

**ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL
INTENTIONS OF UNIBEN GRADUATES**

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DEPARTMENT OF BUSINESS ADMINISTRATION

FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN

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**A RESEARCH PROJECT WRITTEN AND SUBMITTED TO THE
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FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR OF SCIENCE (B.Sc) DEGREE IN THE DEPARTMENT OF
BUSINESS ADMINISTRATION.**

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DECLARATION

I, FIDELIS EMOSHOGWE SUCCESS hereby declare that this research project was undertaken by me in the Department of Business Administration, Faculty of Management Sciences , University of Benin, Benin City under the supervision of PROF J.O EJECHI This project has not been previously submitted in candidature for any degree . All references made to the work of other people have been duly referenced and acknowledged.

Any litigation or liability arising from the work is to be wholly borne by me and not that of the supervisor.

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DATE

CERTIFICATION

This is to certify that this research work titled: ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTIONS OF UNIBEN GRADUATES is done in fulfillment of the requirements for the award of a degree of Bachelor of Science (B.Sc) in Business Administration was carried out by Fidelis Emoshogwe success under the supervision of PROF J.O EJECHI

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DEDICATION

This project is dedicated to GOD for His grace throughout my time in school most especially for how far he has brought me , for his wisdom and guidance. Also to my parents, Mr and Mrs fidelis umogbai who has being my biggest supporters

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I give thanks to God Almighty for seeing me through this journey, for His guidance, and for giving me the strength to complete this project.

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To my siblings, Fidelis .O.Bright, Fidelis .O.Immaculate, Fidelis .O. Celine , Fidelis .U. Fidelity, and Fidelis . O wright , my biggest supporters I love you all

To my friends(divine scholars)thanks for your support, encouragement, and making the couples of years i spend in school a memorable one.

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ABSTRACT

The study empirically investigated entrepreneurship education and entrepreneurial intentions among graduated students of the university of Benin. Specifically, the study aimed at ascertaining the extent to which entrepreneurship education influences the intentions of graduates to pursue entrepreneurial activities after school. Hence, the study sought to ascertain the level of entrepreneurial intentions among graduated students to identify the push and pull factors compelling/attracting graduated students into the pursuance of entrepreneurship. Furthermore, the study's goal was to examine the effect of the selected demographic variables (gender, age, academic level, and faculty) on students entrepreneurial intentions, while also ascertaining the major forms of businesses that the students are likely to pursue after their course of study. Lastly, part of the study objective was to identify factors serves as deterrents or discouragement to students entrepreneurial pursuit. In order to effective guide the study towards achievement of stated the objectives, five research questions were raised, and three hypotheses generated. The study population comprised all newly graduated students of the university, of which data obtained from the registry put the population at 20,630, 2023/2024 academic session. The study adopted a convenient sampling method and after due computation using the taro yamane's sample size determination formular (at10%), a total sample of 100 respondents was arrived at. The study adopted survey research design which entailed the use of structured questionnaire in ascertaining the opinion of the respondents on the subject matter. Data obtained for the study were analyzed using descriptive statistic, simple percentages, and frequency counts; while the one sample t-test, independent sample test, and one way anova were employed in testing the formulated hypothesis. The data were analyzed via the statistical packages for social sciences (SPSS) version 20.

Findings in the study indicated amongst other things that, entrepreneurship education is a strong predictor of entrepreneurial intentions; graduated students have a high level of entrepreneurial intention, gender, age, and faculty affiliations significantly impacts on students entrepreneurial intentions, while academic level do not significantly impact on students intentions to pursue entrepreneurship, and the major factors discouraging student's entrepreneurial intentions are limited access to finance/lack of startup funds, and lack of support from families and friends.

Based on the findings, the study recommended amongst other things that, universities should continue to enhance their entrepreneurship programs. through the offering of a wider range of courses, workshops, and resources to support student entrepreneurs. They should encourage students to collaborate with faculty members and local

businesses. Universities can facilitate partnerships to help students gain practical experience and access resources.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The interest in entrepreneurship and self-employment has gained significant attention in recent years. Entrepreneurship plays a crucial role in economic development and job creation. It is a driving force behind innovation, economic growth, and poverty reduction in societies worldwide (Kuratko, 2021; Shane & Venkataraman, 2023; Sieger et al., 2018). It is recognized as a key driver of innovation, growth, and competitiveness in both developed and developing economies (Bosma et al., 2021). Entrepreneurial intention refers to an individual's conscious and planned decision to engage in entrepreneurial activities in the future (Hernandez-Sanchez et al., 2019). However, the transition from education to entrepreneurship represents a critical stage where young individuals make decisions regarding their career paths (Agu, 2021; Krueger & Carsrud, 2023).

Recognizing the significance of entrepreneurship, many educational institutions, including the University of Benin (UNIBEN), have incorporated entrepreneurial courses and seminars into their graduated programs to equip students with the necessary knowledge and skills for self-employment (Fayolle & Gailly, 2025). In a study conducted by Akpan et al. (2022), it was found that despite taking career guides and participating in entrepreneurial courses and seminars, graduates experienced a lengthy and frustrating job hunting process. This indicates that there might be factors

influencing students' decisions regarding self-employment. Thus, exploring the factors that attract graduate into entrepreneurship and the forms of businesses they are more likely to pursue after graduation can offer valuable information for policy-makers and educators to design effective entrepreneurship development programs (Kickul et al, 2023).

Understanding the factors that influence entrepreneurial intention among graduated students is essential for promoting entrepreneurship, supporting economic development, and facilitating the transition from education to entrepreneurship. Entrepreneurial intention is influenced by various personal, social, and contextual factors, including attitudes, subjective norms, perceived behavioral control or self-efficacy, social networks, family background, and institutional support (Menzies et al., 2024; Shirokova et al., 2016).

Similarly, the influence of entrepreneurial education and support programs on entrepreneurial intention has been explored by various researchers. Agu (2021) and Sieger et al. (2018) also emphasized the importance of entrepreneurial education in shaping entrepreneurial intention among graduates , highlighting the need for practical experiences, role models, and mentorship. Liñán and Fayolle (2025) have explored the role of entrepreneurial education and entrepreneurial self-efficacy in shaping entrepreneurial intentions.

Cultural influences, institutional support, and economic conditions also play a crucial role in shaping entrepreneurial intentions. For instance, cultural values and norms

regarding risk-taking, individualism, and innovation influence individuals' perceptions and attitudes toward entrepreneurship (Hannon, 2025; Cho et al., 2023). Institutional support, such as government policies, funding programs, and entrepreneurial infrastructure, can significantly impact entrepreneurial intention (Sieger et al., 2018; Liñán & Fayolle, 2025). Economic conditions, including market opportunities, job prospects, and economic stability, also affect individuals' entrepreneurial intentions (Sanchez-García, 2023; Sieger et al., 2024).

In the context of this study, the focus will be on graduated students at the University of Benin (UNIBEN). UNIBEN is one of Nigeria's leading universities, and it has a diverse student population with students who graduated from various faculties and disciplines. Exploring entrepreneurial intention among graduated students at UNIBEN can provide valuable insights into the entrepreneurial ecosystem within the university and the potential for fostering entrepreneurship among students. Additionally, it is important to explore the role of demographic variables, such as age, gender, and faculty, in influencing students' entrepreneurial intentions. By understanding the factors that influence entrepreneurial intention and the forms of business students are more likely to pursue, policymakers, educators, and stakeholders can develop strategies to support and encourage entrepreneurship among graduated students.

1.2 Statement of the Research Problem

Despite the availability of career guides, entrepreneurial courses, and seminars for graduated students, it still takes graduates years of job hunting to secure employment.

This raises several questions regarding the entrepreneurial intentions and aspirations of graduated students. However, limited research has been conducted to investigate the factors influencing entrepreneurial intention specifically among Nigerian graduated students. Therefore, the research problem addressed in this study is to examine the level of entrepreneurial intention among graduated students at the University of Benin (UNIBEN) and to explore the factors that may influence entrepreneurial intention, including attitude, subjective norms, and controlled behavior, among graduated students at UNIBEN.

1.3 Research Questions

To address the research problem, the following research questions will guide the study:

1. To what extent does entrepreneurship education influence the entrepreneurial intentions of graduated students of UNIBEN?
2. What is the level of entrepreneurial intention among graduated students of UNIBEN?
3. What is the effect of the selected demographic variables (age, gender, and faculty graduated from) on graduates entrepreneurial intention among UNIBEN students?
4. What are the pull and push factors that attract graduated students into entrepreneurship in UNIBEN?

5. What are the factors that limit or discourage entrepreneurial intention among graduate in UNIBEN?

1.4 Research Objectives

The study aims to achieve the following objectives:

1. To evaluate the impact of entrepreneurship education on the entrepreneurial intentions of graduated students of UNIBEN.
2. To ascertain the level of entrepreneurial intention among graduated students of UNIBEN.
3. To identify the pull and push factors that attract graduates into entrepreneurship.
4. To examine the effect of the selected variables (age, gender, and faculty graduated from) on graduates entrepreneurship intention
5. To identify those factors that limit or discourage entrepreneurial intention among graduated students of UNIBEN.

RESEARCH HYPOTHESES

Hypothesis 1: There is no Significant Relationship between Entrepreneurial Education and Entrepreneurial Education among Graduated students.

Hypothesis 2: Graduated students have no entrepreneurial intention pursuing entrepreneurship

Hypothesis 3: There are no factors discouraging graduated students from pursuing entrepreneurship

Hypothesis 4: There is no significant relationship between gender characteristics (gender, age, academic level, and faculty) and entrepreneurial intention.

1.5 Significance of the Study

This study holds significant implications for various stakeholders and entities involved in entrepreneurship development among graduated students. The findings of this study can contribute to the existing body of knowledge on entrepreneurial intention and provide insights specific to the context of UNIBEN. The significance of the study is outlined as follows:

Academic Contribution: The study will contribute to the academic field of entrepreneurship by providing empirical evidence on the level of entrepreneurial intention among graduated students in UNIBEN. It will expand the understanding of the factors influencing entrepreneurial intentions, including attitudes, subjective norms, and controlled behavior. The study will also explore the impact of demographic variables on entrepreneurial intention, adding to the existing literature.

Policy and Educational Implications: The findings of this study can inform policymakers, educators, and administrators in designing and implementing effective entrepreneurship education programs at UNIBEN. Understanding the factors that attract students to entrepreneurship and the barriers they face can guide the development of targeted interventions to foster entrepreneurial intention among

graduated students. The study can also help in shaping policies that create a supportive environment for student entrepreneurs, including access to resources, mentorship programs, and networking opportunities.

Entrepreneurship Development: The study's findings can be valuable to entrepreneurship development organizations, incubators, and support agencies working with graduated students. By understanding the pull and push factors that attract students to entrepreneurship, these entities can tailor their programs and initiatives to meet the specific needs and interests of graduated students at UNIBEN. The study can also shed light on the preferred forms of business among students, enabling these organizations to provide relevant guidance and support.

Economic Impact: Promoting entrepreneurship among graduated students has a direct impact on economic growth and job creation. By nurturing entrepreneurial intentions and providing the necessary resources and support, UNIBEN can contribute to the development of a vibrant entrepreneurial ecosystem. This, in turn, can lead to the establishment of new ventures, job opportunities, and economic prosperity in the region.

1.6 Scope of the Study

This study focuses specifically on graduated students at the University of Benin (UNIBEN). UNIBEN is a prominent university with a diverse student population, making it an appropriate setting to explore entrepreneurial intentions among graduate. Thus, the research will be conducted within the campus premises, and data will be

collected from a sample of graduated students representing various faculties graduated from and fields of their post graduates studies The study will not delve into the post-graduation experiences of students in relation to entrepreneurship. The study will focus on examining entrepreneurial intentions, including the level of intention, the impact of demographic variables on those intentions, the pull and push factors influencing their entrepreneurial decisions, the preferred forms of business they are likely to pursue as they graduate and factors limiting or discouraging entrepreneurial intention. It is important to note that this study is limited to the UNIBEN context and may not be generalizable to other universities or regions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Entrepreneurship is a significant driver of economic growth and development, particularly in emerging economies like Nigeria. Understanding the entrepreneurial

intention of graduated students is crucial as it shapes their career aspirations and contributes to the entrepreneurial ecosystem, because fostering entrepreneurial intention at an early stage can lead to the development of a culture of innovation, creativity, and entrepreneurship, which can contribute to job creation and economic prosperity in the long run. The literature review aims to provide a comprehensive overview of previous studies related to entrepreneurial intention among graduated students. The review will explore studies focusing on the factors that influence entrepreneurial intention, both globally and within the Nigerian context. The literature review will provide a theoretical framework for understanding the determinants of entrepreneurial intention and will serve as a foundation for the current research.

2.2 Conceptual Review

This section reviews concepts related to the dependent and independent variables.

2.2.1 Entrepreneurial Intention

Entrepreneurial intention has been defined and conceptualized in various ways in the literature. Entrepreneurial intention refers to an individual's inclination and motivation to engage in entrepreneurial activities (Liñán & Fayolle, 2025). It represents the first step towards entrepreneurial action and is influenced by various internal and external factors.

