

Academic Self-concept, Self-efficacy and Social Support as Determinants of Entrepreneurial Intention among Emerging Adults of Private Universities in Southwest, Nigeria

Tunde Sunday OLAKUNLE
LCU/PG/001341

**Being a PhD Thesis Submitted to the Department of Arts & Social Science Education,
Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfilment of the Requirements for the Award of the Degree of Doctor of
Philosophy (PhD) in Guidance and Counselling**

2024

Certification

This is to certify that **Tunde Sunday OLAKUNLE** with matriculation number **LCU/PG/001341** carried out this research work titled ‘**Academic Self-concept, Self-efficacy and Social Support as Determinants of Entrepreneurial Intention among Emerging Adults of Private Universities in Southwest, Nigeria**’ in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria for the Award of Doctor of Philosophy Degree (PhD) in Guidance and Counselling and this has not been previously submitted.

Dr. Sabina Nwakaego Obi
Supervisor

Date

Dr. Oluyomi Susan Pitan
Head of Department

Date

Dedication

This research work is dedicated to God Almighty for His immense guidance and blessing throughout this programme and to the self-actualisation of emerging adults, may His name be praised forever.

Lead City University Ibadan DO NOT COPY

Acknowledgement

Researcher expresses his gratitude to the private universities used as study settings for their cooperation and assistance all through the data gathering procedure. I am grateful to Lead City University, Ibadan. I also thank the department of Guidance and Counselling for giving me the opportunity to learn from erudite and esteemed scholars.

I profoundly appreciate my supervisor Dr. Sabina Nwakaego Obi, whose super vision and invaluable contributions to this work helped a great deal. The encouragement, guide, suggestions and support she gave were amazingly enormous. I am eternally grateful.

I appreciate the Dean, Faculty of Education Prof. Donald A. Odeleye, Head of Department Dr. Oluyomi S. Pitan. The provost of the post-graduate college Prof. Afolakemi O. Oredein. Head of Department of Science Education Prof. Philius O. Yara and the Internal / External examiner, Dr. Lydia T. Dada.

My special appreciation goes to the lecturers in the department of Arts and Social Science and faculty of Education, Prof. Senimetu Ileuma, Dr. Toyin Oyedeji, Dr. Ukamaka E. Akuche, Dr. Adepoju O. Oti, Dr. Monilola D. Oyetade, Dr. Olabisi T.P Killian, Dr. M. Mojirade Ayantunji, Dr. Christianah O. Sam-Kayode, Dr. Adeyemi A. Ebo, Dr. Seyi David, Dr. Deborah O. Ayeni, Dr. Omobola Gambo, Dr. Moyinoluwa O. Owojori, Dr. Hafsat O. AbdulSemih, Dr. Yejide A. Ibikunle, Miss Adedolapo O. Awoniyi, Dr. Babatunde J. Kolashi, Mr. Moyosore O. Beckley, Mr. Oluwaferanmi E. Adejuwon and Miss Omelihu G. Oduali for their contribution and support during the period of my study.

To my colleagues at work who have been a support and encouragement, I say thank you.

I deeply appreciate my amiable wife, Deaconess Christianah Lola Olakunle for her prayers, immense support, encouragement, contribution and advice towards the completion of this programme. Also, my appreciation goes to my wonderful and glorious children; Goodluck Israel Olakunle, Goodness Victoria Olakunle and Goodnews Samuel Olakunle for their understanding.

My appreciation also goes to my younger brother Mr. Adewale Nathaniel Olakunle and Dr. Okoiye Emmanuel Ojaga for their support and encouragement.

Even though the above-mentioned institutions and persons assisted in the process of this research work, the researcher alone bears the responsibility for the errors, (if any), found in this work.

Abstract

The present economic challenges and lack of self-actualisation among emerging adults may worsen societal ills and maladjustment. There is scarcity of empirical researches investigating influence of academic self-concept, self-efficacy and social support on entrepreneurial intention of emerging adults in private universities. This study, therefore, investigated academic self-concept, self-efficacy and social support as determinants of entrepreneurial intention among emerging adults in private universities in South-west, Nigeria. The study adopted the descriptive research design of survey type. Multistage sampling procedure was employed in selecting 1305 emerging adults of private universities in South-west, Nigeria. Data were generated with a questionnaire on Academic Self-concept, Self-efficacy, Social Support and Entrepreneurial Intention ($\alpha = .79$). Data were analysed using descriptive and inferential statistics at 0.05 alpha level. The result showed that: the level of entrepreneurial intention among emerging adults of private universities in South-west, Nigeria is high, with weighted average mean (\bar{x}) of 2.89; there is a high level of academic self-concept among emerging adults of private universities in South-west, Nigeria, with weighted average mean (\bar{x}) of 2.88; the level of self-efficacy among emerging adults of private universities in South-west, Nigeria is low, with weighted average mean (\bar{x}) of 2.24; the level of perceived social support among emerging adults of private universities in South-west, Nigeria is high, with weighted average mean (\bar{x}) of 3.29; there is a significant joint influence of academic self-concept, self-efficacy and social support on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria ($F_{(3,1099)} = 73269.990$, $R^2 = .987$); there is a significant relative influence of academic self-concept ($\beta = 0.544$; $t = 28.689$), self-efficacy ($\beta = 0.193$; $t = 17.582$) and social support ($\beta = 0.277$; $t = 26.757$) on entrepreneurial intention of emerging adults of private universities in South-west, Nigeria; there is a significant positive relationship between academic self-concept and entrepreneurial intention ($r = 0.724$) among emerging adults of private universities in South-west, Nigeria; there is a significant gender difference in entrepreneurial intention among emerging adults of private universities in South-west, Nigeria (male = 3.21, female = 3.02); there is a significant gender difference in self-efficacy among emerging adults of private universities in South-west, Nigeria (male = 2.30, female = 2.17). It is concluded that psychological variables in this study influence entrepreneurial intention, thus these variables should be enhanced to make emerging adults actively work towards owning business ventures. Academic self-concept should be enhanced among emerging adults of private universities to ensure entrepreneurial intention, among other recommendations.

Keywords: Academic self-concept, self-efficacy, social support, entrepreneurial intention, emerging adults of private universities

Word Count: 397

List of Tables

Table	Title	
3.1	Population of 300 Level Students in Private Universities in South-West, Nigeria	159
3.2	Sampling Frame of 300 level Students in Private Universities in South-West, Nigeria.	165
4.1	Questionnaire Return Rate	170
4.2.1	Gender of Respondents	170
4.2.2	Respondent's Age	171
4.3.1	Level of Entrepreneurship Intention among Emerging Adults of Private Universities in South-West, Nigeria	172
4.3.2	Level of Academic Self-concept among Emerging Adults of Private Universities in South-West, Nigeria	174
4.3.3	Level of Self-efficacy among Emerging Adults of Private Universities in South-West, Nigeria	176
4.3.4	Level of Perceived Social Support among Emerging Adults of Private Universities in South-West, Nigeria	178
4.4.1	Summary of Regression Analysis Showing Significant Joint Influence of Academic Self-concept, Self-efficacy and Social Support on Entrepreneurial Intentions of Emerging Adults in South-West, Nigeria	180
4.4.2	Summary of Regression Analysis Showing Relative Influence of Academic Self-concept, Self-efficacy and Social Support on Entrepreneurial Intention among Emerging Adults of Private Universities in South-West, Nigeria	181
4.4.3	Pearson Product Moment Correlation Showing Relationship Between Academic Self-concept and Entrepreneurial Intention among Emerging Adults of Private Universities in South-West, Nigeria	183
4.4.4	Significant Gender Difference in Entrepreneurial Intention among Emerging Adults of Private Universities in South-West, Nigeria	185
4.4.5	Significant Gender Difference in Self-efficacy of Emerging Adults in South-West, Nigeria	187

List of Figure

Figure

- 2.1** Conceptual Model for the Study of Academic Self-concept, Self-efficacy and Social Support as Determinants of Entrepreneurial Intention among Emerging Adults of Private Universities in South-West, Nigeria 123

Lead City University Ibadan DO NOT COPY

Table of Contents

Content	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
List of Tables	vi
List of Figure	vii
Table of Contents	viii
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of the Problem	11
1.3 Aim and Objectives of the Study	12
1.4 Research Questions	13
1.5 Hypotheses	13
1.6 Significance of the Study	14
1.7 Scope of the Study	15
1.8 Limitation of the Study	15
1.9 Operational Definitions of Terms	16
Endnotes	17

Chapter Two: Literature Review

2.1 Conceptual Review	20
2.1.1 Entrepreneurial Intentions	20
2.1.2 Emerging Adults	41
2.1.3 Academic Self-Concept	48
2.1.4 Self-Efficacy	58
2.1.5 Social Support	66
2.2 Theoretical Framework	71
2.2.1 Theory of Planned Behaviour (TPB)	71
2.2.2 Schumpeter's Theory of Innovation	86
2.2.3 Social Cognitive Theory (SCT)	91
2.3 Review of Empirical Studies	100
2.3.1 Academic Self-Concept and Entrepreneurial Intentions of Emerging Adults	100
2.3.2 Self-Efficacy and Entrepreneurial Intentions of Emerging Adults	105
2.3.3 Social Support and Entrepreneurial Intentions of Emerging Adults	112
2.4 Summary of the Literature Reviewed	118
2.5 Conceptual Model	123
Endnotes	125

Chapter Three: Methodology

3.1 Research Design	158
3.2 Population of the Study	158
3.3 Sample and Sampling Techniques	160
3.4 Instrument used for the Study	165

