b>
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\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Discussion of Findings

The results of the study have shown that firstly, the relationship between family environment and personal attitude towards entrepreneurship is significant. The result is somewhat in agreement with Lingappa *et al.*'s (2020) assertion that family influences attitude towards entrepreneurship. Kusumojanto *et al.* (2021) found that the environment in which students develops can augment their intention and attitudes towards entrepreneurship. The similarity between the current result and Lingappa *et al.*'s and Kusumojanto *et al.*'s results can be linked to the significance of personal attitude in entrepreneurial activities. Secondly, it was found that family environment is significantly related to subjective norms of students. This result is related to the outcome of the study conducted by Cheng (2020), who found that households influence subjective norms moderately, while Wijaya and Puspitowati (2021) observed that subjective norms affect entrepreneurial intentions (i.e., attitudes). The similarity between these results can be attributed to the important role family members play in helping other members to develop entrepreneurial intentions. Thirdly, the result reveals that family environment is significantly related to perceived behavioural control of students. This result is in tandem with the findings of Mala *et al.* (2019) and Puspasari (2023). Mala *et al.* found that family environment is positively and significantly related to self-efficacy, while Puspasari affirmed that the association between family environment and self-efficacy is significant and positive. Overall, the results have shown that family environment can strongly predict entrepreneurial intentions.

Family is made up of members; parents, brothers, sisters and relatives. Through the interactions of family members with other elements, the family constitute itself an environment (Nguyen, 2018). The family environment within which a student develops can contribute to or inhibit the formation of his/her entrepreneurial intentions. Family environment can influence the personality, behaviour and career choices of students. This is owing to its status as the first social experience of students. Based on the TPB, a person such as a student can develop entrepreneurial intention (i.e., personal attitude towards entrepreneurship, subjective norms and

perceived behavioural control) through the influence of the student's family environment (Moussa & Kerkeni, 2021; Sargani et al., 2018). Specifically, family environment can influence a student's attitude to reflect to a large extent action that depicts his/her perception of entrepreneurship as a desirable behaviour. Parents can help their children to develop their personal attitude towards entrepreneurial intentions by affording them more opportunities for critical thinking and decision-making in the family environment (Nguyen, 2018).

Nguyen (2018) argued that the entrepreneurial intentions of students whose parents are self-employed are not higher than those of students whose parents are not self-employed. Conversely, Moussa and Kerkeni (2021) affirmed that students who are from families where the parents, brothers, sisters and relatives are entrepreneurs tend to exhibit higher level of entrepreneurial intentions. Corroborating Moussa and Kerkeni's assertion, Wiani *et al.* (2018) opine that students needs to be encouraged to learn from family members who are entrepreneurs. This encouragement needs to be sustained until the students start manifesting entrepreneurship as a habit, attitude and behaviour both within and outside the family environment. Again, family members who are entrepreneurial role models and close family friends can inspire other family members through their behaviours to emulate them by acquiring entrepreneurial skills and making their career choices in entrepreneurship. Family environment can influence the social development of its members, shape the behaviour, identity and personality of the members, influence the decisions and career choices of members, and support the ambitions of members (Moussa & Kerkeni, 2021; Nguyen, 2018).

In addition, the psychological and emotional events, and the past experiences garnered by the students from the home front and via involvement in the family-owned and/or non-family businesses can contribute to the self-efficacy or perceived behavioural control of the students (Moussa & Kerkeni, 2021). Hence, perceived behavioural control can be increased via interactions in their family environment. It is obvious from the foregoing that this study has made some contributions to knowledge and the burgeoning family environment and entrepreneurial intentions literature. The study has also shown that family environment can influence private university students' entrepreneurial intentions in a developing economy like Nigeria. As such, this research is a veritable addition to the entrepreneurship literature.

Further, high exposure to social conditions (functions, attitudes, treatments and economic status) within a family environment can contribute in shaping the identity, personality, behaviour and mindset of family members; particularly the students who are members of such family. In addition, such students are bound to develop greater personal attitude towards entrepreneurship that will trigger their entrepreneurial intentions. More specifically, allowing the students to emulate the behaviours and mindsets of family members who are entrepreneurs and other entrepreneurs, and participating in entrepreneurial processes can be a personal attitude towards entrepreneurship booster. Exposure to these social conditions can as well help in fine tuning and shaping the beliefs and values of these students towards entrepreneurship. Finally, such exposure can also influence students to believe that they can control their behaviours; including the fear of the challenges of becoming an entrepreneur.

A family environment can help a student develop personal attitude towards entrepreneurship, subjective norms and behaviour control. This happens when the hallmarks of such environment include entrepreneurial activities, increased interactions among family members on entrepreneurship related issues and the willingness to give entrepreneurial supports to family members. As such, the first implication of this study is that families, the academia and the government must begin to view and treat families as the primary institution for the formation of students' entrepreneurial intentions. The second implication is that families should be seen as centres for entrepreneurial apprenticeship and entrepreneurship incubation for family members, including the students. The third implication is that the inherent networks involving family members should be viewed as frameworks for delivering all forms of supports to family members who are budding entrepreneurs.

## **5. Conclusion and Recommendations**

The study has shown that the relationships between family environment and personal attitude towards entrepreneurship, subjective norms and perceived behaviour control are significant. As such, entrepreneurial activities, increased interactions among family members on entrepreneurship related issues and the willingness of family members to give entrepreneurial supports can trigger entrepreneurial intentions. This implies that family environment is the primary entrepreneurship incubation centre for the development of students' entrepreneurial intentions. The study therefore adds to the limited stock of researches on family environment and entrepreneurial intentions in the Nigerian context. Based on the

findings and the conclusions of the study, the following recommendations are made to enhance the development of entrepreneurial intentions among undergraduate students:

1. Families that do not have family-owned businesses should be empowerment to create theirs, while those who have established one or more should be supported to grow them. Consequent upon this, parents should involve their children in the running, management and control of the businesses at an early age. This is to ensure that they start developing entrepreneurial habits, attitude and behaviours early in life.
2. In the event of students refusing to make career choices in entrepreneurship, the close family friends and family members, particularly those who are entrepreneurial role models should all be involved in encouraging such students to do so. This should be done with the aim of helping the students develop the willingness to be entrepreneurs and to develop familial ties.
3. Apprenticeship practices should be introduced into the process of teaching the students their chosen trade. This is to ensure that they are first taught and then given free hand to practice what they have been taught. Hence, helping them to develop self-confidence in practicing the trade.

To enhance the generalizability of the results, the study recommends that further studies should increase the sample size by selecting more faculties from different universities in the six geopolitical zones of the country. Future researchers can include the parents, eldest brothers or eldest sisters as respondents. This is to complement the data obtained from the students. Replication of the study in other context using longitudinal research design is advocated. This is to ensure that in addition to investigating the factors that triggers entrepreneurial intentions, the number of students who actually create new business ventures after graduation are also ascertained.

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