Krueger et al. (2020) define entrepreneurial intention as the psychological state of an individual that indicates their willingness and desire to start and manage a new venture. It goes beyond mere interest in entrepreneurship and encompasses a

proactive commitment to exploring, identifying, and exploiting opportunities for new business creation. This definition is considered a crucial precursor to actual entrepreneurial behavior, as it reflects the motivational factors driving an individual to pursue entrepreneurial activities.

Liñán and Chen (2019) define entrepreneurial intention as a future-oriented course of action that reflects an individual's determination to engage in entrepreneurial behaviors. It is not just about expecting future actions of starting a new organization but also involves proactive efforts to search for opportunities to create a new venture. This definition highlights the proactive nature of entrepreneurial intention, where individuals actively seek out opportunities to exploit and create value.

Entrepreneurial intention is not just the desire of individuals to engage in venture creation but also an indication to what extent people are willing to try, the strength of an effort they are planning to apply in forming, operating and sustaining a personal venture (Ajzen, 1991). Entrepreneurial intention is an attitudinal and cognitive representation of a person's willingness to create, establish and operate a personal business (Otahe et al., 2019). This suggests that intention captures the motivational factors (attitude, cognitive) of venture creation performance (Puni et al., 2018).

Flowing from the above, entrepreneurial intention is defined as a future course of actual entrepreneurial behaviours to be carried out. It is an inner gut and burning desire to exploit, create, develop and modify a product or service for commercial use.

It is not only an expectation of future actions of creating a new organisation but a proactive commitment of searching opportunities to bring about a new organisation.

2.3 Theoretical Reviews

Various theoretical models and frameworks have been used to explain entrepreneurial intention. Three prominent theories that are relevant to understanding entrepreneurial intention among graduated students are the Theory of Planned Behavior (TPB), Human Capital Entrepreneurship Theory, and the Entrepreneurial Event Model..

2.3.1 Theory of Planned Behavior

The Theory of Planned Behavior (TPB), developed by Ajzen (1991) but derived from the Theory of Reasoned Action (TRA) by Ajzen and Fishbein (1980), posits that an individual's behavioral intention is a direct precursor to actual behavior. This suggests that entrepreneurial intention is influenced by three main factors: attitude towards entrepreneurship, subjective norms, and perceived behavioral control. According to this theory, a positive attitude towards entrepreneurship, favorable subjective norms from significant others, and perceived behavioral control over starting a business are likely to lead to a higher intention to become an entrepreneur. This framework has been widely used to study entrepreneurial intention and has been found to be applicable to the context of graduated students (Liñán et al., 2024). Attitudes reflect an individual's positive or negative evaluation of engaging in entrepreneurial activities. Subjective norms refer to social influences, normative beliefs, and the perceived expectations of significant others, such as family, peers, and mentors, regarding

entrepreneurship. Perceived behavioral control relates to an individual's perceived ability to overcome barriers and successfully engage in entrepreneurial behavior. Several studies have applied the Theory of Planned Behavior to explore entrepreneurial intention among graduated students (Krueger et al., 2020; Krueger & Carsrud, 2023).

The Theory of Planned Behavior is particularly relevant in understanding entrepreneurial intention, as it suggests that intention is a significant predictor of actual behavior. Thus, if students at the University of Benin express a strong entrepreneurial intention, it is more likely that they will pursue entrepreneurial activities both during their studies and after graduation.

2.3.2 Human Capital Entrepreneurship Theory

The Human Capital Entrepreneurship Theory, as postulated by Becker (1975), emphasizes the role of education and experience in fostering entrepreneurship. According to this theory, individuals acquire human capital through education and experience, which becomes a valuable resource for identifying and exploiting entrepreneurial opportunities. Higher levels of education and relevant experiences are expected to positively influence entrepreneurial intention, as individuals with greater knowledge, skills, and abilities are better equipped to recognize potential business opportunities, thereby increasing the likelihood of engaging in entrepreneurial activities (Anderson & Miller, 2023; Krueger et al., 2020). In the context of entrepreneurship education, human capital theory suggests that effective teaching

methods and pedagogies can significantly impact students' acquisition of entrepreneurial skills and their subsequent intention to start a business. This theory also emphasizes that knowledge acquired through education and experience plays a crucial role in idea generation, opportunity recognition, and business planning.

In the context of graduated students, this theory implies that the acquisition of entrepreneurial knowledge and skills through education can positively impact their intention to engage in entrepreneurial activities.

2.3.3 Entrepreneurial Event Model

Another prominent theoretical framework is the Entrepreneurial Event Model (Shapiro & Sokol, 1982), which emphasizes the role of triggering events and the perception of opportunities in shaping entrepreneurial intention. This model suggests that individuals become more inclined towards entrepreneurship when they encounter specific events that stimulate their entrepreneurial aspirations and when they perceive attractive opportunities for venture creation. Krueger et al. (2018) emphasized the influence of personal characteristics, social factors, and prior entrepreneurial experiences on entrepreneurial intention. These models provide a theoretical basis for understanding the factors influencing entrepreneurial intention and guide the development of research hypotheses.

2.4 Pull and Push Factors for Entrepreneurial Intention

Understanding the pull and push factors that attract graduated students to entrepreneurship is essential for promoting entrepreneurial intentions. Pull factors

refer to positive incentives that attract individuals towards entrepreneurship, while push factors are negative incentives, circumstances, or limitations in traditional employment that drive individuals towards entrepreneurship as a means of overcoming challenges and achieving their goals (Fini et al., 2016).

2.4.1 Pull Factors

Pull factors for entrepreneurial intention among graduated students may include the potential for higher financial rewards and wealth accumulation, the desire for autonomy and independence in decision-making, the opportunity for personal growth and self-fulfillment, and the excitement of creating something new (Liñán & Fayolle, 2015; Sánchez, 2013). Entrepreneurship offers the prospect of building one's dream venture and being one's boss, which can be appealing to students with a passion for innovation and creativity (Liñán & Fayolle, 2014).

2.4.2 Push Factors

On the other hand, push factors may arise from dissatisfaction with traditional employment opportunities, limited job prospects in certain industries, desire for financial success, job insecurity, or economic downturns leading to higher unemployment rates (Krueger et al., 2000). Push factors such as job dissatisfaction, limited employment opportunities, need for economic survival, or even the desire to escape unemployment, compel individuals to consider entrepreneurship as an alternative career choice (Lee & Wong, 2019). Similarly, push factors include limited job opportunities in the formal job market, dissatisfaction with current employment,

and a desire for greater work-life balance, hence, for some individuals, the lack of suitable job opportunities or dissatisfaction with the existing job can push them towards entrepreneurship as a viable alternative (Liñán & Fayolle, 2014).

In the Nigerian context, where the job market may be competitive, the lack of suitable employment opportunities can push students towards entrepreneurship as an alternative path to economic independence and self-employment. Therefore, understanding these factors can shed light on the motivations behind graduated students' entrepreneurial intention.

2.5 Entrepreneurial Intention among Graduated Students

Graduate level refers to an advanced stage of academic study undertaken after completing an undergraduate (bachelor's) degree. It represents the pursuit of specialized, in-depth knowledge and mastery within a particular field or discipline.

It is a pivotal phase in the development of entrepreneurial intentions due to the opportunities it offers for exposure to entrepreneurship education, practical experiences, and the development of creative and innovative skills. Universities play a crucial role in nurturing entrepreneurial skills, knowledge, and values among students, aiming to create job creators rather than job seekers, thus enhancing students' entrepreneurial intentions (Ambad & Damit, 2016).

Graduated students had the opportunity to take courses related to entrepreneurship, innovation, and business management. The exposure to such entrepreneurial

education and support networks significantly influence their intention to become entrepreneurs (Fayolle et al., 2025). According to Aladejebi (2018), students exposed to entrepreneurship education are more likely to express positive intentions towards starting their own businesses. Entrepreneurial education programs equip students with the necessary skills, knowledge, and mindset to consider entrepreneurship as a viable career option (Aladejebi, 2018).

Moreover, certain personality traits play a vital role in influencing entrepreneurial intention among graduated students. Individuals with higher levels of risk-taking propensity, proactiveness, and innovativeness are more likely to express entrepreneurial intentions (Liñán & Fayolle, 2025). The presence of entrepreneurial role models and successful entrepreneurs within the university community can also positively influence students' entrepreneurial aspirations (Liñán & Fayolle, 2025). When students see successful examples of entrepreneurship within their academic environment, they may be more motivated to pursue entrepreneurial ventures themselves.

Several studies have explored entrepreneurial intention among graduated students globally, and the results have been mixed. Some studies have found a significant positive relationship between entrepreneurship education and entrepreneurial intention, suggesting that exposure to entrepreneurship courses and programs can positively influence students' intention to become entrepreneurs (Ambad & Damit, 2016). Other studies have reported varying levels of entrepreneurial intention among

graduated students, with factors such as gender, age, family background, and prior entrepreneurial experience also playing a role in shaping their intentions (Türker & Selçuk, 2019). For example, students from entrepreneurial family backgrounds may have a higher intention to start their own businesses, this is because growing up in an environment that encourages entrepreneurship can instill a strong desire to follow in their family's footsteps. Similarly, research has shown that male students, for example, often express higher entrepreneurial intentions than their female counterparts, likewise, age can influence the level of maturity and life experiences that shape entrepreneurial goals. Students who have had prior entrepreneurial experiences, such as running small businesses or participating in startup ventures, are more likely to express intentions to continue down the entrepreneurial path

2.6 Forms of Entrepreneurial Intention Among Graduated Student

Entrepreneurial intention among graduated students can manifest in various forms, depending on their level of interest and commitment to entrepreneurship. Some students may express a strong desire for entrepreneurship, actively planning and preparing for the establishment of their businesses immediately after graduation, that is, these students may seek mentorship and networking opportunities within the entrepreneurial ecosystem to bolster their chances of success, while others may intend to engage in entrepreneurial activities later in their careers, that is, these students may intend to gain entrepreneurial experience in established companies before venturing into their own ventures (Aladejebi, 2018; Arasti et al., 2022). Similarly, some students may aspire to become innovative startup founders, seeking to create disruptive

products or services in the market, while others may be drawn to social entrepreneurship, driven by a desire to address societal challenges and create a positive impact in their communities (Gorgievski et al., 2019).

Some graduates may express a passive interest in entrepreneurship, considering it as a potential career option but not actively pursuing it during their studies. Others may demonstrate a more active intention, engaging in entrepreneurial activities such as participating in business competitions, attending entrepreneurship workshops, or starting small ventures while still in school. Understanding these different forms can help tailor entrepreneurship education to meet diverse student interests and motivations.

Liñán and Fayolle (2024) identified three forms of entrepreneurial intention among graduated students:

Start-up intention: This form of intention refers to the desire of graduates to establish their own new business ventures. Students with this intention aspire to establish their own new business ventures immediately after graduation, driven by the desire to become their own bosses and pursue their entrepreneurial vision (Liñán & Fayolle, 2024). Such individuals are inclined to pursue business forms like sole proprietorships, partnerships, or limited liability companies (LLCs) to launch their ventures (Liñán & Fayolle, 2024).

Continuance intention: Students with this intention plan to continue running family businesses or ventures initiated during their studies (Liñán & Fayolle, 2024). These

individuals often come from entrepreneurial backgrounds and may opt for business forms that align with the existing structure of their family businesses, which could include partnerships, corporations, or family-owned businesses (Liñán & Fayolle, 2024).

Intrapreneurial intention: Intrapreneurship involves being entrepreneurial within an existing organization. For some graduated students, the intention is to engage in "intrapreneurship" within existing organizations (Liñán & Fayolle, 2024). These students aim to work for established companies but with an entrepreneurial mindset, seeking opportunities to innovate and create value within the organization (Liñán & Fayolle, 2024). The business forms they may be associated with are typically corporations or other established business entities that offer intrapreneurship opportunities (Liñán & Fayolle, 2024).

Each form of entrepreneurial intention reflects the diversity of career paths and aspirations among graduated students with an interest in entrepreneurship.

Another study have identified two primary forms of entrepreneurial intention: nascent entrepreneurial intention and innovative entrepreneurial intention.

Nascent entrepreneurial intention: It refers to the desire of graduated students to start their own business ventures in the near future. These individuals actively plan and prepare to launch a new business, and their intention is characterized by tangible actions towards entrepreneurship (Gielnik et al., 2024). Nascent entrepreneurs may have already identified a business idea, conducted market research, and sought

funding sources to kickstart their ventures. These individuals are actively preparing to launch businesses and may choose business forms based on their business models and funding requirements, including sole proprietorships, partnerships, LLCs, or corporations (Gielnik et al., 2024).

Innovative entrepreneurial intention: This pertains to graduated students who are motivated to engage in entrepreneurial activities within existing organizations or by introducing innovative products/services within established businesses (Liñán & Fayolle, 2025). These students are driven by the desire to bring about positive change and innovation in the business world, and they may opt for intrapreneurship opportunities within corporations or pursue entrepreneurship as a form of corporate innovation.

Another research study have identified different types of entrepreneurial intentions that students may possess. It includes:

Career Entrepreneurial Intention: Some graduated students may have a clear intention to pursue entrepreneurship as their primary career choice. They envision starting and running their own business ventures to achieve their professional goals and create value in the market (Krueger et al., 2000). The choice of business form would depend on their business plans and goals but could include sole proprietorships, partnerships, LLCs, or corporations (Krueger et al., 2000).