3.5	Validity of the Research Instrument	167
3.6.	Reliability of the Research Instrument	168
3.7	Administration of the Research Instrument	168
3.7	Method of Data Analysis	168
Endnotes		169
Chapter Four: Results and Discussion of Findings		
4.1	Questionnaire Return Rate	170
4.2	Demographic Data Analysis	170
4.3	Answers to Research Questions	172
4.4	Test of Hypotheses	180
4.5	Discussion of Findings	188
Endnotes		201
Chapter Five: Conclusion		
5.1	Summary of Findings	204
5.2	Conclusion	206
5.3	Recommendations	207
5.4	Contributions to Knowledge	208
5.5	Suggested Areas for Further Studies	209
Bibliography		210
Appendices		221
Bio-data		229
The University Compliance Certification		231

Chapter One

Introduction

1.1 Background of the Study

Most recently and globally, emerging adults have been experiencing varied challenges. There are indeed unprecedented social, technological and economic revolutions that has critically impair their ability to make unique independent decisions. These prevailing problems appear to be shaping their career paths, by not making them accept developmental responsibilities and become financially independent due to lower opportunity of getting employed in the world of work. These challenges have compounding negative effect on their ability to adapt to new experience, solidify their identity and navigate numerous options especially in economic work activities to make their life space meaningful¹. The zeal to own business ventures among young people is observably absent with the few daring ones losing focus along the way. The challenges of unemployment, underemployment and low employability level are so enormous that the way out must be entrepreneurial attitudes and intentions which must be translated to business outfits.

These developments are of grave concern to professionals in counselling and behavioural studies who are committed to helping people develop the capability to attain sustainable socio-personal adjustment, creative adaptation, functionality, capacity development and productivity. These core concerns that serve as central goals of counselling and behavioural studies are pivotal to emerging adults' realisation of their sense of self-fulfilment, identity and wellbeing. Interestingly, emerging adults' quality of life may depend on their level of creativity, productivity, sources of livelihood and economic independence. Indeed, the feeling of adequacy, high self-worth, subjective happiness and sense of accomplishment that they could derive from contributing to their personal lives, family wellbeing and national development is quite unquantifiable. However, a recent report of University of New Hampshire affirmed that with the

present radical global economic crisis that has led to immense shortage of employment opportunities and it is the only opportunity through which emerging adults' can transform their lives positively and attain state of self-fulfilment and economic independence is through engaging in entrepreneurial activities².

The issue of entrepreneurial intention among emerging adults concerns industrial psychologists, career experts and counselling psychologists. Emerging adults who are individuals within the age brackets of 18 and 25 years have developmental tasks which place them at positions to strive for economic independence and sense of self-identity. These groups of individuals have as one of their developmental as - preparing for marriage and family life. To contend with this developmental task successfully, emerging adults must become economically viable and financially free. Essentially, a sure way to ensure that is through owning business even if they have a white collar job. However, attaining these strides depends largely on the ability of concerned emerging adults to have a positively focused developmental inspiration, initiative, intention that is required for them to develop the capacity to effectively make use of resources around them to maximize their productive potentials in other to add value to the system. And these contexts seem to be lacking among some emerging adults. For example, as observed in global context for which Nigeria is inclusive, entrepreneurial intentions initiated by emerging adults are used as purposeful steps to enhance the success of personal enterprise and unlock door of career accomplishment in their quest to overcome the burden of economic frustration³.

Despite the fact that the contemporary world is presently driven by the pragmatic innovation technology, many young people appear not be leveraging this to become productive. It is reported that only a small proportion of emerging adults after graduation aim to establish enterprises, instead most prefer paid employment⁴. Entrepreneurship intention serves as a catalyst that promotes both economic and sustainable developments⁵. Thus, entrepreneurship intention is

an expressed effort that demonstrates the behaviour of an entrepreneur to initiate novel creative ideas that would create wealth, add value to human life and societal development. This implies that entrepreneurship intention is a noble characteristic attribute required of an entrepreneur to succeed as it could act as a stimulus for creativity, innovation and strategic vision to identifying opportunities, initiate, run and nurture a business venture for a positive reward.

Entrepreneurship intention, if projected with the right sense of reasoning can enhance prompt growth and development of small medium-scale enterprises (SMEs) and boost employment. For an emerging economy such as that of Nigeria, the propensity for emerging adults to fulfill their developmental task of being socially responsible and economically independent could ignite their aspiration to get engaged with entrepreneurship activities instead of searching to get jobs which would make them to be under the payroll of another person or organisation. The expressed entrepreneurial intention of undergraduates studying in Enugu state, Nigeria studying diverse disciplines corroborated the above assertions⁶. Their intentions were verified in line with the postulated perceptual views of planned behavior theory⁶. Outcome of this study's investigation revealed varied factors that influence undergraduates' entrepreneurial intentions consisted of attitude, knowledge, skills, effective entrepreneurial education system, structural and relational support and undergraduates' ability to mindfully control their behavior and dispositions in the conduct of their life space activities⁶. Findings of this study revealed among other that the identified factors correlate positively in diverse degrees with undergraduates' entrepreneurial intention⁶.

This indicates that the challenges in contemporary Nigeria have reawakened the urge of emerging adults and significant others to dream of how best to vigorously maximize their potentials to live a self-fulfilling and actualized life. In view of this, small scale enterprises are springing up continually by the day. This development gives account of the fact that

entrepreneurship is the major anchor for 21st century economic development via creation of job for sustainability in countries across the globe for which Nigeria is inclusive. And acknowledging these facts years ago, Nigerian government introduced the teaching of series of innovative and creative programmes in schools of learning to help facilitate and encourage people to develop appropriate entrepreneurship intention that would stimulate entrepreneurship development of emerging adults in Nigerian.

However, this lofty efforts by the Nigerian government appears to be hanging in the balance probably as a result of the interference of some handicapping factors such as fear, anxiety, low academic self-concept, low self-efficacy, poor social support, procrastination, indecision, unfriendly government policies that could serve as a typical barrier towards emerging adults in Nigeria developing focus driven entrepreneurship intentions that would propel the attainment of self and national development. Also, it is of note that a key constituent of entrepreneurship intention is the extent to which diverse factors could influence it to stimulate people to act in an economically beneficial manner in pursuit of specific goals and objectives that would engineer the formation, sustenance and success of a business enterprise. Observably, previous studies concluded that the determinants of entrepreneurship intention in Nigeria are multi-faceted as it is expressed in literature that diverse human psychological traits and cognitive related factors, social or informal support, formal or structural support etc. But observed literature did not specifically indicate if these outlined factors could successfully enhance the intention of undergraduates to engage in entrepreneurial activities^{7, 8}. This study therefore seeks to bridge this identified gap by investigating academic self-concept, self-efficacy and social support as determinant of entrepreneurial intention of emerging adults in South-West Nigeria.

Entrepreneurship intention is a unique entrepreneurial factor which can significantly stimulate the successful performance of emerging adults in entrepreneur engagement that relies

heavily on dynamism and resourcefulness. The postulation of Theory of Planned Behaviour reinforces this fact as it affirms that intention of individuals to be engaged in entrepreneurship activities are primarily influenced by different factors such as the ability to self-regulate and appropriately control behavioural and attitudinal dispositions and subjective norms. These identified factors are important constituents of human self-concept. These factors they tend to reinforce emerging adults' aspiration to develop the needed entrepreneurship intention that would instigate their desire to start a business. Also, emerging adults with high academic self-concept are often seen to express high level of tolerance, confidence and determination in the face of uncertainty and taking risks with their involvement in initiating and engaging in entrepreneurial business activities. Academic self-concept is a construct that projects student personal views of their academic ability and competence in comparison to their colleagues while considering their perceptual view of their intellectual and attitudinal dispositions, and feelings about their focus and orientations towards success. Students' academic self-concept helps them develop the capacity to understand themselves better, distinguish self from based on their level of academic attained accomplishment. Therefore, the ability to comprehend and have a good perception of one's academic dexterity and intellectual competence in been able to successfully accomplish academic concern positively boost students' academic self-concept level⁹.

Academic self-concept is an important need for human beings as it serves as a vital base for human identity formation and typical basis for appraisal of self-worth and dignity. This term in psychology is used to depict how people evaluate themselves in relation to their academic attainment or pursuit. Regarding impact self-concept has on a persons' intention to engage in entrepreneurship activity, an Asian study on sample of 354 students at universities in Iraqi universities revealed that students entrepreneurship intentions correlated positively with their level of academic self-concept with the use of social media having a moderating influence due to

the revolutionary impact of the use of technological inclined information and communication devices by emerging adults in order to stay current and trending. This development projects a new phenomenon in marketing and communication dynamics in view of using measures of advanced technological information devices to promote the integration of value-oriented ideas, develop human cognition, enhance the utilization of social media platform for marketing entrepreneur ideas that would have value to human and economic development and boost students' academic self-concept. The result of the study further indicates that students' passion for entrepreneurship engagement can be relatively influenced by appraised models, their level of creative mindset, academic self-concept and their entrepreneurial intention. Also, it was found that passion for entrepreneurship engagement, love for developing creative ideas and students' high level of academic self-concept significantly influence the e-entrepreneurship intentions of students who are social media enthusiasts in developing their business enterprise in future¹⁰.

Findings from the above study among Iraqi university students further demonstrated that university students high in academic self-concept had high entrepreneurial intention to engage in business activity in the nearest future. Also, the entrepreneurship intention of the students' correlated significantly with their innovative and creative mindset required for success in business enterprise. Thus, academic self-concept is vital in building students' entrepreneurial intention and the required competence and skills for successful business engagement of intending entrepreneurs. Thus, academic self-concept is observed to have a vital moderating impact in fostering the intention of students to engage in entrepreneurship activities in future¹⁰.

It is equally of note that internal locus of control has been found to positively moderate relationship between students' entrepreneurship intention and their level academic self-concept. Undoubtedly, high academic self-concept encourages and fosters student's entrepreneurial behaviour and nurtures their mind-set towards creating new ventures. Thus, competencies

associated with students' entrepreneurial success has been found to correlate significantly with students' academic self-concept. A study in Romania conducted among business students to determine if students' level of academic self-concept has relationship with their intentions to become entrepreneurs found significant relationship exist between students' level of academic self-concept and their intention to engage in entrepreneurial business activities in future. This finding establishes the fact that Romanian business students that are high in academic self-concept were creatively concern of being independently able to make decision(s), take decision(s), accountable for their actions, take risk and be productively responsible to self and environment without parental interference¹¹.

Likewise, an individuals' confident belief in their ability to successfully accomplish a task without hindrance is term self-efficacy. This can be inferred as the coordinate belief in one's ability to excel while carrying out a specified action. Furthermore, it is of note that self-efficacy is associated with diverse dimensions, which include dimension related to the difficulty level of a task, strength and focus required, and general perception attributed to engaging in a task. For example, to engage in a business venture demands the person concern should have the confidence in his or her ability to succeed in the business operation. This is necessary because it is found that peoples' self-confidence can help enhance their ability to develop firm entrepreneurial intentions. Thus, a persons' lack of self-confidence can mar their ability to nurse entrepreneurship intentions or ideas.

Therefore, it is interesting to note that self-efficacy is believed to be a significant psychological paradigm in entrepreneurship research that is established to stimulate people to develop entrepreneurship intention and equally motivate to perform entrepreneurs' behaviour. This makes self-efficacy to be relevant to psychologist, counselling psychologist, career educators as well as significant stakeholders. Thus, self-efficacy is accepted as a construct that

can influence the perception of self-efficacious emerging adults that they would be able to perform exceptionally in entrepreneurial endeavour. Thus, entrepreneurial self-efficacy could make emerging adult even in challenging situations to have positive sense of accomplishment, be resilient and determined to succeed against all odds. This invariably implies that self-efficacy would not only stimulate desire for success but would also energise a self-efficacious individual involve in entrepreneurial activities to be resolute, focused and meticulous in business engagement.

In support of the above point of views, the report of researchers in Vietnam who investigated impact of students' expressed social norms, capital, attitude and self-efficacy on their intentions to be entrepreneurs' collected empirical data from two hundred and ten Vietnamese university and college students while employing quantitative method in collecting required data for the study and utilized standard statistical methods to analyze data collected. The finding of the study shows that only few students possess entrepreneurship intentions with some operating their own personal business enterprise already while still schooling¹². In the same vein, it is of note that social support is a tangible resource for development of entrepreneurship intention as it influences emerging adults desire to engage in entrepreneur activities. Social support can be said to imply tangible influences individuals receives from, friends, mentors, family members and environment. This support motivates people that receive them to aspire for greater height in pursuit of success and stability. For example, it is established in a study in Nigeria among a total of 1383 students studying across federal government universities within south-eastern region of Nigeria that entrepreneurship intentions of students has significant positive relationship with students' innovative ability, readiness to act, and support attain from family members. This is an indication that social support received by individual from family, friends and environment, help to shape their tendency to think creatively and be innovative in their perception of risk as a

measure to enhance autonomy and foster entrepreneurship intention, resilience and high level of productivity¹³.

Likewise, the engagement in entrepreneurial activities in contemporary societies is recognized as a key measure needed to overcome the challenges of the multi-facet social and economic problems facing humanity. Therefore, in view of this concern, Nigeria in a bid to encourage the growth of entrepreneurial activities among its citizens included the study of entrepreneurship as a career course of study in its higher institutions. The essence is to foster the growth of entrepreneurship intention and desire of students to develop the tendency to have a pragmatic attitude towards engaging entrepreneurship as a career. A study held in Ile-Ife at the Obafemi Awolowo University among undergraduates with a total sample of three hundred and fifty students from seven randomly selected faculties made use of quantitative method via the use of structured questionnaires to collect data in order to determine factors that foster the entrepreneurship intentions of undergraduates with particular attention paid on the moderating impact of demographic variables, social support and propensity to take business risk as vital ingredients. The outcome of the study revealed that parental socio-economic background, age of students as push factors have significant determining relationship with students' entrepreneurship intentions. This development further indicates that if students receive strong support from their social relationship network it will help foster the tendency for them to develop dynamic entrepreneurial intentions that will spur their desire to engage in business enterprise development before or after graduation from university studies. Furthermore, this project the need to have a good insight into essential factors that can facilitate the development of entrepreneurship intention as a measure to reinforce spirited entrepreneurship passion and desire among university students as a potential means to advance entrepreneurship development in Nigeria¹⁴.

Literature also reports that family social support environment often serves as a good model that often encourage people in diverse communities to develop innovative business entrepreneurship ideas to create economic sense of purpose, new businesses and employment for others to benefit. This can be ignited in the consciousness of people through creative observations of the gains of their parents' entrepreneur career paths as this is known to practically influence the intention of some people to engage in similar parental entrepreneur activities¹⁴. Thus, relational family support, individuals' attitudinal dispositions, appraised social status, educational attainment, and institutional social support are found to be key factors that can foster the tendency of people to have positive orientation to develop concrete entrepreneurial intentions and this has been found to positively have significant influence on Ethiopian engineering students' development of entrepreneurship intentions before graduating. Similarly, it was reported that students' attitudinal dispositions, their educational attainment and the kind of relational support they get from their environment significantly predicts the development of entrepreneurial intention of 5% of students¹⁵.

Likewise, the findings of an Indian study that determine the implication of gender difference in the sustaining of entrepreneurship intentions among students in university used a sample of three hundred and seventy-two students studying in universities in northern axis of India while considering the predictive impact of moral obligation, attitude and educational disposition of students used for the study. The finding indicates that students expressed moral obligations significantly predicted sustainable entrepreneurship intentions among students with the female students' entrepreneurship intentions been more strongly influenced by moral obligation than that of male students. However, expressed educational attainment and attitude towards sustainability did not strongly influence the entrepreneurship intentions of both male and female university students used for the study¹⁶.

Also, that determined the influencing association that exist between expressed entrepreneurship intention and proactive personality while considering the predictive role of gender and perceived entrepreneurial support in China used a cross-sectional research design and one thousand five hundred and fifteen students from varied private colleges in China were selected through the use of random cluster sampling technique for the study. The result of the study states that expressed perceived entrepreneurial support given to people predicted positive association between entrepreneurial intention and proactive personality. Also, gender positively moderated the relationship between perceived entrepreneurial support, proactive personality and entrepreneurial intention. Explicitly, the positive association between entrepreneurial intention and proactive personality was quite stronger in male students, than female students while the positive relationship between perceived entrepreneurial support and entrepreneurial intention was very much stronger in female students than male students¹⁷. However, by and large, personal and environmental factors have been attested to in literature to exert influence on entrepreneurial intention especially among university students. These factors have been observed to have both immediate and long-term implications on entrepreneurial intention and intergenerational functionalities. It is therefore imperative that this study investigated academic self-concept, self-efficacy and social support as determinants of entrepreneurial intentions among emerging adults of private universities in Southwest, Nigeria.

1.2 Statement of the Problem

Recently observed contemporary societal challenges and normative expectations on emerging adults to take full responsibility of their developmental life experience positively and be practical contributors to societal and national development has changed the narrative of emerging adults' helpless dependency on people. The frustration of inability to accomplish a fruitful developmental task experience and establish an identity that is self-gratifying and fulfilling seems

to be a challenge to the behavioural dispositions of emerging adults in Nigerian societies. This suggests why some emerging adults in their own wisdom are taking advantage of the opportunities of digital marketing and connectivity made available via advance technology in the use of communication technological devices to embrace dynamism associated with entrepreneurship as vibrant step towards enhancing resourcefulness, creativity, productivity and economic independence. However, attaining this feat appear to be a mirage as some emerging adults could possibly lack the desired intentions of entrepreneurship that would propel them to be engaged in entrepreneurship activities. This sought of experience and development has often resulted to stagnation, loss of identity, unproductiveness, low quality of life, poor standard of living and depressive frustration. This implies that without the appropriate entrepreneurial intention of emerging adults desiring to venture into entrepreneurship they cannot survive in today's competitive environment. Reviewed literature revealed a dearth of empirical studies on academic self-concept, self-efficacy and social support ad determinants of emerging adults' entrepreneurial intentions.

1.3 Aim and Objectives of the Study

The aim of this study is to empirically investigate academic self-concept, self-efficacy and social support as determinants of entrepreneurial intentions of emerging adults in Southwest, Nigeria. The objectives of this study are to:

1. identify the level of entrepreneurial intention of emerging adults in Southwest, Nigeria;
2. ascertain the level of academic self-concept among emerging adults in Southwest, Nigeria;
3. assess the level of self-efficacy of emerging adults in Southwest, Nigeria;
4. identify the level of perceived social support among emerging adults in Southwest, Nigeria;
5. determine the joint influence of academic self-concept, self-efficacy and social support on entrepreneurial intention of emerging adults in Southwest, Nigeria;

6. examine the relative influence of academic self-concept, self-efficacy and social support on entrepreneurial intention among emerging adults in Southwest, Nigeria;
7. determine if a significant relationship exists between academic self-concept and entrepreneurial intention among emerging adults in Southwest, Nigeria;
8. examine if gender difference exists in entrepreneurial intention among emerging adults in Southwest, Nigeria; and
9. determine if there is gender difference in self-efficacy of emerging adults in Southwest, Nigeria.