Necessity Entrepreneurial Intention: Necessity-driven entrepreneurship refers to individuals who engage in entrepreneurship due to the lack of alternative employment

opportunities. Graduated students may exhibit necessity entrepreneurial intention when faced with limited job prospects and economic challenges (Liñán & Fayolle, 2015). The choice of business form in this case may be influenced by the need for minimal upfront costs, leading to options such as sole proprietorships or partnerships (Liñán & Fayolle, 2015).

Innovative Entrepreneurial Intention: Graduated students with an "innovative entrepreneurial intention" are motivated to engage in entrepreneurial activities within existing organizations or introduce innovative products/services within established businesses (Liñán & Fayolle, 2025). These individuals are driven by the desire to bring about positive change and innovation in the business world (Liñán & Fayolle, 2025). In terms of business forms, they may opt for intrapreneurship opportunities within corporations, contributing to the creation of new business units or subsidiaries within larger organizations.

Social Entrepreneurial Intention: Some graduated students are motivated by a strong desire to make a positive social impact and address societal problems through entrepreneurship, leading to "social entrepreneurial intention" (Kolvereid, 1996). These students focus on creating ventures with a social mission to address pressing social and environmental issues (Kolvereid, 1996). Their choice of business forms may include non-profit organizations, social enterprises, or corporations with a strong social responsibility component.

2.7 Forms of Business Graduated are Likely to Pursue After Graduation

The choice of business forms that graduates are likely to pursue can vary based on their intentions.

Sole Proprietorship: Sole proprietorship, a business structure where an individual owns and operates a business alone, is a common choice for recent graduates. This form of business provides full autonomy and control over decision-making (Kuratko, 2016; Liñán et al., 2014). It requires minimal initial capital and legal formalities, making it an accessible option for those with limited capital who want to translate their business ideas into action promptly. Recent studies indicate that sole proprietorship can be an attractive option for graduates who value independence and want to materialize their business ideas immediately (Kuratko, 2016).

Partnership: Partnerships offer graduated students the opportunity to pool resources, share responsibilities, collaborate with peers, mentors, or experienced entrepreneurs and benefit from the diverse skills and expertise of multiple individuals. Katz (2013) elucidated that partnerships can be a strategic choice for those who seek to complement their skill sets or gather additional resources for their business ventures. Graduates who believe that teaming up with others can enhance their business's prospects may opt for this form. Partnerships can distribute risks and responsibilities among the involved parties, which is appealing to those who prefer shared accountability.

Company Formation: For graduate with more ambitious entrepreneurial visions and aspirations or those aiming for scalable ventures, establishing a company or

corporation becomes an appealing choice. This may involve co-founders or a team of individuals working together to establish a more complex business structure. Shane (2013) argued that prior knowledge and the discovery of entrepreneurial opportunities play a vital role in shaping intentions toward company formation. Graduates who possess a vision for high growth and believe they have the necessary expertise and resources are more likely to pursue this path.

2.8 Entrepreneurial Intention Factors That Discourage Entrepreneurial Intention Among Graduated Student

Despite the positive aspects of and the presence of pull factors encouraging entrepreneurial intention, there are also factors that discourage graduated students from pursuing entrepreneurial careers. These factors may act as barriers and hinder the development of a strong entrepreneurial mindset among graduated students. Fear of failure, risk aversion, lack of self-confidence, lack of access to financial resources, limited support systems, preference for stable employment opportunities, and cultural norms favoring traditional career paths can act as barriers to entrepreneurial intention (Obschonka et al., 2018; Olorundare & Kayode, 2014). Additionally, the lack of support systems, limited access to financial resources, and perceived barriers in the entrepreneurial ecosystem may deter students from pursuing entrepreneurial ventures (Ambad & Damit, 2016).

Push Factors

These are circumstances or situations that compel an individual to pursue entrepreneurship, not out of choice but rather as a means of survival.

Limited Job Prospects

The pursuit of entrepreneurship often stems from the perceived limited job prospects in the traditional employment sector. According to Smith (2020), the economic downturn and changing industry dynamics have led many graduate to consider alternative career paths. In such circumstances, entrepreneurship becomes an appealing option to create one's job opportunities.

Dissatisfaction with Traditional Employment:

Dissatisfaction with traditional 9-to-5 jobs is another compelling push factor. As reported in a study by Johnson et al. (2019), graduate are increasingly disenchanted with traditional employment due to issues such as lack of fulfillment, feeling undervalued, limited opportunities for growth, and lack of alignment with personal career goals. This discontent acts as a catalyst for entrepreneurial exploration.

Concern About Job Security

The concern about job security in the face of economic uncertainty has been well-documented (Adams & Brown, 2018). The fear of sudden job loss or the instability of the job market can drive graduate to seek entrepreneurship as a means of gaining more control over their financial future.

Pull Factors

Pull factors are more of an allurements to indulge in entrepreneurship, either as a result of its perceived prospects or for financial advancement and self-discovery.

Financial Independence: Financial independence is a powerful pull factor for many graduate considering entrepreneurship. Research by Martinez and Davis (2021) suggests that the potential for higher earnings and the opportunity to build one's wealth are enticing prospects, particularly in the face of student loan debt and rising living costs.

Passion for a Specific Business Idea: Passion for a specific business idea is a driving force behind many entrepreneurial ventures. According to a survey conducted by Thompson (2017), graduate often find themselves drawn to entrepreneurship when they are deeply passionate about a product, service, or a particular problem they wish to solve through their business.

Desire for Creative Freedom: The desire for creative freedom and autonomy in decision-making is a common pull factor. As highlighted in a paper by Anderson and White (2019), entrepreneurship offers a platform for creative expression and the freedom to shape one's business according to their vision.

Opportunity for Personal Growth and Development: Entrepreneurship often involves overcoming challenges and personal growth, which can be appealing to those who want to continually learn and develop. According to findings from the study by

Lee and Green (2020), the challenges and responsibilities of entrepreneurship can foster personal growth, resilience, and adaptability in graduate.

Desire for Flexible Work Hours: The flexibility in setting one's own work hours is a key attraction for graduate looking to balance work and personal life. Smith and Parker (2022) found in their research that entrepreneurship provides a pathway to achieve a work-life balance that is often difficult to attain in traditional employment.

However, these factors can also be categorized into internal and external barriers which comprises of the following:

- i. **Fear of Failure:** Fear of failure is a common psychological barrier that affects entrepreneurial intention. Starting a business involves inherent risks, and the fear of failure can deter students from taking the leap into entrepreneurship (Thompson, 2021). Similarly, students may be apprehensive about the risks and uncertainties associated with starting a business and worry about the consequences of potential failure, financial losses, and reputational damage (Krueger et al., 2020; Okolo et al., 2019). The fear of financial loss and the potential negative consequences of business failure can act as significant psychological barriers, leading students to choose more traditional and stable career paths.
- ii. **Lack of Role Models:** The absence of successful entrepreneurial role models and mentors can discourage students from considering entrepreneurship as a

viable career option. Having positive role models can inspire and provide guidance to aspiring entrepreneurs (Liñán & Fayolle, 2024).

- iii. Limited Access to Finance:** Lack of access to finance is another significant barrier to entrepreneurial intention among graduated students because access to finance is critical for starting and sustaining a business (Hernández & Sanchis-Llopis, 2018). The lack of financial resources and access to funding can hinder the ability of aspiring entrepreneurs to materialize their business ideas and ventures, thus, deterring students from pursuing their entrepreneurial aspirations (Liñán & Fayolle, 2024; Uyargil & Oztekin, 2023). This financial constraint can be particularly challenging for students without significant personal savings or access to venture capital.
- iv. Limited Business Skills and Knowledge:** Insufficient knowledge and skills in business management, marketing, finance, and other entrepreneurial aspects can hinder students' confidence in venturing into entrepreneurship (Aladejebi, 2018). Moreover, a lack of relevant business skills and experience can discourage graduated students from pursuing entrepreneurship (Bae et al., 2024). Students may feel unprepared or uncertain about their ability to manage and operate a business successfully. The perceived lack of necessary skills and knowledge can lead them to opt for more conventional career paths where their expertise and qualifications are more aligned.
- v. Cultural and Social Norms:** Cultural norms and societal expectations may prioritize traditional career paths over entrepreneurship, leading to a lower

inclination towards starting a business (Liñán & Fayolle, 2024). In some societies, traditional employment may be more highly valued and considered a safer option than entrepreneurship, leading students to prioritize job security over entrepreneurial ventures (Liñán & Fayolle, 2025).

- vi. Uncertainty in the Market:** Perceived uncertainty in the market and economic conditions may discourage students from taking the risk of starting a business (Ajzen, 2002).
- vii. Lack of Supportive Ecosystem:** The absence of a supportive entrepreneurial ecosystem, including incubators, accelerators, and entrepreneurial networks, can deter students from pursuing entrepreneurial ventures (Krueger et al., 2020).

Understanding these discouraging factors is crucial for designing effective entrepreneurship education programs and support systems that address these barriers and promote a positive entrepreneurial environment for graduated students.

2.9 Demographic Factors and graduate Entrepreneurial Intention

Understanding the factors that influence students' entrepreneurial intentions is crucial for educators and policymakers interested in fostering entrepreneurship. Demographic variables, such as gender, age, academic level, and faculty, have been recognized as significant determinants of entrepreneurial intentions among graduates

2.9.1 Gender and Entrepreneurial Intentions

Gender plays a pivotal role in shaping entrepreneurial intentions among students. Research indicates that males often express stronger entrepreneurial intentions than females. For example, Rauch and Hulsink (2015), found that male students tend to have a higher inclination toward entrepreneurship. Similarly, Wilson, Kickul, and Marlino (2007), found that men tend to exhibit higher entrepreneurial intentions than women. Gender roles and societal expectations may play a role in this difference, with men often being more encouraged to pursue entrepreneurship. According to Malebana, Mmakgabo & Vhukeya, Moshe. (2025), factors contributing to this disparity include differences in risk-taking propensities, confidence levels, and social norms. Moreover, male students may perceive more opportunities in entrepreneurship due to the traditionally male-dominated entrepreneurial landscape.

2.9.2 Age and Entrepreneurial Intentions

Age is another demographic variable that influences students' entrepreneurial intentions. Older students are often more inclined toward entrepreneurship compared to their younger counterparts. As individuals mature, they tend to accumulate more experience, industry-specific knowledge, and financial resources, all of which contribute to a higher likelihood of pursuing entrepreneurial opportunities. This was supported by Liñán and Chen (2019), who found that older students exhibit a stronger intention to start their own businesses. In the same vein, Acs, Stam, Audretsch, & O'Connor, (2017), Older students may be more risk-averse and have more

responsibilities, making them less likely to consider entrepreneurship. In contrast, younger students may have a higher tolerance for risk and fewer family and financial obligations, making entrepreneurship more appealing.

2.9.3 Academic Level and Entrepreneurial Intentions

Fayolle, Liñán, & Moriano (2024), noted that Students at different academic levels may have varying entrepreneurial intentions. Undergraduate students may have a higher willingness to experiment with entrepreneurship, while graduate students may be more focused on securing stable careers. Academic level plays a significant role in shaping entrepreneurial intentions. Research suggests that postgraduate students are more likely to express entrepreneurial intentions than graduated students. This may be attributed to the advanced knowledge and skills acquired during postgraduate education, as well as the greater emphasis on research and innovation at this level. Additionally, postgraduate students are often exposed to entrepreneurial role models and networks, which can influence their entrepreneurial aspirations (Kautonen et al., 2025).

2.9.4 Faculty and Entrepreneurial Intentions

Krueger, Reilly, & Carsrud (2020), notes that the field of study or faculty in which the graduates finished from can strongly impact their entrepreneurial intentions. Some faculties, such as business and engineering, tend to foster entrepreneurial thinking more effectively than others. For instance, Fayolle and Gailly (2025) found that students majoring in business-related fields are more likely to express entrepreneurial

intentions. The curriculum and exposure to entrepreneurship-related coursework in these faculties contribute to this inclination.

2.10 Concept of Entrepreneurship Education

The debate over whether entrepreneurship can be taught continues, with some arguing that it is an innate skill and others believing it can be developed through education. Shankar and Corbett (2024), asserts that entrepreneurship is a practice that can be learned. Kaseorg, Raudsaar and Uba (2020), describe entrepreneurship education as a lifelong learning process, starting in elementary school and progressing through higher education.

Entrepreneurship education equips individuals with skills, knowledge, and motivation to identify opportunities, create innovative ventures, and manage them successfully. It emphasizes practical experience, creativity, and real-world problem-solving (Madugu and Kawu (2023).

In Nigeria, entrepreneurship education aims to produce self-reliant graduates with skills to address societal needs. It integrates technical and vocational training, encourages innovation, and fosters economic growth. By providing equal opportunities for men and women, it contributes to personal and national development (Khalil, et al; 2024).

Osisioma (2020), defined entrepreneurship and functional education curricula as learner-focused, emphasizing educational experiences that interpret learners' occupational needs and support the development of comprehensive knowledge, skills,

and values relevant to real-world contexts through research and inquiry. This curriculum assumes that individuals have a natural capacity for learning when they recognize the relevance of what they are taught, and that action-based and self-directed learning fosters lasting skills. Additionally, creativity in learning is enhanced through self-evaluation.