1.4 Research Questions

The stated research questions were answered in the study:

1. What is the level of entrepreneurial intention among emerging adults in Southwest, Nigeria?
2. What is the level of academic self-concept among emerging adults in Southwest, Nigeria?
3. What is the level of self-efficacy among emerging adults in Southwest, Nigeria?
4. What is the level of perceived social support among emerging adults in Southwest, Nigeria?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 alpha level in this study:

H₀₁: There will be no significant joint influence of academic self-concept, self-efficacy; and social support on entrepreneurial intention of emerging adults in South-West Nigeria;

H₀₂: There will be no significant relative influence of academic self-concept, self-efficacy and social support on entrepreneurial intention of emerging adults in South-West Nigeria;

H₀₃: There will be no significant relationship between academic self-concept and entrepreneurial intention of emerging adults in South-West Nigeria;

H₀₄: There will be no significant difference between gender and entrepreneurial intention of emerging adults in South-West Nigeria;

H₀₅: There will be no significant difference between gender and self-efficacy of emerging adults in South-West Nigeria;

1.6 Significance of the Study

The findings of this study, if consulted should be beneficial in a number of ways to emerging adults, parents, counselling psychologists, social workers and the government.

To emerging adults they would find the information contain in the study useful in building their sense of purpose, self-identity and identity exploration and achieving enriched personal-social adjustment and self-actualization. Emerging adults should learn from the study that with their sense of broad possibilities for the future, they can achieve greatly in any endeavour they venture into, with their full potentials. Parents of emerging adults should also gain from this study in the area of being a social support system to their children at any age, even when they are no longer adolescents.

Parents should benefit from this study also, in the area of knowing that academic outcomes are not the only areas of success for young people, they can also find their passion in other fields like owning businesses. Counselling psychologists should benefit from this study in the area of organising interventional programmes for university students in fostering positive behaviours that support entrepreneurial intentions. Academic self-concept and self-efficacy should also be fostered or enhanced among emerging adults towards ensuring quality of life and all-round wellness. This study is also significant to social workers who can use this research work as a pointer in advocating for family functioning and modelling of good behaviours for young people towards achieving social wellness.

The studies outcome would make government to be aware of the needs and challenges of emerging adults in order to develop systemic policy which implementation will help boast entrepreneurship desired intentions among emerging adults. Likewise, the report of this study

would enable government and relevant stakeholders to put in place adequate plan that will facilitate infrastructural development and support entrepreneurial businesses to thrive in Nigeria. Apart from capacity building ventures that the state government can provide for, the government can also make this capacity building to be sustainable and functional in the real sense of it, so that lives and livelihoods of emerging adults can be sustained.

1.7 Scope of the Study

The scope of this study was centered on investigating academic self-concept, self-efficacy and social support as determinants of entrepreneurial intentions of emerging adults in Southwest, Nigeria. The study was carried out in three private universities in Ogun, Ondo and Oyo States in Southwest, Nigeria. Participants of the study were male and female emerging adults (undergraduates) in 300 levels of study, who are within the age range of 18 and 25 years old studying in private universities within Southwest, Nigeria.

1.8 Limitation of the Study

The conduct of this study was limited to the participation of emerging adults' male and female undergraduates in their third year of study who are within the age range of 18 to 25 years old studying in private universities within Southwest, Nigeria. Emerging adults in government owned universities were exempted from the study. This study would have had a dimension of comparison of variables of interest between private and public owned universities. The researcher encountered delayed progress in the administration and collection of questionnaires due to the purposive inclusion of only undergraduates in 300 level within the age range of 18 to 25 year of age in the study. Despite these areas of limitations, this study is still statistically and empirically valid.

1.9 Operational Definition of Terms

The operational terms are contextually defined in line with their usage in the study:

Entrepreneurial Intention: refers to emerging adults' pre-determined desire to engage in business activities based on their consciousness to be economically independent

Emerging Adults: these are male and female students between the ages of 18 and 25 years old.

Academic Self-Concept: This refers to emerging adults' own perception of their ability and competencies in their academic engagement.

Self-Efficacy: Projects the beliefs emerging adults have in their capabilities to be able to execute courses and achieve goals in life.

Social Support: Refers to observable and concrete emotional, physical, social and financial relief given to an emerging adult to excel in his/her entrepreneurial desire.

Emerging Adults: Refers to male and female undergraduates in their third year of study who are within the age range of 18 to 25 years old studying in private universities within South-West Nigeria.

Endnotes

- 1 S. Niehuis & R. Alan. *Extending the five psychological features of emerging adulthood into established adulthood*. **Journal of Adult Development**, 30(1), 2022, 6–20.
- 2 University of New Hampshire Report. *What is emerging adulthood? Psychological & Counselling Services*: <https://www.unh.edu/pacs/emerging-adulthood> 2024.
- 3 I. G. Abu, H. R. Kazi, F. Y. Mond, A. M. Abdullah, I. Aminul & R. Abdul. *Mediating role of entrepreneurial intention on the relationship between entrepreneurship education and employability: A study on university students from a developing Country*: **Journal of Cogent Business & Management**, 11(1), 2024.
- 4 J. J. Porfirio, A Felício, T. Carrilho & J. Jardim. *Promoting entrepreneurial intentions from adolescence: The influence of entrepreneurial culture and education*. **Journal of Business Research**, 156, 2022.
- 5 R. B. Bouncken, A. Lapidus & Y. Qui. *Organizational sustainability identity: 'New Work' of home offices and co-working spaces as facilitators*. **Journal of Sustainable Technology and Entrepreneurship**, 1(2), 2022.
- 6 C. C Ugwuanyi, P. I. Nwagbo & I. J. Attamah. *Structural equation test of entrepreneurial education and entrepreneurial intentions among Nigerian undergraduate students*. **Unzik Journal of Business**: 3(2), 2020, 56-70
- 7 O. A. Adekola & A. A. Ishola. *Impact of agribusiness entrepreneurial training on entrepreneurial attitudes among students of Oyo state College of Agriculture and Technology, Igboora, Oyo state, Nigeria*: **Agricultural Socio-Economic Journal**, 20(2), 2020, 117-128.
- 8 T. M. Ndofirepi. *Relationship between entrepreneurship education and entrepreneurial goal intentions: psychological traits as mediators*, **Journal of Innovation and Entrepreneurship**, 9(2), 2020.
- 9 Q. Gui, W. Chen & X. Zhang. *Impact of entrepreneurial self-construction on entrepreneurial intention: Moderating role of institutions*. **Journal of Human Resource and Sustainability Studies**, 9, 2021, 212-230.
- 10 H, P. Al-Halbusi, S. Acosta & S. Popa. *Entrepreneurial passion, role models and self-perceived creativity as antecedents of e-entrepreneurial intention in an emerging Asian economy: The moderating effect of social media*: **Asia Pacific Journal of Management**, 15(2), 2022.
- 11 B. Ioane, N. Bibu & L. Brancu. *Self-efficacy and entrepreneurial intention among business students in Romania: In book: Innovation in Sustainable Management and Entrepreneurship*, (95-110), 2020
- 12 C. Duong, H. Nguyen, Ngo, T. V. Nguyen & T. Nguyen. *The impact of individual and environmental characteristics on students' entrepreneurial intention*. **Management Science Letters**, 10(3), 2020, 599-608.

- 13 A. U. Ugwueze, O. O. Ike & L. I. Ugwu. *Responding to social change: innovativeness, entrepreneurial alertness, and entrepreneurial intention in Nigeria: the role of family support*. **Entrepreneurship Education**, 5(1), 2022.
- 14 F. O. Ilevbare, E. Ilevbare, C. M. Adelowo & F. P. Oshorenua. *Social support and risk-taking propensity as predictors of entrepreneurial intention among undergraduates in Nigeria*: **Asia Pacific Journal of Innovation and Entrepreneurship** 16(3), 2022.
- 15 M. A. Mesfin. *Multilevel analysis of entrepreneurial intention of engineering graduating students in Ethiopia*, **Journal of Applied Economics**,24(1), 2021, 366-391.
- 16 H. Baber. *Gender differences among university students towards sustainable entrepreneurship*: **Small Enterprise Research**, 2023.
- 17 J. Tian, M. Zhang. Y. Wu & H. Zhou. *Gender-based differences in the relationships among proactive personality, perceived entrepreneurial support and entrepreneurial intention of Chinese private college students: A moderated mediation model*: **Educational Psychology**, 12, 2022.

Chapter Two

Literature Review

The review of relevant literature for this study focusing attention on the concepts of academic self-concept, self-efficacy, social support and entrepreneurial intention of emerging adults in Southwest, Nigeria. Relevant theories were also reviewed to explain the phenomena surrounding variables in this study. Review of empirical studies was also done, with the conceptual model explanation the direction of relationships and influence among the variables. The literature review was done under the following sub-headings:

- 2.1 Conceptual Review
 - 2.1.1 Entrepreneurial Intention
 - 2.1.2 Emerging Adults
 - 2.1.3 Academic Self-Concept
 - 2.1.4 Self-Efficacy
 - 2.1.5 Social Support
- 2.2 Theoretical Framework
 - 2.2.1 Theory of Planned Behaviour (TPB)
 - 2.2.2 Schumpeter's Theory of Innovation
 - 2.2.3 Social Cognitive Theory (SCT)
- 2.3 Review of Empirical Studies
 - 2.3.1 Academic Self-Concept and Entrepreneurial Intentions of Emerging Adults
 - 2.3.2 Self-Efficacy and Entrepreneurial Intentions of Emerging Adults
 - 2.3.3 Social Support and Entrepreneurial Intentions of Emerging Adults
- 2.4 Summary of the Literature Reviewed

2.5 Conceptual Model for the Study

2.1 Conceptual Review

2.1.1 Entrepreneurial Intention

Few decades ago, research on entrepreneurial activities has attracted attention by researchers from various fields such as psychology, sociology, and business administration. This is because of the important entrepreneurship has on the growth and development of any nation¹. In any developing economy, the role of entrepreneurial activities in achieving sustainable economic growth and development cannot be over-emphasized. Entrepreneurship promotes rapid economic growth and also minimizes the rate of unemployment in any country. Entrepreneurship can be said to be any effort at producing new business such as self-employment, creating new business or the extension of existing business by an individual, or group of people². Entrepreneurship is as a result of complex balancing of prospect initiatives, risks and rewards. It can be viewed as a process by which individuals look for opportunities, enjoyable needs and wants through innovations, without regard to the resources they currently control. Through the practice of entrepreneurship, it is possible to maintain the scope of capital formation, job establishment and aid industrialization in a country³. On the other hand, an entrepreneur is a person who hunts for change, responds to it and exploits it as an opportunity.

In every society, entrepreneur is known to be a business front-runner and not just owner of capital. Such person is often driven with telescopic faculty, energy and ability that see business prospects and immediately explore them for opportunity⁴. An individual who wish to venture into entrepreneurship often begins with planned thought, desires and ideas which is often referred to as entrepreneurial intention in the literature. According to author define entrepreneurial intention refer to individual willingness to start a new business⁵. On the other hand entrepreneurial

intention is also described as the readiness of an individual to perform entrepreneurial behaviour, to engage in entrepreneurial action, to be self-employed, or to establish new business³. Furthermore, entrepreneurial intention is a reliable measure of entrepreneurial behaviour and entrepreneurial activity⁵. Generally, entrepreneurial intentions are a state of mind which directs and guides the actions of the individual towards the development and implementation of new business concepts⁵. An individual may have potential to be an entrepreneur but may not make any transition into entrepreneurship unless they have such intentions¹.

Entrepreneurship has important roles in the long-term economic development and competitiveness of a region. Entrepreneurship has been broadly defined as any attempt at new venture or new business creation, such as self-employment, a new business organization or the expansion of an existing business, by an individual, a team of individuals, or an established business⁶. It is a vital ingredient in the economic development mix and an important determinant of present and future incomes and jobs. Entrepreneurship as the process of creating something that is new and valuable through the act of devoting the required time and effort, with the assumption that the financial, social, and psychic risk are available coupled with result of rewards of personal satisfaction, independence and monetary. Author sees entrepreneurship as the process of emergence of Entrepreneurship behaviour and performance of entrepreneurs⁶. Author defined entrepreneurship as an act of establishing a business venture and focusing on its continuous existence. Entrepreneurship as an application of passion and energy towards the creation of an enterprise which are the creative skill to marshal needed resources; team work; willingness to take calculative risks; fundamental skill of building solid business plan and creating vision for opportunity recognition, where others see otherwise³. The term entrepreneurship has been used in a wider sense to denote involvement in intentional creation of businesses for the purpose of adding value through organization of resources. Entrepreneurship is a process involving

entrepreneurial cognition and actions. It has been argued that there is no consistent definition of the term entrepreneurial intentions¹. Intention is an act which helps in predicting the actual behaviour of an individual and reflects commitment toward future actions. Entrepreneurial intention has to do with a person's inclination to take up an entrepreneurial task in the future. Entrepreneurial intention is defined as a state of mind directing a person's attention and action towards self-employment as opposed to organizational employment in the same vein submits that the initial stage in becoming an entrepreneur is for an individual to shows certain level of entrepreneurial intention². Author provided evidences of positive relationship between entrepreneurship education and entrepreneurial intention of students but contrarily in the work of several authors explored the concept of entrepreneurship education in tertiary institutions in Nigeria for both management and non-management students in particular engineering students. The study looked into the teaching of entrepreneurship on entrepreneurship intentions. The study sought to find out the perceptions of engineering students of one university in Nigeria to the teaching of entrepreneurship education⁵. The study further shows a strong positive relationship between Entrepreneurship education and entrepreneurial intentions. The study of author also carried out a study on the effect of entrepreneurship education on the entrepreneurial behaviour³. The study revealed that there is positive effect of entrepreneurship education on entrepreneurial behavior. Contrarily, author found that most of respondents' entrepreneurial intention is not affected by entrepreneurship education⁷.

Entrepreneurship is one approach to help individuals live and make a living⁸. Entrepreneurship is thought to be an effective technique in addressing the issue of employability, especially among youth, since it is synonymous with self-employment⁹. In light of this, author pointed out that entrepreneurship education is intended to empower people to become independent and experience faster economic growth¹⁰. This is relevant because boosting economic growth and pulling a larger

proportion of the populace out of the grip of poverty is one of the biggest problems emerging nations like Nigeria face. Entrepreneurship is recognized as a major predecessor of entrepreneurial behaviour¹¹. Entrepreneurship intention is one of the direct antecedents of entrepreneurship behaviour^{12 13} and therefore becomes a subject that is being studied the most¹⁴. Creating an entrepreneurial intention is a critical step to becoming an entrepreneur and starting new projects or ventures¹⁵. Entrepreneurship intention has the greatest impact on startup activities¹⁶ and helps students plan their careers in the era of Industry¹⁷. Therefore, understanding the antecedents including both direct and indirect antecedents of entrepreneurship intention of students is very essential to better understanding the motivations of entrepreneurship¹⁸.

Entrepreneurship is a comprehensive discipline interconnected with other disciplines, taught more than a business investment and the value of life¹⁹. It is a mainstream curriculum in higher education²⁰ and a component of a business discipline¹⁹ that educates individuals to have career options for creating value and taking the initiative to engage in business¹⁹. Entrepreneurship is complex and multifaceted. It is vital to economic development and growth¹⁹. It is a method for creativity, innovation, and enterprise development and growth²¹ that results in more significant economies for the benefit of society and creates competition in the market¹⁹. In Chinese higher education institutions, entrepreneurship among graduates is highly recommended as an answer to the increasingly competitive job market²¹.

Entrepreneurship is defined as “the process of creating new venture and new organization”²². Through that process, some valuable things will be created from nothing²³ by contributing time, work effort, money and risk to get intrinsic rewards (for example, personal satisfaction or autonomy) and extrinsic rewards (for example, monetary rewards)²⁴. During recent decades, the number of entrepreneurial research has increased with significant rate. Entrepreneurial research is mostly conducted in two main directions According to author, the influences of both personal

traits and environment can define entrepreneurship intention²⁵. On the other hand, some entrepreneurship scholars argue that “situational variables” such as inflation rate or business regulation and “individual variables” like personal traits have very poor clue to judge the formation of entrepreneurship intention²⁶. Apparently, intention factors are complicated and difficult to study²⁶. In a changing environment, people with closely similar characteristics may behave differently, while some with totally different traits can have a same reaction in the correlative environment. Even with the same person, with same potential/resources to become the entrepreneur, it could be really hard to anticipate their next move in different moments and we cannot determine which factor has made change to their choice²⁷. The only thing we know in this case, is their perception has changed. As a consequence, anticipating entrepreneurship intention by focusing only on personal and environment factors can lead to “small explanatory power” conclusion²⁸. Entrepreneurship intention is defined as the growing conscious state of mind that a person desires to start a new enterprise or create new core value in existing organization^{29 30}. Obviously, people do their business intentionally and how they become entrepreneurs is a result of decision making³¹. Humans mind is controlled by several psychology processes to come up with the entrepreneurship intention and further behaviour³². During this process, “pre-organizational phenomena” could be considered very crucial and interesting^{32,33}. Empirically, intention then has been proved as the best predictor of entrepreneurial behaviour in several literatures conducted over past decades^{33, 34}. According to author³⁵ cited by another scholar²⁸, in the simplest form, intention can predict the behavior and, intention itself is predicted by “certain specific attitude”³⁶. He sums up with the conclusion that the intention plays a role as a bridge between business venture creating and “exogenous influences”³⁷. This study finds a new approach to gain a comprehensive picture of entrepreneurship intention. Behavior is not easily predicted by attitudes toward the act alone or by outside factors³⁸.

Entrepreneurship is widely seen as a key driving force in any country's economic growth, employment opportunities, and innovation. Moreover, entrepreneurship is generally considered the main driver of social innovation and economic growth of a country³⁹. Since entrepreneurship is regarded as a key driver of economic growth, innovation, and job creation, it is one of the most popular alternative solutions for tackling unemployment issues. Hence, entrepreneurship and self-employment, in this context, can provide graduates with promising career paths that help to propel the socioeconomic development of the nation. A great deal of research has focused on the underlying factors of entrepreneurship intention and how it affects the development of an economy, especially in the case of youngsters⁴⁰.