2.10.1 Importance of Entrepreneurship Education

1. Entrepreneurship education significantly influences the behavior of women entrepreneurs and society at large.
2. Its value lies in improving entrepreneurial success by equipping individuals with creativity, competitiveness, and the ability to explore new ideas.
3. It promotes research and innovation, enabling entrepreneurs to develop unique products and services. Scholars such as Alain and Gailly (2023), Reynolds, Hay, and Camp (2019), and Ahmad, Idrus and Rijal (2023), argue that education supports entrepreneurship by fostering autonomy, awareness of career alternatives, and the ability to identify opportunities, as well as equipping individuals with knowledge to create new ventures.

2.11 Entrepreneurship Education and Entrepreneurship Intention

Research has consistently shown that participation in entrepreneurship education enhances individuals' ability to identify opportunities and fosters entrepreneurial intention (Bae, Qian, Miao and Fiet, 2024). Entrepreneurship education, as an integral part of the broader educational system, focuses on imparting skills and developing

innovative ideas essential for job creation. Unlike traditional education, which often prepares individuals to seek employment, entrepreneurship education equips learners with the tools to generate employment by becoming job creators themselves (Gautam, 2020).

This type of education plays a pivotal role in tackling unemployment and poverty, particularly in developing countries like Nigeria. High-quality entrepreneurship education has the potential to serve as a catalyst for economic empowerment by equipping individuals with the necessary skills and mindset to create sustainable businesses (Ojo, Abayomi Odozi, 2024). According to Kangasharju (2020), addressing the skills deficit is crucial to preventing business failures and fostering the growth of small and medium-sized enterprises (SMEs). Without the requisite skills, SMEs are unlikely to thrive, thereby limiting their contributions to economic development.

Promoting entrepreneurship education can significantly enhance the skills of aspiring entrepreneurs, ensuring they are better prepared to navigate the challenges of running a business. This correlation between entrepreneurship education and SME performance has been well-documented. Research by Maas and Herrington (2019) highlights that SME success is strongly influenced by the effectiveness of entrepreneurship education, establishing a positive relationship between the two. Similarly, Raposo and Do Paco (2020) assert that entrepreneurship education plays a critical role in shaping entrepreneurial outcomes and overall business performance.

Nwokebuife, et al; (2021), argue that while creativity and innovation are vital for entrepreneurship, other elements such as management skills, business acumen, and strong networks are equally important for the success of SMEs. A lack of these skills often leads to poor SME performance. Therefore, entrepreneurship education not only benefits individual entrepreneurs but also contributes to societal advancement through job creation, economic growth, and enhanced business efficiency.

2.12 Empirical Review

Empirical studies examining entrepreneurial intention among graduated students have been conducted across different disciplines, including business, psychology, and education. These studies have employed various research methodologies, such as surveys, interviews, and longitudinal studies, to investigate the determinants of entrepreneurial intention and its impact on career choices (Mwasalwiba, 2016; Oosterbeek et al., 2019).

Liñán and Chen (2019) explored the influence of entrepreneurship education on entrepreneurial intentions among university students in China. The findings suggested that students who received entrepreneurship education exhibited a significantly higher level of entrepreneurial intention compared to those who did not receive such education. Additionally, Penanluna, Peneluna, and Jones (2022) reported low levels of business start-up activity among students during enterprise education and within one year of graduation.

Liñán, Nabi, and Krueger (2023) examined the impact of role models and social networks on entrepreneurial intention among university students in Malaysia was examined. The researchers found that positive role models and supportive social networks significantly influenced students' intention to engage in entrepreneurial activities.

Furthermore, Kautonen, Gelderen, and Fink (2023) explored the role of entrepreneurship education in promoting entrepreneurial intention among graduated students of the Netherlands and Finland. The study revealed that entrepreneurship education had a positive impact on students' attitudes towards entrepreneurship and their intention to start a business.

Uyargil and Oztekin (2023) examined the impact of entrepreneurship education on the entrepreneurial intentions of university students in Turkey. The researchers conducted a survey among graduated students from various disciplines and measured their entrepreneurial intentions before and after participating in an entrepreneurship education program. The results showed that the entrepreneurship education program had a positive and significant impact on students' entrepreneurial intentions, increasing their motivation to start their own ventures, and this effect was mediated by their perceived entrepreneurial skills and self-efficacy.

Fayolle, Liñán, and Moriano (2024) investigated the role of family support and gender in shaping entrepreneurial intention among graduated students of France and Spain. The researchers found that family support significantly influenced students' intention

to start a business, and the effect was more pronounced among male students compared to females.

Similarly, a study conducted by Fayolle and Liñán (2024) in Europe explored the impact of the learning environment on entrepreneurial intentions among university students. The study found that a supportive learning environment, including experiential learning opportunities and access to entrepreneurial networks, positively influenced students' entrepreneurial intentions.

Liñán and Fayolle (2025) conducted a cross-cultural analysis of entrepreneurial intentions among graduated students from Spain and France. The researchers used a questionnaire to assess students' attitudes towards entrepreneurship, subjective norms, and perceived behavioral control. The findings revealed that attitudes towards entrepreneurship and perceived behavioral control were significant predictors of entrepreneurial intention in both countries, while subjective norms had a stronger influence on entrepreneurial intention in France compared to Spain.

Aladejebi (2018) explored the effect of entrepreneurship education on entrepreneurial intention among tertiary education students in Nigeria. The researchers administered a questionnaire to graduated students and analyzed the data using descriptive statistics. The results indicated a positive impact of entrepreneurship education on students' entrepreneurial intention, as they showed a greater inclination towards engaging in entrepreneurial activities.

Olotu, Abdul, and Oladipo (2018) found a positive relationship between entrepreneurship knowledge and skills and the performance of small and medium-sized enterprises (SMEs).

In a research conducted by Okolo, Nzewi, and Njoku (2019), the relationship between perceived barriers and entrepreneurial intention among graduated students of Nigeria was examined. The researchers identified several barriers, including fear of failure, lack of access to finance, and limited business skills. The findings indicated that these perceived barriers negatively influenced students' entrepreneurial intention.

Aigbavboa and Oseghale (2021) investigated the push and pull factors influencing entrepreneurial intention among graduated students at the University of Benin. The researchers used a qualitative approach, conducting focus group discussions to explore students' motivations and barriers towards entrepreneurship. The findings revealed that while some students were attracted to entrepreneurship due to the allure of independence and creativity (pull factors), others were driven towards entrepreneurship by the lack of job opportunities in the formal job market (push factors). The study emphasizes the importance of addressing both push and pull factors in designing effective entrepreneurship education programs.

Igiebor and Aghimien (2022) examined the role of self-efficacy in shaping entrepreneurial intention among graduated students at the University of Benin. The researchers administered surveys to assess students' self-belief in their abilities to start and manage a business successfully. The results indicated a positive correlation

between self-efficacy and entrepreneurial intention, suggesting that students with higher levels of self-confidence were more inclined to consider entrepreneurial ventures. The study highlights the significance of promoting self-efficacy in entrepreneurship education to empower students in pursuing their entrepreneurial aspirations.

Ogbeibu and Akhigbe (2022) investigated the effect of entrepreneurship education on entrepreneurial intention among graduated students at the University of Benin. The researchers used a mixed-method approach, including surveys and interviews, to collect data from a sample of [number of participants]. The findings indicated that students who had undergone entrepreneurship education demonstrated a higher level of entrepreneurial intention compared to those who had not received such education. The study highlights the importance of incorporating entrepreneurship courses in the university curriculum to foster entrepreneurial mindset among students.

Omoera and Egharevba (2025) explored the long-term impact of entrepreneurship education on the entrepreneurial intentions of graduates from the University of Benin. They conducted follow-up surveys with a cohort of alumni who had completed entrepreneurship courses during their graduated years. The results showed that a significant percentage of the alumni had pursued entrepreneurial ventures after graduation, demonstrating the lasting influence of entrepreneurship education on their career paths. The study underscores the role of education in nurturing future entrepreneurs and fostering a culture of innovation and creativity.

These empirical studies highlight the importance of entrepreneurship education and its impact on entrepreneurial intention among graduated students. They also shed light on the barriers that students may face in pursuing entrepreneurial ventures and emphasize the need for targeted interventions and support to foster a more entrepreneurial mindset among students.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter addressed the research techniques and method used to examine the objectives of this study. This chapter contains the population, the research design, the sampling method, the sample size, the research instrument, measurement of variables, data collection methods and the data analysis plan.

3.2 Research Design

A research design is a structured plan or strategy employed by a researcher in a preconceived investigation in a bid to obtain answers to the attainable to the research questions (Kothari, 2014). This study adopted a descriptive survey research design involving the use of structured questionnaire. A descriptive research design is suitable for the study because it is a type of quantitative and qualitative research method that enables the researcher in gathering relevant data on the subject based on respondents feedback. McCombes (2020), noted that in this type of research design the researcher cannot control or manipulate the variable, but findings are based on respondents opinions.

3.3 Population

This research work focused on Entrepreneurial intention among graduated students. As such, the population of the study comprises of the entire twenty thousand six

hundred and thirty (20630) newly graduated students of the University of Benin, Benin City, Edo State, Nigeria.

3.4 Sample size and Sampling Technique

The convenience sampling method was used for the study. According to Edgar & Manz (2017), a convenience sampling method is a method of collecting samples by taking samples that are conveniently located around or near the researcher especially when the population is large, and there is a constraint of time and resources on the part of the researcher. This sampling method is best suited for the study because the population of the respondents is large and unknown to the researcher. Also, it gives the researcher ease of access to respondents closer to him and that are readily available

The study adopted the Taro Yamane (1967) formula of sample determination. Given below as:

Where n = the required sample size

N = the population size

E = level of precision (usually 5%, 10%, or 1%)

l = constant

Using a precision level of 10% with the population size of 20630, sample size is calculated as follows

$$n=20,630 / 1+20630(0.01)$$

$$=20,630 / 206.3$$

$$=100$$

Approximately = 100

From the above calculation, a total sample of 100 graduated students in the university of Benin will be used for the study.

3.5 Sources of Data

Data for the study was obtained from primary sources. It involves the administration of structured questionnaire to the graduated students in the university of Benin in sampling their opinions on the subject of entrepreneurial intention.

3.6 Method of Data Collection

The data for the study was obtained by means of structured questionnaires. Self-completion questionnaires was given to graduated students of the University of Benin, Benin city, Edo State. The copies of questionnaires will be given to each respondent by hand, using drop and pick method.

3.7 Research Instrument

Warwick and Linger (1975) suggested that researchers should settle on instruments that provides high accuracy, generalizability and explanatory power with low cost rapid speed and a minimum of management demands with high administrative convenience. Structured questionnaire with both closed-ended and Likert-scale questions, designed based on the literature review, and pre-tested for validity and

reliability will be used as research instrument. This enhanced the identification of statistically significant results from the data analysis procedure (Zikmund et al., 2013). The questionnaire was divided into two sections. Section A comprised respondents' demographic profile; Section B featured questions on the independent variable and the dependent variable. Five Likert scale questions ranging from strongly agree to strongly disagree will be adopted (5 points ordinal scale measurement).

3.8 Reliability Test

A measure's reliability can be described as its consistency. It indicates the degree to which the outcome can be duplicated when the study is conducted again under the identical circumstances Fiona (2021).

To ascertain the reliability of the instrument, the researcher randomly administer the research instrument (questionnaire) to twenty (20) respondents who are not be part of the sample size. This response will be analyzed with the aid of the SPSS 20. The data generated from the test will be correlated statistically with the Cronbach's Alpha, thereby guaranteeing the internal consistency of the questionnaire.

Validity Of Instrument

In ensuring the validity and reliability of the research instrument, it was handed to the researcher's project supervisor for scrutiny and necessary correction; which was acted upon by the researcher.

Operationalization of Variables

Details on how the variables was operationalized are presented in Table 1 below:

Table 1: Operationalization of variables for students Questionnaire

S/N	Variables	Operationalization	Measuring Scale	Questions	Apriori Expectation
1	Gender	Sex of the respondent	Multiple choice question	Q1	+/-
2	Age	Age of the respondent	Multiple choice question	Q2	+/-
3	post graduate fields of study	Academic field of Respondents	Multiple choice question	Q3	+/-
4	faculty graduated from	Faculty affiliation of the respondents	Open-ended	Q4	+/-
5	Entrepreneurial intention	The likelihood of students to pursue entrepreneurship	Five point Likert-scale	Q5	+/-
6	Pull and Push factors	The nature of Business students are likely to pursue	Five point Likert-scale	Q6	+/-
7	Form of Business	factors that compelled graduates to pursue entrepreneurship	Multiple choice question	Q7-12	+/-
8	Limitations	factors limiting or discouraging entrepreneurial pursuit among students	Multiple checklist	Q13-17	+/-

3.9 Method of Data Analysis

The data generated for the purpose of this study was analyzed using descriptive mean, frequency count and simple percentage, Linear regression model, Analysis of variance (ANOVA) and the one-sample t-test statistics. The decision rule used in the various test of hypotheses are:

If the calculated t-test value is greater than the critical t-test value, the null hypothesis is rejected and the alternative hypothesis accepted.

CHAPTER FOUR

Data Presentation, Analysis, And Interpretation

4.1 Introduction

This chapter presents an analysis of the data generated for the study. The chapter begins with the analysis and presentation of the biodata of the respondents; thereafter, a descriptive analysis of the research variables (dependent and independent) and a test of the hypotheses to determine the relationship between the variables are presented as a means of achieving the study objectives as stated in Chapter One.

A total of one hundred questionnaires were distributed by the researcher to post-graduated students within university of Benin City, Edo state, to sample the opinion on entrepreneurial intention among graduated students, and were all duly retrieved. The data obtained are analyzed in this section, and the chapter ends with a discussion of the study's findings.

4.2 Demographics of Respondents

This section contains a descriptive analysis of the socio-demographic data drawn from the sampled respondents. The socio-demographic variables include the Gender of the respondent, age, marital status, residence profile, and Duration of stay in the community.

Table 4.1 Respondents' Demographic Profile

SN	VARIABLES	OPTION	Responses
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			FREQUENCY	PERCENTAGE (%)
1.	Gender	Male	57	57.0
		Female	43	43.0
		Total	100	100
2.	Age	21-25 years	79	79.0
		26-30 years	18	18.0
		30 -35 years	3	3.0
		TOTAL	100	100
3.	post graduate fields of study	M.ENG.	18	18.0
		M.B.A	20	20.0
		M.ED	18	18.0
		M.phil	44	44.0
		Total	100	100
4.	Faculty graduated from	Engineering	30	30.0
		Life science	25	25.0
		Management science	20	20.0
		Education	18	18.0
		Social science	7	7.0

		Total	100	100
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Source: Author's Field Work, 2025

Gender Of Respondents

The gender distribution as obtained from from table 4.1 above showed that majority of the respondents were male with a frequency count of 57 representing 57% of the respondents, while 43% of the respondents were female.

Age Of Respondents

Data obtained on the age distribution of the respondents showed that 79% of the respondents were within the ages of 21-25, years, 18% were between the age of 26-30 years, while the least represented are those within the ages of 31- 35 years, with only 3% representation.

Faculty Graduated from

Among the faculty of the respondents, the data showed that 30% of the respondents graduated from xEngineering, while 25% of the respondents graduated from life science and 20% of the respondents graduated from Management science, 18% from Education, and 7%

4.3 Descriptive Analysis of Entrepreneurial Education Among Graduated

Students

This section provides descriptive analysis of the dependent variable (Entrepreneurial Education). Specifically, it measures the propensity/likelihood of graduated students to pursue entrepreneurship after their course of study.

Table 4.2 Entrepreneurship Education Among Graduated Students

S/N	Statement	SA	A	UN	D	SD	Mean	Remark
Entrepreneurial Intentions								
5.	The entrepreneur courses I took in school provided me with a solid understanding of how to start and run a small business	19 (5.6%)	57 (16.8%)	127 (37.5%)	78 (23.0%)	58 (17.1%)	2.71	Agreed
6.	The knowledge gained from entrepreneurship education is applicable in real-world business scenarios	58 (17.1%)	76 (22.4%)	146 (34.1%)	39 (11.5%)	20 (5.9%)	3.33	Agreed
7.	Entrepreneurship education encourages creative thinking and innovation	38 (11.2%)	133 (39.2%)	74 (21.8%)	58 (17.1%)	36 (10.6%)	3.23	Agreed
8.	I believe that entrepreneurship education fosters a positive attitude towards starting a business	38 (11.2%)	134 (39.5%)	108 (31.9%)	59 (17.4%)	- (-)	3.45	Agreed
9.	The practical experiences and case studies presented in	73 (21.5%)	38 (11.2%)	130 (38.3%)	59 (17.4%)	39 (11.5%)	3.14	Agreed

	entrepreneurship courses are valuable for understanding business challenges							
	AVERAGE	45.2 (13.33%)	87.6 (25.84%)	117 (34.51%)	58.6 (17.29%)	30.6 (9.03%)	3.17	Agreed

Source: Author’s Fieldwork, 2025

The analysis result indicates an overall moderately positive perception of entrepreneurship education among graduated students (3.17). The result suggests that graduated students have a positive view of entrepreneurial courses in the institution.

4.4 Descriptive Analysis of Entrepreneurial Intentions Among Graduated Students

This section provides descriptive analysis on the dependent variable (Entrepreneurial Intentions). Specifically, it measures the propensity/likelihood of graduated students to pursue entrepreneurship after their course of study.

Table 4.3 Entrepreneurial Intentions Among Graduated Students

S/N	Statement	SA	A	UN	D	SD	Mean	Remark
Entrepreneurial Intentions								
10.	Through the knowledge gained from my undergraduate program I intend to start up my own business	23 (23%)	39 (39%)	19 (19%)	13 (13%)	6 (6%)	3.60	Agreed
11.	I believe that entrepreneurship is a viable	66 (66%)	21 (21%)	7 (7%)	2 (2%)	4 (4%)	4.43	Agreed

	career option for me							
	I feel confident in my ability to start and run a successful business	64 (64%)	15 (15%)	15 (15%)	6 (6%)	- (-)	4.3 7	Agreed
12.	Your educational experience at UNIBEN has influenced your entrepreneurial intention	70 (70%)	24 (24%)	2 (2%)	2 (2%)	2 (2%)	4.58	Agreed
13	Financial success influences my entrepreneurial intention	58 (58%)	31 (31%)	7 (7%)	4 (4%)	- (-)	4.43	Agreed
14	Lack of financial resources discourages entrepreneurial intention	51 (51%)	38 (38%)	4 (4%)	7 (7%)	- (-)	4.33	Agreed
15.	Do you think exposure to entrepreneurship education significantly influences your intention to become an entrepreneur?	52 (52%)	38 (38%)	9 (9%)	1 (1%)	- (-)	4.41	Agreed
16.	Do you agree that fostering entrepreneurial intention at early stage can lead to the development of a culture of innovation, creativity, and entrepreneurship?	55 (55%)	36 (36%)	7 (7%)	2 (2%)	- (-)	4.44	Agreed
17.	Do you agree with the statement that entrepreneurial intention goes beyond mere interest in entrepreneurship?	72 (72%)	20 (20%)	6 (6%)	2 (2%)	- (-)	4.62	Agreed

18.	Understanding entrepreneurial intention among graduated helps to shape their career	62 (62%)	26 (26%)	5 (5%)	5 (5%)	2 (2%)	4.41	Agreed
19.	Do you agree that ones attitude towards entrepreneurship significantly influences their entrepreneurial intention?	64 (64%)	27 (27%)	6 (6%)	3 (3%)		4.52	Agreed
	Average	57.91 (57.91%)	28.64 (28.64%)	7.91 (7.91%)	4.27 (4.27%)	1.27 (1.27%)	4.38	Agreed

Source: Author's Fieldwork, 2025

Table 4.3 presents data on the level of entrepreneurial intentions among graduate students. Analysis of the data showed that an average of 86.55% of the respondents agreed and strongly agreed to the statements in the research instrument, whereas 5.54% disagreed and strongly disagreed to the statement of items, while 7.91% were undecided. More so, the average mean of 4.38 indicates a very high level of entrepreneurial intentions among the students. Furthermore, the mean values indicates that, graduated students have a strong intention to pursue entrepreneurship (x=3.60), they believe entrepreneurship is a viable career option (x=4.43), they feel confident in their ability to run a successful business (x=4.37), their educational experience have influenced their intention to pursue entrepreneurship (x=4.58); a major factor influencing their intention to pursue entrepreneurship is the quest for financial success (x=4.43); lack of financial resources may serve as a deterring factor to their entrepreneurial pursuit (x=4.33); exposure to entrepreneurial courses and education

such as CED influences their decision to pursue entrepreneurship ($x=4.41$); exposure to entrepreneurship education significantly influences your intention to become an entrepreneur ($x=4.44$); they agreed that entrepreneurial intention goes beyond mere interest in entrepreneurship ($x=4.62$); they agreed that entrepreneurial intention among graduated helps to shape their career ($x=4.41$); and they agreed that an individual's attitude towards entrepreneurship significantly influence their entrepreneurial intentions. Conclusively, the grand mean of 4.38 indicates a reasonably high level of entrepreneurial intention among graduated students. The result implies that, students are likely to pursue self-empowerment and entrepreneurship after their course of study.

4.5 Descriptive Analysis of Factors Influencing Graduated students intentions To Pursue Entrepreneurship (Pull and Push factors)

This section presents a descriptive analysis of factors influencing graduated students of the pursuit of entrepreneurship. The study divides these factors under two broad categories; pull and push factors. The data is analyzed using descriptive statistics, frequency and simple percentage, and presented in graph to aid interpretation and comprehension.

Hypothesis one: Graduated students' have no intentions to pursue entrepreneurship

Table 4.4: Independent sample t-test on entrepreneurial intentions among graduated students

One-Sample Test

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
I have a strong intention to pursue entrepreneurship	5.196	99	.000	.60000	.3709	.8291
I believe that entrepreneurship is a viable career option for me	14.336	99	.000	1.43000	1.2321	1.6279
I feel confident in my ability to start and run a successful business	14.424	99	.000	1.37000	1.1815	1.5585
To what extent do you believe that your educational experiences in UNIBEN have influence your entrepreneurial intentions	19.596	99	.000	1.58000	1.4200	1.7400
How important is the potential for financial success in influencing your entrepreneurial intentions?	17.996	99	.000	1.43000	1.2723	1.5877
How significant is the lack of financial resources as a discouragement to your entrepreneurial	15.584	99	.000	1.33000	1.1607	1.4993

intentions?						
Do you think exposure to entrepreneurship education significantly influences students' intention to become entrepreneurs?	20.210	99	.000	1.41000	1.2716	1.5484
Do you agree that fostering entrepreneurial intention at an early stage can lead to the development of a culture of innovation, creativity, and entrepreneurship?	20.134	99	.000	1.44000	1.2981	1.5819
Do you agree with the statement that entrepreneurial intention goes beyond mere interest in entrepreneurship?	23.373	99	.000	1.62000	1.4825	1.7575
How important do you think understanding entrepreneurial intention among graduated students is for shaping their career aspirations?	14.939	99	.000	1.41000	1.2227	1.5973
Do you agree that one's attitude towards entrepreneurship significantly influences their entrepreneurial intention?	20.400	99	.000	1.52000	1.3722	1.6678

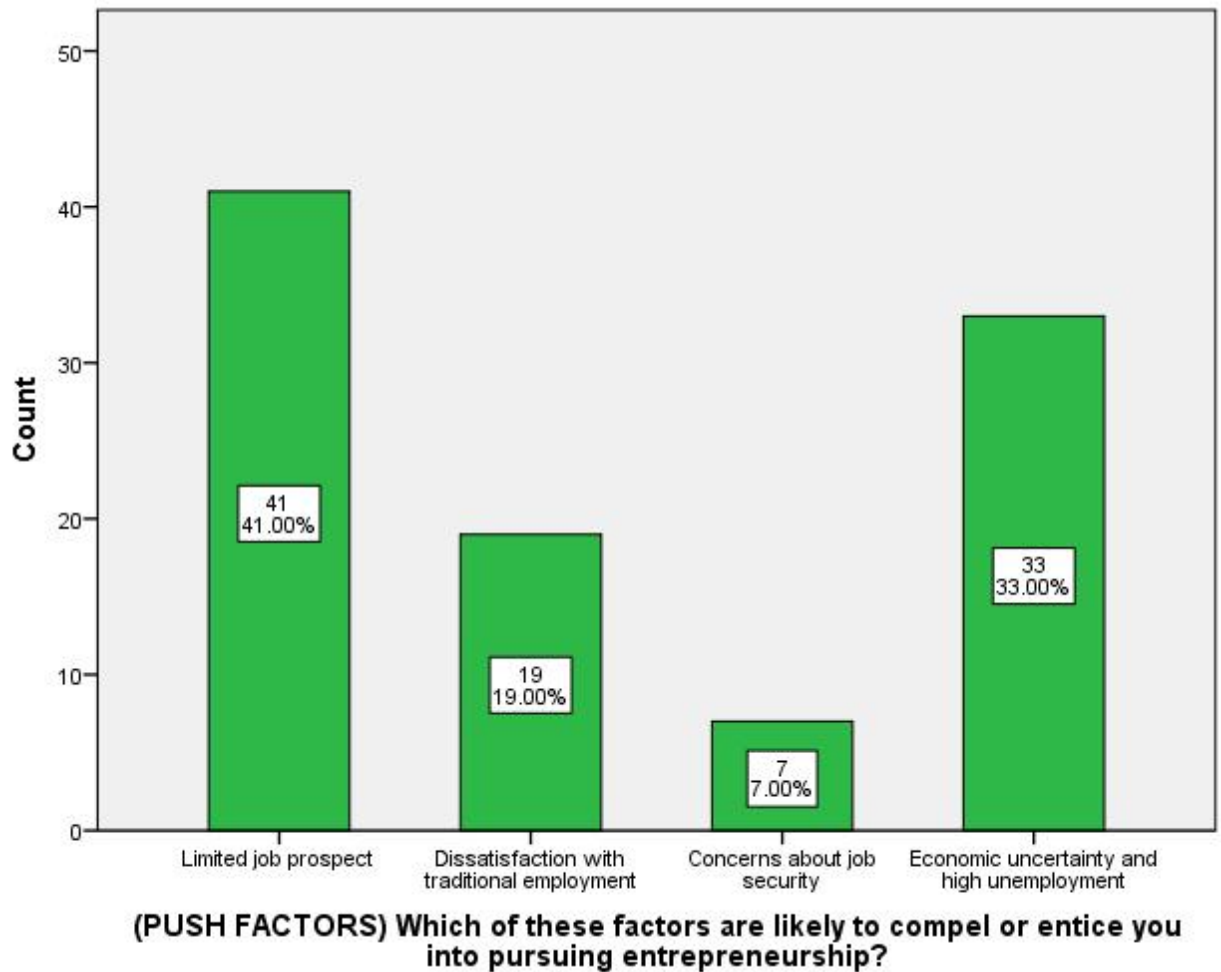
Source: Authors fieldwork, 2025

Table 4.2.1 presents data on the independent sample t-test measuring the level of entrepreneurial intentions among graduated students. The results shows a high calculated t-values on all the items which are corresponding significance value .000. given that the t-values are greater than the hypothesized value (test value) of 3, the result suggests a sufficient evidence against the null hypothesis. Hence, the null hypothesis which states that “graduated students have no no intentions to pursue entrepreneurship” is rejected.