The process of entrepreneurial activity begins with an individual's entrepreneurial intention. For someone who wants to start a new venture, their entrepreneurial intentions are very important because it shows the way they think, which guides their actions and decisions⁴¹. Moreover, an entrepreneurial intention is a way of thinking that guides one's focus, knowledge, and actions in the direction of a specific objective. It is the primary determinant of an individual's actions that can motivate individuals to become entrepreneurs⁴². Still, practically every nation faces the problem of how to foster an entrepreneurial spirit and alter individual perceptions toward entrepreneurship⁴³. Universities are key players in creating and growing an economy based on entrepreneurship³⁹. Furthermore, it is widely acknowledged that entrepreneurship education provided by the university plays a significant role in assisting students in comprehending and cultivating entrepreneurial intention⁴⁴. Entrepreneurs with higher levels of education also have a better chance of making a positive impact on the local economy compared to those with lower levels of education²³. On the other hand, important personality traits that influence students' intentions to start their own enterprise include the need for achievement and a risk-taking propensity³⁷. Moreover, risk-taking propensity can change attitudes toward entrepreneurship⁴⁵. A

higher degree of entrepreneurial intention is associated with a higher risk tolerance⁴⁶. Individuals with a strong need for achievement are more likely to engage in creative and innovative activities, such as entrepreneurship, that entail an individual's responsibility for task outcomes than those with a low need for achievement⁴³. The factors that shape students' intentions to start their own businesses should be understood. This is because decision makers can learn what inspires youngsters to pursue entrepreneurial careers. Likewise, the improvement in the economy has encouraged researchers to focus on this aspect of entrepreneurship³⁷.

Entrepreneurial activities take time to flourish⁴⁷. Furthermore, it involves the interaction of cognitive processes and behavioral attitudes with socioeconomic and cultural influences. Previous research has confirmed that persons with a strong and positive entrepreneurial intention (EI) have a high potential for entrepreneurship⁴⁸. The relationship between the theory of planned behavior and entrepreneurial intention proposed by author assumes personal attitudes, subjective norms, and perceived behavioral control as antecedents of entrepreneurial intention⁴⁹.

High rate of youth unemployment is worrisome and threatening to national security. According to author⁵⁰, unemployment has resulted in a number of social vices, militancy, and insecurity. In Nigeria, about 53.40% of youths are unemployed according to youth unemployment rates released by the National Bureau of Statistics in 2022⁵¹. The turnout of graduates in the national tertiary institutions of learning increases year by year without corresponding increase in jobs creation that will take care of the products, is one of the major causes of the unemployment problem militating against graduates. Author reveal that out of the stream of 2.5 million new labour forces on average that enter the nation's labour market, 60% (1.5 million) of the entrants are youths (including graduates)⁵². The consequence of this may lead to acute poverty in the nation, low level of economic growth and development, high crime rate among others, which are inimical for the coexistence and well-being of the nation⁵¹. Part of the government's

commitments to minimize the unemployment problem, is the initiation of various programmes to create more jobs at a sustainable rate to compensate for the population size. In recent years, government employed some proactive mechanisms to reduce unemployment rate among the youths in the country, which includes various programs captured in the National Social Investment Programme such as, N-power programme, Government Enterprises Empowerment programme (GEEP), among others⁵².

Intention is an integral element in understanding human actions and attitudes⁵³. A person's desire to carry out a deliberate plan or make a conscious decision is described as intention⁵⁴. Entrepreneurial intention is the exploration of knowledge and other tools in order to begin a new venture^{55 56}. Author describes entrepreneurial intention as the ambition or ability to start or own a venture, and a person's desire to start an entrepreneurial business in the future⁵⁷. Entrepreneurship has emerged as a vital driver of economic growth and development, attracting increasing attention from policymakers, researchers, and educators worldwide. In the quest to cultivate a thriving entrepreneurial ecosystem, entrepreneurial education has gained prominence as a key intervention that equips individuals with the necessary knowledge, skills, and attitudes to engage in entrepreneurial activities. It has been recognized as a powerful tool for fostering entrepreneurial intentions and promoting economic progress^{58 59}. The relevance of entrepreneurial education becomes even more pronounced in the African context, including Nigeria, where entrepreneurship is increasingly acknowledged as a fundamental driver of economic growth and poverty alleviation. Nigeria, with its vibrant economy and youthful population, presents immense potential for harnessing the entrepreneurial talents of its citizens. Private universities in Nigeria, act as important institutions that shape the aspirations and future careers of graduating students, making them a significant population to study in relation to entrepreneurial intention⁵⁵.

Entrepreneurial intentions as dynamic processes aimed at group innovations, group-level strategy-making processes, and the intentions and behaviours of key people in a group. Entrepreneurial intentions are a form of determination for entrepreneurship, and when an individual forms an entrepreneurial intention, he or she develops cognition for entrepreneurial activities; people with entrepreneurial intentions are distinguishable from those who simply possess entrepreneurial traits because people with entrepreneurial intentions perform entrepreneurship at specific times and nodes³⁴. In the present study, entrepreneurial intentions were defined as individuals' entrepreneurial knowledge and their psychological feedback concerning their own entrepreneurial capabilities. Author discovered that individuals' behaviours can be explained and predicted through their behavioural intentions³³. When individuals are caught in an uncertain situation during entrepreneurship, they continue to seek future opportunities to achieve their goals; this consciousness is called an entrepreneurial intention. Author divided entrepreneurial intentions into three dimensions, namely entrepreneurial planning, individual proactiveness to learn about entrepreneurial procedure, and entrepreneurial possibilities⁴⁵.

To create value, not just for themselves but also, and perhaps more importantly, for society at large, entrepreneurs must make use of all of the resources at their disposal⁶⁰. In addition, business owners are generally willing to risk financial and emotional resources in pursuit of a greater potential return on their investments by developing and releasing novel products and services that provide consumers with more value for their money⁶¹. It is important to remember that the decision to become an entrepreneur is a crucial stage in the business creation process⁶². The Latin word *intendere* meaning "to consider," "to aim," or "to plan," which is whence we get our English term "intention" intention. According to author, fostering an entrepreneurial mind-set among young people requires concerted effort to do so in higher education settings⁶³. This is because it

encourages people to take risks, which boosts their enthusiasm for starting their own businesses and ultimately leads to economic expansion. Author found that entrepreneurship helps economic development, new ideas, and competitiveness⁶¹. There has been an encouraging upward trend over the last several decades in the number of students interested in entrepreneurship enrolled in diploma, undergraduate, or graduate programs at institutions of higher education⁶⁰.

The term "entrepreneurial intention" refers to the desire to own a business or drive to start a corporation⁶⁴. Definition of Entrepreneurial Intention: The Mindset, drive, and optimism inform the choice to strike out on one's own⁶⁵. Starting one's own business has been described as a common goal by many people⁶⁵. Starting a firm from scratch might include making a formal or informal choice, which could happen soon or not at all. Researchers can learn a great deal about the entrepreneurial process and be better able to predict when people will actually act on their ideas by studying entrepreneurial intention⁶⁶. An individual's positive views on starting a business and their own personal motivation are the two main factors that make up an entrepreneur's "entrepreneurial intention"⁶⁷. As a result, there are several factors that people consider to be incentives to engage in entrepreneurial activities or that influence the entrepreneurial intent of individuals. These aspects can be broken down into two broad classes: internal and external⁶⁷. Author suggested that students' entrepreneurial intentions may be predicted by their attitudes toward and experiences with the following internal and external factors: achievement motivation, locus of control, risk tolerance, and self-confidence⁶⁶. Author also suggested that factors including personality qualities (innovativeness), entrepreneurship education, family background, and gender play a role in the choice to become an entrepreneur⁶⁸. Moreover, a number of scholars have studied college students' potential for or interest in starting their own businesses^{67 66}. They found that entrepreneurship can be evaluated based on the goals, actions, and relationships of entrepreneurs. Because of this, some college graduates lack the

motivation to pursue their business goals and dreams while possessing the skills and knowledge required to do so. In turn, this is expected to have a multiplicative effect on the already high rate of graduate unemployment⁶⁷.

Entrepreneurial intention is a state of mind that directs the individual to start a business⁶⁹. This is influenced incidentally by the family and even more than by universities. Therefore, there is a need to identify ways to expand and modernize entrepreneurial education beyond the classroom to contribute to the initiation of entrepreneurial independence in students⁶⁹. Entrepreneurial behaviour is defined as “a subset of entrepreneurial activities concerned with understanding, predicting, and influencing individual behaviour in entrepreneurial settings.”⁷⁰. That has led to the growth of interest in how entrepreneurial behaviour affects and shapes the form, and viability of new ventures also supporting their growth and sustainability⁷⁰. Entrepreneurial intention considered variables affecting entrepreneurial behaviour among undergraduate and postgraduate students in Nigeria that develop his/her own business and demonstrating the behaviour stemming from this desire⁷¹. According to the author report⁶, Nigeria has a low level of entrepreneurial intention among university students, with only 4.9% of students expressing a desire to start their own business within the next three years. This is lower than the average of 13.9% for Southeast Asia and 16.6% for the world. The report also found that the percentage of university students with low entrepreneurial intention in Nigeria is higher among females (6.7%) than males (3.1%). This is consistent with the findings of other studies, which have shown that females are generally less likely to express an interest in entrepreneurship than males. The theoretical and managerial research problem of this study is that higher education institutions needed to support their performance with the enlargement of the entrepreneurship domain and rising attention has been turned to entrepreneurial behaviour in several practices searching for entrepreneurial opportunities^{72,70}. Improvement in this dimension can be facilitated through exposure of

university students to creative entrepreneurial education as it known to play significant role in helping university students develop pragmatic entrepreneurial intentions, create jobs and grow economy⁷³ as driven by understanding, forecasting, and controlling individual behaviour in a practical enterprise environment⁷⁴. The focus on students 'interest in entrepreneurship as a career choice, author stated that in Malaysia entrepreneurship is a consideration by education institutions required to boost economic growth and create better opportunities for university students⁷³. Author stated that Malaysian education⁷³ needs to support the society, especially the young population to take up the steps of being an entrepreneur as Malaysian students could stimulate the competitiveness and economic growth of the country after graduation through their involvement in entrepreneurship activities⁷⁵. Author state that the higher education institutions in Malaysia need to support entrepreneurial education and entrepreneurial behaviour as two subjects in management courses for students that contribute to this level of education in Nigeri⁷³.