4.6 Push factors influencing Graduated students’ entrepreneurial intentions

Push factors comprise those forces which are generally internal to an individual and compels them to pursue entrepreneurship.

Figure 4.4 Push Factors



Source: Author's field work (2025)

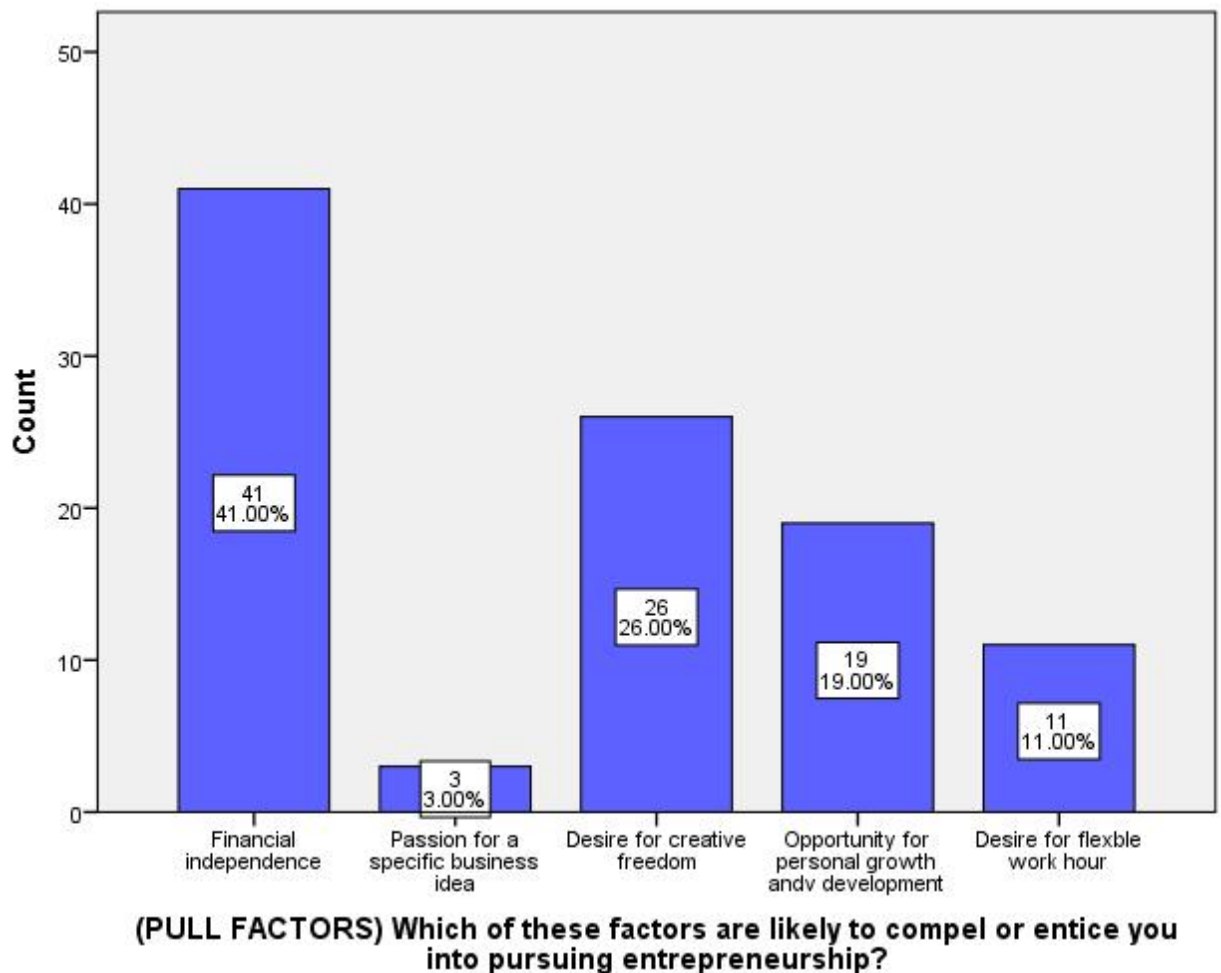
The bar chart above represents the push factors compelling graduated students to pursue entrepreneurship. The data showed that, 41% of the respondents selected limited job prospects, 19% indicated dissatisfaction with traditional employment, 7% indicated concerns about job security, while 33% indicated economic uncertainty and high unemployment rate as factors pushing them to pursue entrepreneurship. From the data above, it is observed that the major push factors of students entrepreneurial intentions are; Limited job prospects (41%), followed by Economic uncertainty and

high unemployment (33%), next to this is the dissatisfaction with traditional employment and lastly is the concern over the security of white collar jobs respectively.

4.6.2 Pull factors influencing Graduated students' entrepreneurial intentions

Pull factors comprise those external factors which presents a form of attraction to students and presents the appeals of entrepreneurship.

Figure 4.2 Pull Factors



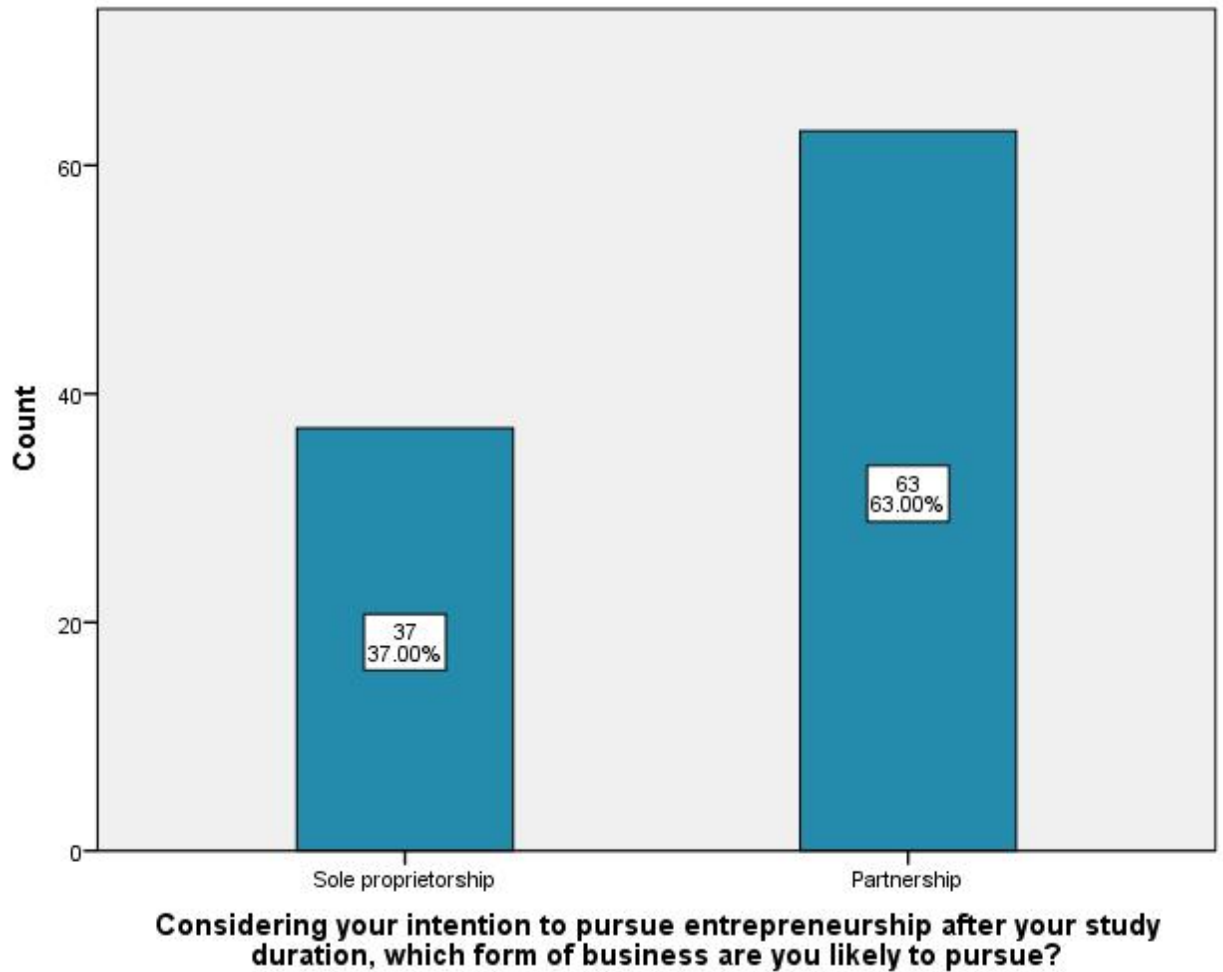
Source: Author's field work (2025)

The bar chart above represents the pull factors enticing graduated students to pursue entrepreneurship. The data showed that, 41% of the respondents selected Financial independence, 26% indicated Desire for creative freedom, 19% indicate opportunity for personal growth, while 11% indicated Desire for flexible work hour as factors pulling them to pursue entrepreneurship. From the data above, it is observed that the major pulling factors of graduates entrepreneurial intentions are; Financial independence (41%), followed by Desire for creative freedom (26%), next to this is opportunity for personal growth and development(19%), followed by Desire for flexible work hour(11%) and lastly Passion for a specific business idea.

4.4 Descriptive of forms business common among graduated students

Figure 4.3 Business Forms

r



Source: Author's field workdr (2025)

The graph in section 4.4 above shows the students preference for the form of business they are likely to undertake after their course of study. Analysis of the data show that majority of the graduates have preference for partnership form of business. This is indicative in the frequency count of 63 responses; while 37% of the respondent indicated preference for sole proprietorship form of business.

4.8 Factors discouraging entrepreneurial intention among graduated students

This section analyzes the factors discouraging entrepreneurial intention among graduated

students. Specifically, it presents an analysis of those factors that determine students in their quest for entrepreneurship. The factors are present in order of magnitude or extent at which they affect or influence the entrepreneurial intention among graduated students.

Table 4.6 Factors discouraging entrepreneurial intention among graduated students

SN	ITEMS	FREQUENCY			
		100			
		TICK	%	NOT TICK	%
1	Lack of funds	87	87	13	13
2	Lack of support from families and friends	49	49	51	51
3	Limited market opportunities	79	79	21	21
4	Regulatory and bureaucratic hurdles	71	71	29	29
5	Lack of relevant skills and knowledge	66	66	34	34
6	Competition from established businesses	58	58	42	42

Source: Author's Fieldwork, 2025.

Table 4.6 presents data on factors discouraging entrepreneurial intention among graduated students. Analysis of the results shows that 87% of the respondent indicated lack of funds, 49% of the respondent indicated lack of support from families and

friends, 79% indicated limited market opportunities, 71% indicated regulatory and bureaucratic hurdles, 66% indicated lack of relevant skills and knowledge, while 58% indicated competition from established businesses.

Table 4.6.1: Ranking of factors that discourages entrepreneurial intention among graduated students

FACTORS	RANKING
Lack of funds	1
Lack of support from families and friends	2
Limited market opportunities	3
Regulatory and bureaucratic hurdles	4
Lack of relevant skills and knowledge	5
Competition from established businesses	6

Authors fieldwork, 2025.

Table 4.5.1 presents an aggregated ranking of the factors discouraging entrepreneurial among graduated students on the basis of their magnitude, as obtained from the responses of the respondents from the research instrument. Analysis of the data shows that the major factor that discourages entrepreneurship among graduated students is; lack of funds, followed by lack of support from families and friends, limited market opportunities, regulatory and bureaucratic hurdles, and lack of relevant skills and knowledge; while competition from established businesses ranked least among the listed factors.

4.9 Selected demographic factors and entrepreneurial intentions

This section presents analysis on the relationship between selected demographic variables (Gender, Age, academic level, and faculty) and entrepreneurial intention.

4.7.1 Gender and entrepreneurial intention

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurial intentions	Male	57	4.7990	.14140	.01873
	Female	43	3.8161	.55846	.08516

Authors fieldwork, 2025.

Table 4.6.1 above presents a relationship between gender and entrepreneurial intention using independent sample t-test. The table shows that there is a significant difference between the mean of both gender. The result shows that the male gender have a higher mean value of approximately 4.80 while the female had a mean value of approximately 3.82 this implies that the male gender have higher entrepreneurial intention than the female,

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

										r
Entrepreneurial intentions	Equal variances assumed	52.08	.000	12.78	98	.000	.98298	.07694	.83029	1.136
	Equal variances not assumed			11.27	46.08	.000	.98298	.08720	.80746	1.158

Authors fieldwork, 2025.

Data obtained from the t-test table showed an F-value of 52.077 and a corresponding p-value of .000 at 5% level of significance. This shows that there is a significant relationship between gender and entrepreneurial intention. The result explains that the extent at which graduated students will pursue entrepreneurship is largely a function of their gender.

4.6.2 Age and entrepreneurial intention

Descriptives

Entrepreneurial intentions

	N	Mean	Std. Dev	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between-Component Variance
					Lower Bound	Upper Bound			
21-25	79	4.48	.646	.08	4.33	4.62	2.45	5.00	
26-30	18	4.04	.240	.06	3.92	4.16	3.64	4.36	
30 and above	3	3.73	.396	.23	2.74	4.71	3.27	4.00	

Total	100	4.38	.619	.06	4.25	4.50	2.45	5.00	
Fixed Effects			.590	.06	4.26	4.49			
Model									
Random Effects				.26	3.25	5.50			.09947

Authors fieldwork, 2025.

Table 4.6.2 above presents the descriptive statistics result on the relationship between graduates age and their entrepreneurial intention. Analysis of the data showed a significant difference in the mean of the age groups. Those within the ages of 21-25years were found to have higher means than others, indicating that graduates within the age bracket of 21-25 years have a higher propensity to pursue entrepreneurship after their course of study.

ANOVA

Entrepreneurial intentions

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.105	2	2.052	5.890	.004
Within Groups	33.797	97	.348		
Total	37.901	99			

Authors fieldwork, 2025.

Results obtained on the Anova table above showed that Age had an f-value of 5.890, and a corresponding p-value of .004. Given that p is significant at <5%, the result

indicates a statistically significant relationship between age and students entrepreneurial intention. This implies that, the likelihood for an graduated student to pursue entrepreneurship is largely dependent on their age.

4.6.3 Academic Level and entrepreneurial intention

Descriptive

Entrepreneurial intentions

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
M.ENG	78	4.3135	.61109	.06919	4.1757	4.4513	2.45	5.00
MBA	20	4.6364	.62568	.13991	4.3435	4.9292	2.64	4.91
M.A.ED	2	4.2273	.06428	.04545	3.6497	4.8048	4.18	4.27
Total	100	4.3764	.61874	.06187	4.2536	4.4991	2.45	5.00

Authors fieldwork, 2025.

The above table present analysis result on the nexus between students academic level and their intention to pursue entrepreneurship. The result showed a lack of statistical difference in the means of each level. However, it does indicate, that those in their 2nd years of study (200 level) have a slightly higher intention to pursue entrepreneurship. The lack of statistical difference in the means implies that entrepreneurial intentions do not vary with the academic level of the students.

ANOVA

Entrepreneurial intentions

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.705	2	.852	2.284	.107
Within Groups	36.197	97	.373		
Total++	37.901	99			

Authors fieldwork 2025

The table above presents analysis of variance result on the relationship between students academic level and entrepreneurial intentions. The result showed an F-value of 2.284 and a corresponding P-value of 1.07. This explains a lack of significant relationship between academic level and students entrepreneurial intention.

4.6.3 Faculty Graduated from and Entrepreneurial intentions

Descriptive

Entrepreneurial intentions

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Management Sciences	83	4.4622	.63418	.06961	4.3237	4.6007	2.45	5.00
Faculty of Education	14	3.9026	.27955	.07471	3.7412	4.0640	3.27	4.36
Faculty of Life Sciences	3	4.2121	.18924	.10926	3.7420	4.6822	4.00	4.36

Total	100	4.3764	.61874	.06187	4.2536	4.4991	2.45	5.00
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Authors fieldwork, 2025.

The above table shows the descriptive analysis of entrepreneurial intention in relation to the faculty affiliation of the respondents. Analysis of data shows significant differences in the means of each of the faculties represented. Furthermore, the result indicated that those in management sciences have a higher mean of 4.46 followed by those in Life sciences (4.21), before those in education (3.90). This shows that students of management sciences are more likely to pursue entrepreneurship than others.

ANOVA

Entrepreneurial intentions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.835	2	1.918	5.460	.006
Within Groups	34.066	97	.351		
Total	37.901	99			

Authors fieldwork, 2025.

The analysis of variance result on the relationship between student’s faculty and entrepreneurial intention showed an F-value of 5.46 and a corresponding P-value of .006. This clearly indicates that a statistically significant relationship exists between students’ faculty and their entrepreneurial intentions.

4.7 Relationship Between Entrepreneurship Education and Entrepreneurial

Intention

This section examines the relationship between the independent variable (Entrepreneurship education) and the dependent variable (Entrepreneurial Intention).

The simple linear regression model was employed with decision rule for significance at <0.05%.

Table 4.4 Model Summary; Entrepreneurship Education and Entrepreneurship Intention

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.496 ^a	.246	.244	1.90645	2.559

a. Predictors: (Constant), Entrepreneurship Education

b. Dependent Variable: Entrepreneurial Intention

Source: Author's estimation from Spss 22.

The model summary provides insight into the relationship between entrepreneurship education and entrepreneurial intention. The R value of 0.496 signifies a moderate positive correlation between the predictor variable (entrepreneurship education) and the dependent variable (entrepreneurial intention). Additionally, the R Square value of 0.246 indicates that entrepreneurship education accounts for approximately 24.6% of the variation in entrepreneurial intention, implying that other factors contribute to the remaining 75.4%.

The adjusted R Square, slightly lower at 0.244, adjusts for the number of predictors in the model, ensuring that the explanatory power is not overstated due to sample size variations. The standard error of the estimate, recorded at 1.90645, represents the

average deviation between the actual and predicted entrepreneurial intention scores, offering insight into the model's accuracy.

Furthermore, the Durbin-Watson statistic of 2.559 is used to assess autocorrelation in the residuals. While a value close to 2 suggests minimal autocorrelation, a value exceeding 2 may indicate negative autocorrelation, which could influence the model's reliability.

Table 4.5 Analysis of Variance; Entrepreneurship Education and Entrepreneurship Intention

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	400.134	1	400.134	110.091	.000 ^b
Residual	1224.850	337	3.635		
Total	1624.984	338			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Entrepreneurship Education

Source: Author's estimation from Spss 22

The ANOVA table evaluates the overall significance of the regression model by determining whether entrepreneurship education has a statistically significant impact on entrepreneurial intention. The regression sum of squares (400.134) represents the

portion of the variance in entrepreneurial intention that is explained by entrepreneurship education, while the residual sum of squares (1224.850) accounts for the unexplained variation, indicating that additional factors influence entrepreneurial intention beyond the predictor included in the model.

With one degree of freedom for the regression and 337 degrees of freedom for the residual, the mean square for the regression is calculated as 400.134, whereas the mean square for the residual is 3.635. The F-statistic, obtained by dividing the regression mean square by the residual mean square, is 110.091. This high F-value suggests that the model provides a significantly better prediction of entrepreneurial intention than a model without predictors.

Moreover, the significance value (Sig.) of 0.000 confirms that the impact of entrepreneurship education on entrepreneurial intention is statistically significant at conventional significance levels (e.g., 0.05 or 0.01). This indicates that the likelihood of the observed relationship occurring by chance is extremely low, reinforcing the robustness of the model's findings.

Table 4.6 Regression coefficient; Entrepreneurship Education and Entrepreneurship Intention

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Collinearity Statistics
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	B	Std. Error	Beta			Tolerance	VIF
(Constant)	5.301	.416		12.747	.000		
1 Entrepreneurship Education	.533	.051	.496	10.492	.000	1.000	1.000

a. Dependent Variable: Entrepreneurial Intention

Source: Author's estimation from Spss, 22.

The coefficients table provides a detailed examination of the impact of entrepreneurship education on entrepreneurial intention. The unstandardized coefficient (B) for the constant is 5.301, indicating that in the absence of entrepreneurship education (i.e., when its value is zero), the baseline level of entrepreneurial intention remains at 5.301. This serves as the intercept in the regression equation.

For entrepreneurship education, the unstandardized coefficient (B) is 0.533, meaning that a one-unit increase in entrepreneurship education results in a 0.533 increase in entrepreneurial intention, assuming all other factors remain constant. The standard error of 0.051 indicates that this estimate is relatively precise.

The standardized coefficient (Beta) of 0.496 provides a scale-independent measure of influence, demonstrating that entrepreneurship education has a moderate-to-strong positive effect on entrepreneurial intention compared to other potential predictors. Additionally, the t-value of 10.492, coupled with a significance level of 0.000,

confirms that this effect is highly statistically significant, suggesting that the likelihood of this relationship occurring due to random chance is extremely low.

Furthermore, the collinearity statistics, with a tolerance of 1.000 and a variance inflation factor (VIF) of 1.000, indicate the absence of multicollinearity concerns. Since entrepreneurship education is the sole predictor in the model, this ensures that its estimated effect is not influenced by redundancy or correlation with other variables.

4.8 Test of Hypothesis

This section summarizes the results of the independent t-test and anova tables in 4.6 in order to test the null hypothesis stated in chapter one of the study. The decision rule for accepting the formulated hypothesis is, if the calculated p-value is greater than 0.5 percent level of significance, we accept the null hypothesis (H_0), but if the p-value is lesser than 0.5 level of significance, we reject the null hypothesis.

Hypothesis 1: There is no Significant Relationship between Entrepreneurial Education and Entrepreneurial Education among Graduated students.

Result obtained from the regression table 4.5 shows that at p-value $<0.01\%$ there is a significant relationship between entrepreneurship education and entrepreneurial intentions. Such that, an increase in entrepreneurship education with result in a direct increase in entrepreneurial intentions of students. Hence, we reject the null hypothesis.

Hypothesis 2: Graduated students have no entrepreneurial intention.

Result obtained from the one sample t-test in table 4.6.1 showed high calculated t-values for all the stated items exceeding the critical/test value of 3 with a p-value of .000 this explains that graduated students have high entrepreneurial intentions. Hence, the null hypothesis which states that “Graduated students have no entrepreneurial intention” is Rejected.

Hypothesis 3: There are no factors discouraging graduated students from pursuing entrepreneurship

Result obtained from the frequency table 4.5 showed that a number of factors discourages graduated students from pursuing entrepreneurship among which limited access to funds, lack of support from families and friends and limited market opportunities ranked highest respectively. Hence, the null hypothesis which states “There are no factors discouraging graduated students from pursuing entrepreneurship” is rejected.

Hypothesis 4: There is no significant relationship between gender characteristics (gender, age, academic level, and faculty) and entrepreneurial intention.

Gender

Results obtained on the independent sample t-test in table 4.6.1 showed that gender had a p-value of .000. This shows that gender is significantly related with entrepreneurial intention.

Age

The ANOVA result in table 4.6.2 showed that age had a p-value of .004 indicating that statistically significant relationship exists between age and students entrepreneurial intention.

Academic level

The analysis of variance result in section 4.6.3 showed that academic level had a p-value of .107. This implies a lack of statistically relationship between academic level and entrepreneurial intention.

Faculty graduated from

Data on the interplay between faculty affiliation and entrepreneurial intention as seen in table 4.6.4 showed a p-value of .006. This shows that a significant relationship exists between faculty affiliation and students entrepreneurial intentions.

4.9 Discussion of Findings

The study empirically investigated entrepreneurial intentions among graduated students of the university of Benin. Specifically, the study aimed at ascertaining the level of entrepreneurial intentions among graduated, to identify the push and pull factors compelling/attracting graduated students into the pursuance of entrepreneurship. Furthermore, the study's goal was to examine the effect of the selected demographic variables (gender, age, academic level, and faculty) on students entrepreneurial intentions, while also ascertaining the major forms of businesses that the students are likely to pursue after their course of study. Lastly, part of the study objective was to identify factors serves as deterrents or discouragement to graduates

entrepreneurial pursuit. In order to effectively guide the study towards achievement of stated objectives, five research questions were raised, and three hypotheses generated. The study population comprised of newly graduated students of the university, of which data obtained from the school's registry put the population at 20,630 for the 2023/2024 academic session. The study adopted a convenient sampling method and after due computation using the Taro Yamane's sample size determination formula (at 10%), a total sample of 100 respondents was arrived at. The study adopted survey research design which entailed the use of structured questionnaire in ascertaining the opinion of the respondents on the subject matter. Data obtained for the study were analyzed using descriptive statistics, simple percentages, and frequency counts; while the one sample t-test, independent sample test, and one way ANOVA were employed in testing the formulated hypothesis. The data were analyzed via the statistical packages for social sciences (SPSS) version 20.

Findings obtained after due analysis of the data retrieved from the respondents showed that;

Graduate students have a significantly high level of entrepreneurial intention. Results obtained from the study found that majority of the graduates are very likely to pursue entrepreneurship after their course of study. Looi and Khoo-Lattimore (2015), noted that, the bulk of entrepreneurship education taught or communicated to the students (through general courses like CED) often create in the students a sense of hunger, or quest to delve and explore the world of entrepreneurship.