Entrepreneurial intention (EI) is a “set of beliefs, rooted in the vision, dreams, and emotions of entrepreneurs and refers to a person’s interest in striving to develop his/her own business and demonstrating the behaviour stemming from this desire”⁷¹. EI is not just about a person's desire to start a business. It is also about their beliefs about their ability to succeed as an entrepreneur. These beliefs may be based on their skills and experience, as well as their personal values and aspirations. Various researchers have tried to define EI from their point of view, and therefore, there is no strict definition for entrepreneur intention. Thus, in this research, we align ourselves with author⁷⁶ and define EI as “the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviours such as setting a new enterprise and choosing a career path to become an entrepreneur is influenced by the motivation from the university environment that a student finds themselves studying in”. Hence, EE programs and training courses that students take or learn can influence EI⁷⁷. Some studies stated that students have

attempted to focus on the impact of entrepreneurial education on entrepreneurial intentions and have attributed the difference to entrepreneurship education²⁴. The author () went on to say that entrepreneurship education is important in developing entrepreneurial intentions and that entrepreneurship education programs (EEP) aimed at non-business students have also been shown to have a positive impact on entrepreneurial intentions⁷⁷.

According to the authors the focus of researchers on entrepreneurial intentions has increased since the formation of the entrepreneurial event model (EEM), even though the literature available on entrepreneurial intentions and the issues discussed are extremely diverse. The author stated that some researchers focus on the basic models of entrepreneurial ambitions or the influence of entrepreneurship education, while others focus on the entrepreneurial process and contextual variables⁷⁷. Furthermore, the author claimed that most research on the subject of entrepreneurial intentions has concentrated on personal level factors of individuals, as well as an individual's history, to better understand the phenomena of entrepreneurial ambitions. The reason for this is that the author attempted to study the role of self-efficacy while studying the full mediation of the relationship of perceived learning, previous entrepreneurship experience, and risk on entrepreneurial intentions by self-efficacy⁷⁷. Previous literature has sought to discover context-related variations in individuals' entrepreneurial intentions, and several cross-cultural studies were done to find differences in individuals' entrepreneurial intentions⁷⁷. According to the authors⁷⁶, locate one or more distinct research on entrepreneurial inclinations that are compared to one or more different areas. Although these researches uncover disparities in entrepreneurial ambitions among nations, they fail to address the underlying causes of the discrepancies,⁷⁷. A survey of existing research, on the other hand, reveals that the bulk of studies on entrepreneurial ambitions focuses on the problem of an individual's personality traits, psychological variables, and background circumstances⁷⁷. These factors include personality traits, such as risk-taking and

independence, psychological variables, such as self-efficacy and motivation, and background circumstances, such as family business ownership and education.

Entrepreneurial intention reflects the encouragements of a person to be a qualified entrepreneur. Indeed, the entrepreneurial intention among students is influenced by their education. Author reviewed several papers that the educational setting has an impact on students' intention toward being enterprise along with other related aspects (curriculum structure, perceived skill, self-esteem, and personal control differences)⁶⁷. Curriculum structure refers to the organization of the curriculum and the courses that are offered. Author found that educational settings with a strong focus on entrepreneurship education were more likely to have students with high entrepreneurial intentions⁴⁶. Entrepreneurship education can teach students about the different aspects of starting and running a business, such as business planning, marketing, and finance. It can also help students to develop the skills and mind-set necessary to be successful entrepreneurs. Perceived skills refer to students' beliefs about their own abilities. Author found that students who perceived themselves to have the skills and abilities necessary to be successful entrepreneurs were more likely to have high entrepreneurial intentions⁶⁰. Entrepreneurship education can help students to develop their entrepreneurial skills and to increase their self-efficacy, which is the belief in one's ability to succeed in a particular situation. Self-esteem refers to a person's overall evaluation of themselves. Author found that students with high self-esteem were more likely to have high entrepreneurial intentions³⁴. Self-esteem is important for entrepreneurs because it gives them the confidence to take risks and to pursue their goals. Entrepreneurship education can help students to develop their self-esteem by providing them with opportunities to succeed and to receive positive feedback from others. Personal control differences refer to students' beliefs about their ability to control their own outcomes. Author found that students with a high internal locus of control were more likely to have high entrepreneurial intentions. An internal locus of control means that

students believe that they are in control of their own destiny, rather than being controlled by external factors³³. Entrepreneurship education can help students to develop an internal locus of control by teaching them about the importance of taking responsibility for their own actions and by providing them with opportunities to make their own decisions²³.

Beforehand opening an actual company, the education built in with the aim of entrepreneurship education is to develop actual entrepreneurial intention, as it determines the initial step of the creation of a new business,⁷⁸. The author explained that entrepreneurial intention is the desire and willingness of an individual to start and run their own business. It is a complex construct that is influenced by a variety of factors, including individual characteristics, environmental factors, and educational experiences. He explained also that entrepreneurship education is the process of teaching students about entrepreneurship and how to start and run a business. It can be delivered through a variety of methods, such as formal education programs, workshops, and mentorship. Entrepreneurship education can play a vital role in developing students' entrepreneurial intentions. By teaching students about the different aspects of entrepreneurship, such as business planning, marketing, and finance, entrepreneurship education can help students to develop the knowledge and skills they need to start and run a successful business. Additionally, entrepreneurship education can help students to develop the mindset and motivation necessary to be successful entrepreneurs. Furthermore, the motive of entrepreneurial behaviour reflects “an individual’s desire to choose to be an entrepreneur as his or her profession”⁷⁸. Individuals that have entrepreneurial ambitions are forecasting beforehand to take actions for their business such as taking calculated risks, collecting financial needs, or even setting up their own projects. In an entrepreneurial environment the individual intention “purpose” initiates the act of entrepreneurship⁷⁸.

According to author, entrepreneurial intention can be defined as the effort or zeal any individual demonstrates to manifest a set of characteristics or attributes that behave an entrepreneur⁷⁹. Past researchers have argued that any instances of entrepreneurship could not be a matter of chance or accident but rather the result of a pre-determined set of actions and behaviors, which could only manifest because of the development of entrepreneurial intention ⁷⁹. Author also revealed that entrepreneurial intention leads to entrepreneurial actions⁸⁰. Entrepreneurs' intentions to begin the entrepreneurial process are crucial, but there is an actual force driving it. Entrepreneurship is described as a person's ability and willingness to start his own business to achieve personal goals and solve social problems. Entrepreneurship is the process of creating tomorrow's goods and services by discovering, evaluating, and converting available opportunities. Entrepreneurs' personal motivations are crucial to their success and can also direct their behaviour to help them persevere in the face of difficulties. Numerous aspects of what motivate entrepreneurs have been studied empirically, but the results have varied, necessitating additional research⁸¹.

Entrepreneurial intention drives behaviour, but intention is triggered when there is an opportunity to meet human needs and solve problems. These are central to entrepreneurship. In other words, intention drives entrepreneurs to solve problems and contribute to national economic growth and development⁸¹. Entrepreneurial intention, according to author is defined as an individual's self-acknowledged conviction of setting up a business and planning⁸² deliberately to do so as soon as possible. It occurs when an individual is inspired to engage in knowledgeable and informative arrangements for setting up a business⁸³. Author defined entrepreneurial intentions as when an individual achieves the objective of business creation through the exploration and assessment of beneficial information⁸³. Motivation can strengthen intention to the point where the desire to perform a given behaviour is dependent on the person's attitude towards that behaviour⁸².

Entrepreneurial intention is the reflection of an individual's choice of an alternative career that involves the initiation of a new venture as opposed to seeking paid employment⁸⁴. Author maintains that the motivation to survive is what drives entrepreneurial intentions⁸⁵. Entrepreneurial intention covers individuals' participation in activities that translate into new business⁸³. Author concludes that EI is the motivation for entrepreneurial behaviour. They also establish that students with EI while in college have a triple likelihood of embarking on new ventures as compared to students with no EI upon graduation⁸⁶. These perspectives justified the idea that motivation is the basis for ensuring EI is sustained beyond its formative stage. EIs need a constant boost among students in Nigeria. Exploring strong entrepreneurial education with a focus on entrepreneurial motivation elements in maintaining EIs over a long period of time, even beyond the students' study period, is one channel to make this possible. Intentions can diminish or become weak where there is no driving force to sustain them. Then, an empirical study must be conducted to determine how motivation can be increased through the education and training of university students⁸⁶.

Given its significant impact on job creation, innovation, creativity, and social development as well as the nation's economic progress, entrepreneurship need to be included in all curricula. Entrepreneurship is a competitive activity that propels innovation, the development of new markets, and the creation of jobs. As a nation's main catalyst for innovation, economic expansion, and job creation, entrepreneurship is crucial. Thus, entrepreneurs boost the nation's overall productivity, innovation, and economy⁸⁶. Entrepreneurs have a critical role in modernization, economic growth, the production of wealth and jobs, and even health improvement. Similar to self-employment, entrepreneurship is seen as a natural solution to issues with employability, particularly for young people. Scholars have long been interested in understanding the causes of entrepreneurial activity, and the strongest predictor of entrepreneurial behavior is emotional

intelligence (EI)⁸⁴. The process of acquiring information that may be applied to achieve a commercial drive is known as emotional intelligence (EI). A person's temperament would alter depending on whether they were eager or reluctant to launch a new firm. As a result, EI is a crucial factor in determining a person's propensity to create and run businesses. All business process-related issues will appear more serious than those involving entrepreneurship to someone who is not engaged in entrepreneurship. They are viewed as risk-takers who desire to achieve on their own in the business sector and who start realizing their ideas with optimism and plenty of self-confidence. As a result, the original business concept need to be seen as a significant chance for economic expansion⁸².