Also, the study found that a variety of factors compels or attracts students into the quest and pursuance of entrepreneurship. According to Joseph (2017), Those factors which compels or forces students desire for entrepreneurship have been identified as push factors, while those that attracts/entices graduated students to pursue entrepreneurship were defined as pull factors. Among of the push factors, the study found limited job prospects (inability to secure white collar jobs) after graduation as the main drivers of push factors tending graduates into entrepreneurship. On the other hand, the study found the quest for financial independence as the major pull factors attracting graduated students into entrepreneurship. This aligns with findings in Su, Zhu, Chen, Jin, Wang Lin & Xu (2021).

Furthermore, data on the form of business graduate students are likely to pursue after graduation revealed that, majority of the students favoured partnership form of business over others. McQuaid (2000), in his assertion noted that, entrepreneurship relates to the pursuance of business irrespective of the resources currently under ones disposal. However, businesses are formed within the ambit of financial resources. Hence, given the inability of majority of the pursuant to meet the capital, financial, experiential, and bureaucratic resources or requirements for the business, they often opt to partner or collaborate with others who have the means in other to actualize their goals (Pan, Seow, Shankararaman, and Koh (2021).

Again, data on the factors discouraging students entrepreneurial intention showed that, while a variety of factors serves as deterrents or discouragements to most graduate

from venturing into or pursuing entrepreneurship, the most major or critical of these factors is the lack of, or limited access to finance/capital. According to Ofili (2014), and Ayebe and Omale (2016), majority of students owing to limited access to finance often shy away from the idea of entrepreneurship because they believe they might not have the wherewithal to foot it.

On the nexus between selected demographic variables and students entrepreneurial intentions, the study found a significant link between gender, age, and faculty with students' entrepreneurial intentions; while post graduate field of study was found to have an insignificant relationship with students entrepreneurial intentions. More so, the study found that males, those in their masters MBA programs, those within the ages of 21-25 years, and that graduated from the faculty of management sciences have higher entrepreneurial intentions than others. This aligns with findings in Malebana, Mmakgabo & Vhukeya, Moshe. (2025); Nabil, (2021), and Küttim, Kallaste, Venesaar, & Kiis (2014).

CHAPTER FIVE

Summary Of Findings, Conclusions And Recommendations

5.1 Introduction

This chapter presents a concise summary of the findings obtained from the analysis of the data. The chapter is structured as follows; the summary of findings, the conclusion of the study, the recommendations of the study, contribution to knowledge and the researcher suggestions for further research.

5.2 Summary of Findings

The study investigated entrepreneurial education and entrepreneurial intentions among graduated students of the university of Benin. Questionnaire were administered to graduated full-time students of the university of Benin, Benin city, Edo state. Data obtained were analyzed using the statistical software for social sciences (SPSS) 22.

The summary of findings arrived at after due analysis indicated that;

1. There is significant relationship between entrepreneurship education and entrepreneurial intention among graduated students
2. Graduated students have a high level of entrepreneurial intention
3. Major push factor endearing students into entrepreneurship is limited job prospects (or inability to secure white collar jobs after graduating); while the

major pull factor enticing students to pursue entrepreneurship is the desire for financial independence

4. The major form of business graduated students are likely to pursue are partnership forms of business
5. Major factors discouraging student's entrepreneurial intentions are limited access to finance/lack of startup funds, and lack of support from families and friends.
6. Gender, age, and faculty affiliations significantly impacts on students entrepreneurial intentions, while academic level do not significantly impact on students intentions to pursue entrepreneurship.

5.3 Contribution to Knowledge

This research significantly advances our understanding on the concept of entrepreneurial intentions among graduated students, it brings to bare the intricate interplay between selected socio-demographic characteristics and students entrepreneurial intentions. Similarly, it highlights those forces that either compels or entice students towards entrepreneurship, while also pointing out those factors that deters or discourages graduated students from pursuing entrepreneurship. Altogether, the study serves as a guide firstly, to school authorities in framing out its entrepreneurial educational curriculum. Also, the study will aid government and its agencies in effectively developing a fertile and enabling environment for these young entrepreneurs to explore the business world. Knowledge of those factors limiting or discouraging entrepreneurial intention will aid relevant policy makers in lightening

the weight and problems associated with young startup. The study also sheds light to the path of graduated students of identifying the major factor inclining them towards entrepreneurship; it also help them understand the extent at which their individual and person characteristics can affect their quest for financial freedom and self-actualization. Overall, the research provides valuable insights for Government, entrepreneurship regulatory bodies, tertiary institution and as well the objects of this study (graduated students), relevance of entrepreneurship in the overall development of the nation. Lastly, the study will serve as a guide to future researchers on the subject.

5.4 Conclusions

Entrepreneurship, the act of creating and managing businesses with innovative ideas, has gained prominence as a dynamic avenue for personal and societal development. It is no longer confined to seasoned professionals but has, in recent years, attracted a new generation of aspiring entrepreneurs, graduated students. These graduates often in the early stages of career pursuit professional careers, bring fresh perspectives, untapped creativity, and a hunger for autonomy to the entrepreneurial landscape.

The relevance of studying entrepreneurial intention among graduated students lies in the transformative power it holds for individuals and the broader society. At the individual level, the pursuit of entrepreneurship offers the promise of autonomy, self-reliance, and the realization of personal ambitions. Students who aspire to become entrepreneurs are driven by the desire to chart their own course, innovate, and

potentially make a significant impact in their chosen domains. Moreover, entrepreneurship represents a means to convert their academic knowledge and skills into practical ventures, translating theory into tangible action.

Society, too, stands to benefit greatly from the entrepreneurial endeavors of graduated students. Young entrepreneurs inject vitality into local and global economies, driving innovation and job creation. They introduce disruptive ideas and technologies that challenge the status quo, fostering competition and pushing industries to evolve. Furthermore, the societal benefits extend to addressing pressing issues, such as unemployment and economic growth, while contributing to a culture of self-reliance and problem-solving.

Understanding the determinants of entrepreneurial intention among graduated students is pivotal in guiding policies and educational strategies. It allows educational institutions to tailor their curriculum and support systems to nurture and harness the entrepreneurial spirit within students. Moreover, it provides governments and regulatory bodies with insights into crafting supportive environments that facilitate the transition from intention to successful entrepreneurial ventures.

This study delved into the entrepreneurial intentions of graduated students at the University of Benin, offering insights into the factors that drive their aspirations, the barriers they encounter, and the potential societal implications. By exploring the push and pull factors, preferred forms of businesses, and demographic influences on these intentions, this research contributes to the broader dialogue on student

entrepreneurship. Ultimately, the findings can inform strategies that empower the next generation of entrepreneurs, fostering a more innovative, self-reliant, and economically vibrant society.

5.5 Recommendations

Based on the findings of the study on entrepreneurial intentions among graduated students the following recommendations are made, for students, school authorities, government, and entrepreneurship regulatory bodies;

1. Given that the study found a high level of entrepreneurial interest among graduated students, it is recommended that students take advantage of the entrepreneurship education offered at the university. This will help them develop the necessary skills and knowledge to succeed in their entrepreneurial endeavors.
2. Since partnership is a favored form of business among students, it's important for students to actively network and seek potential business partners. Building a strong network can help students find suitable partners with complementary skills and resources. Also, recognizing that limited access to finance is a major discouragement, students should consider improving their financial literacy. This will enable them to manage their finances effectively and explore various funding options for their entrepreneurial ventures. More so, seeking guidance and mentorship from experienced entrepreneurs can be beneficial for students. They can learn from the experiences and mistakes of others, helping them make informed decisions and overcome challenges.

3. Universities should continue to enhance their entrepreneurship programs. This includes offering a wider range of courses, workshops, and resources to support student entrepreneurs. They should encourage students to collaborate with faculty members and local businesses. Universities can facilitate partnerships to help students gain practical experience and access resources.

4. Efforts should be made at establishing or promoting initiatives that provide financial support to student entrepreneurs, such as grants, loans, or venture competitions. Access to capital is a significant barrier for many students, and universities can play a role in alleviating this challenge.

5. Recognizing the limited access to finance as a significant deterrent, the government should consider creating programs or policies that provide financial support and incentives to young entrepreneurs. This could include low-interest loans, grants, or tax incentives. In its effort, government should endeavour to create a favorable regulatory environment for startups and small businesses. Simplify registration processes, reduce bureaucratic red tape, and offer tax breaks to encourage entrepreneurship.

6. Government as well as designated authorities should jeer effort at Promoting entrepreneurship education in all educational institutions, from primary schools to universities, to instill an entrepreneurial mindset from a young age. Also, they should build a supportive ecosystem for student entrepreneurs, including incubators, accelerators, and co-working spaces. These resources can provide a nurturing

environment for startups. They should facilitate connections between student entrepreneurs and potential investors or funding sources. Regulatory bodies can play a crucial role in matchmaking entrepreneurs with investors.

5.6 Suggestions for Further Research

This study provides valuable insights into the nature of entrepreneurial intention among graduated students. However, no research, no matter how vast and all-encompassing is without limitations hence, several suggestions have been made for further study on this research topic and to build upon its findings. Firstly, future research can investigate the specific impact of different types of entrepreneurship education programs and courses on students' entrepreneurial intentions and their readiness to start and manage businesses. Also, future studies can focus on the gender-specific differences in entrepreneurial intentions and whether there are any unique challenges or opportunities for male and female students in pursuing entrepreneurship. Again, studies can evaluate the effectiveness of various entrepreneurship support programs, including incubators, accelerators, and mentorship initiatives, in fostering entrepreneurial intentions and actual startup creation. Other study may also explore in-depth the barriers and challenges faced by students who aspire to be entrepreneurs, including financial constraints, regulatory issues, and the lack of access to resources.

5.7 Limitation of Study

The major limitations to the study were difficulty in obtaining responses from the graduates, as well as time constraints, and cost considerations.

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APPENDIX I

UNIVERSITY OF BENIN

FACULTY OF MANAGEMENT SCIENCES

DEPARATMENT OF BUSINESS ADMINISTRATION

QUESTIONNAIRE ON ENTREPRENEURSHIP EDUCATION AND

ENTREPRENEURIAL INTENTIONS OF UNIVERSITY OF BENIN

GRADUATES

Dear Respondent,

I am an graduated student undergoing a program for the award of B.Sc. in Business administration in the above University. As part of the requirement of the program, I am undertaking a study on entrepreneurship education and entrepreneurial intentions; and your institution is part of the population for the study.

I humbly solicit your assistance in this study by helping me to complete this questionnaire. The information so provided will be used solely for academic purpose as relating to this research and will be treated with utmost confidentiality.

Thanks.

Success

(Researcher)

Instruction: please tick or fill in the appropriate information

Section A: Demographic

1. Gender: Male [] Female []
2. Age: 21-25 [] 26-30 [] 31-35 [] 36 and above []
3. Post graduate field of study [MBA] [M.ENG.] [M.ED] [M.PHIL]
4. Faculty _____ graduated _____ from _____ (kindly specify)

SECTION B

Instruction: On a scale of 1-5, kindly indicate the extent of your agreement or disagreement as to the statements below (SA=Strongly Agree, A= Agree, UN=Undecided, D=Disagree, SD=Strongly Disagree).

S/N	ITEMS	SA	A	UN	D	SD
		5	4	3	2	1
	Entrepreneurship Education					
	The entrepreneurship courses I have taken provide me with a solid understanding of how to start and run a small business					
6.	The knowledge gained from entrepreneurship education is applicable in real-world business scenarios					
7.	Entrepreneurship education encourages creative thinking and innovation					
8.	I believe that entrepreneurship education fosters a positive attitude towards starting a business					
9.	The practical experiences and case studies presented in entrepreneurship courses are valuable for understanding business challenges					

Entrepreneurial Intention						
10.	i am intending to start my own business					
11.	I feel motivated to pursue entrepreneurship as a career path					
12.	I would prefer to own and manage a business rather than working for someone else					
13.	I believe I have the skills and knowledge to successfully run my own business					
14.	I am willing to take risks in order to start and grow a business					

SECTION C

Push Factors

Which of these factors is likely to compel or entice you to pursue entrepreneurship?

- 15. Limited job prospects []
- 16. Dissatisfaction with traditional employment []
- 17. Concerns about job security []
- 18. Economic uncertainty and High unemployment []

Pull Factors

Which of these factors is likely to compel or entice you to pursue entrepreneurship?

- 19. Financial independence []
- 20. Passion for a specific business idea []
- 21. Desire for creative freedom []
- 22. Opportunity for personal growth and development []
- 23. Desire for flexible work hours []

SECTION D

Challenges to Entrepreneurship in Nigeria

Instruction: which of the following factors serve as a major challenge to entrepreneurship in Nigeria? (Kindly tick ONE that applies to you)

24. Lack of sufficient capital or funding to start and grow the business []]
25. Difficulty in accessing reliable information or resources about business []]
management.
26. Inadequate business skills and knowledge, such as financial management, marketing, or operations []]
27. Fear of failure or lack of confidence in business decision-making []]
28. Limited networking opportunities and connections with other entrepreneurs or investors []]
29. Government regulations and bureaucratic obstacles in starting or running a business []]
30. Lack of mentorship or guidance from experienced entrepreneurs or professionals []]
31. Difficulty in hiring skilled workers or building a reliable team []]
32. Inadequate market research or understanding of customer needs []]
33. Inability to cope with competition in the market []]

34. Economic instability and external factors affecting the business environment

[]

Thanks for your time.