Author asserted that understanding the intent and subsequent decisions of a new business is an interesting topic⁸⁷. Entrepreneurial intent as a valuable aspect in the creation of a new business. Even though a business is usually centred on one or more ideas, the basic goal is to advance these ideas into actual businesses. In light of this, entrepreneurial ideas are inspired by inspirations that act upon continuous attention and intent. Therefore, the transition of individuals with entrepreneurial potential becomes difficult or impossible when the intention is missing. Entrepreneurial intention are a self-recognised belief in a person that has the intention to start a business. Furthermore, defined it as a state of consciousness before action and shifted attention to starting new businesses⁸⁷. Similarly, it is defined as the willingness of an individual to start a new business. Thus, EI represents the future course of action in entrepreneurial activities. This is an important factor in promoting the establishment of new businesses and can significantly impact the success, survival and development of the business⁸⁴. Therefore, researching EI provides researchers with valuable insights which will help in better understanding and predicting entrepreneurial processes by identifying prerequisites for entrepreneurial intention⁸¹.

Accordingly, entrepreneurial intention is a value-creation process that involves investing time and energy while taking into account financial, social, and other risks that could result in financial benefit⁸⁸. Assuming the associated financial, psychological, and social risks are proportionate to the rewards of monetary and personal happiness, it entails investing the required time and effort to create something new and valuable⁸⁸. The conviction held by those who aspire to launch a new company and expect to do so in the future is known as entrepreneurial ambition⁸⁹. According to author entrepreneurial intention is a behavioral process that entails seeking, assessing, and seizing business opportunities in order to launch new ventures⁸⁹. It is imperative to have a more profound comprehension of the elements that motivate students to engage in entrepreneurial endeavors⁹⁰. A high degree of intention-behavior connection and entrepreneurial intentions at the core of the entrepreneurial process (starting and operating a new venture) indicate that entrepreneurship is an intentional behavior rather than every intention eventually translating into actual behaviour⁹¹. Nonetheless, research has highlighted that the likelihood that an individual will build and develop new business activities increases with the strength of their entrepreneurial goals. In impoverished nations like Nigeria, the mechanism that encourages young undergraduates to pursue entrepreneurial intentions is inevitably understudied⁹¹. Over the past five years, Nigeria has seen two recessions and a more than doubled unemployment rate, which has negatively impacted government efforts to implement policies aimed at stimulating growth and creating jobs⁹². In the fourth quarter, (Q4) of 2020, there were 23.19 million unemployed Nigerians as a result of job losses brought on by the COVID-19 epidemic and its crippling effect on companies at the time⁹³. From December to March 2021, the unemployment rate in Nigeria increased from 27.1 percent to 33.3 percent⁹⁴. Inferentially, a third of the 69.7 million workers in the most populous country in Africa either did nothing or put in fewer than 20 hours a week at work⁹². Thus, entrepreneurship is essential to both individual survival and the sustainability of economic development due to the

high unemployment rate and a contracting economy⁹⁵. Moreover, entrepreneurial aspirations indicate the level of preparation and effort one is willing to put forth in order to engage in entrepreneurial behaviour⁹⁶. Because entrepreneurial intention is the outcome of the interaction of various factors, including cognitive and psychological factors, education, social or informal assistance, entrepreneurial ecosystems like formal and informal networks, physical infrastructure, available talent, and public policy, it is imperative to understand the factors that predict entrepreneurial intention⁹⁷.

Entrepreneurial intention is the beginning stage of any decision to venture into business, so it is an essential indicator for future engagement, as opposed to attitudes, traits, demographic models, and external factors⁹⁸. It is defined as the self-inner conviction of a person that they are willing to take risks for a new enterprise⁹⁹. It uncovers new findings on the compound of entrepreneurial behaviour¹⁰⁰. In the study, an entrepreneurial attitude directly influences Entrepreneurial intention¹⁰¹. The result has a strong positive relationship between perceived behavior control and personal attraction to entrepreneurial intention. Furthermore, a moderately significant connection was found between perceived subjective norms and social valuation with the students' entrepreneurial intention¹⁰². However, there is no major correlation between perceived behavioral control, subject norm, and attitudes with entrepreneurial intention¹⁰³.

The study by author showed that the attitudes toward entrepreneurship and perceived behavior correlated¹⁰⁴ with individualism and entrepreneurial intention. It was, in turn, influenced by perceived utility, creativity, and entrepreneurial experience; perceived desirability; occupational choice; perceived capacity¹⁰⁵. Furthermore, entrepreneurial motivation (EM) and creativity have a robust relationship with entrepreneurial intention but no significant correlation between emotional intelligence and entrepreneurial intention¹⁰⁶. Learning motivation and personal innovativeness substantially implicitly affect EI-centered human capital¹⁰⁷. The increasing

autonomy support positively influences EI. In addition, there is a positive relationship between class satisfaction, curiosity, and entrepreneurial intention¹⁰⁸. Students' entrepreneurial intention is affected by both significant predictors: entrepreneurial self-efficacy (ESE), entrepreneurial passion (EP), and entrepreneurial alertness¹⁰⁹. ESE and EE positively impact entrepreneurial intention¹¹⁰. Passion and EE, which are mediated by self-efficacy, have a strong positive connection with entrepreneurial intention¹¹¹.

With the study of author, passion positively influenced entrepreneurial intention and self-efficacy¹¹². However, EP had a positive indirect effect on entrepreneurial intention through ESE. entrepreneurial intention has a strong relationship with attitudes toward entrepreneurship and perceived behavioural control. EE does not directly affect entrepreneurial intention¹¹³. EE positively correlates with students' entrepreneurial intention^{114 115}. EE has a beneficial association with entrepreneurial intention. EM mediates EE and entrepreneurial intention¹¹⁶. Sustainable EE has an insignificant influence on sustainable entrepreneurial intention, driven by attitude and propensity¹¹⁷. EE has no moderating effect on the relationship with entrepreneurial intention on students from low income¹¹⁸. Entrepreneurial intention is influenced by individual factors, including self-efficacy, risk propensity, and need for power. However, educational support does not impact it¹¹⁹. There was an issue with discussing the impact of educational programs on entrepreneurial intention and learning¹¹⁹. The analysis by showed that family background and entrepreneurial personality traits positively influence but not the participation of EE in the entrepreneurial intention among engineering students¹²⁰. Moreover, a positive contribution of entrepreneurship education¹²¹ and a need for independence are the critical predictors for entrepreneurial intention. However, EE through an entrepreneurship curriculum has a small relationship with the students' interest in entrepreneurial intention¹²².

As evidenced by the study by author, the entrepreneurial program has directly influenced the attitudes and intentions of students for entrepreneurial ventures¹²³, which also leads to additional perceptions of the benefits and higher income. In addition, EE and opportunity recognition are directly influenced by EI. Moreover, the attitude moderates the connection with entrepreneurial intention¹²⁴. EE directly correlates with EI and has a more significant indirect effect on EI through ESE¹²⁵. However, EE weakened the relationship between the attitude toward EI and behaviour¹²⁶.

There are empirical solutions to address various community problems and target the 2030 agenda for sustainable development goals by the United Nations member states in 2015, especially SDGs No. 1, no poverty, and No. 8, decent work and economic growth through entrepreneurship. The importance of entrepreneurship positively connects with economic development, economic growth¹²⁷, productivity and gender development¹²⁷. It generates self-employment, creates employment, minimizes unemployment, creates income, upholds innovation resolves high supply of college graduates, increases female empowerment and gender equality¹²⁸. However, there are studies conducted by various scholars to assess the factors that influence EI of the university students. Entrepreneurial intention towards entrepreneurship has strongly influenced by cognitive and personality factors, such as self-efficacy, desire for achievement, individual attitudes and behavioural control¹²⁹. There are other elements such as previous experience, family background, regional culture and government support that influence the EI of the students¹³⁰.

2.1.2 Emerging Adults

The concept of emerging adulthood, introduced by developmental psychologist Jeffrey Arnett in 2000, has emerged as a significant phase in the study of human development. Arnett proposed this period, typically spanning ages 18 to 29, as a distinct stage between adolescence and full-fledged adulthood. He argued that in contemporary Western societies, this stage is characterized

by unique demographic, psychological, and social phenomena. Emerging adults are neither fully dependent on their families, as in adolescence, nor have they assumed the full responsibilities of adulthood, such as stable employment, marriage, and parenthood. This literature review examines the various dimensions of emerging adulthood, exploring key themes such as identity exploration, instability, self-focus, the feeling of being in-between, and a sense of possibility. Additionally, it evaluates the criticisms of this theory and the global applicability of the concept, emphasizing its relevance across diverse cultural, economic, and social contexts¹³¹.

One of the defining features of emerging adulthood, according to Arnett, is identity exploration, particularly in the areas of love, work, and worldviews. Erik Erikson's theory of psychosocial development laid the foundation for understanding identity formation in adolescence, especially the "identity versus role confusion" stage, which spans adolescence and continues into emerging adulthood¹³¹. However, Arnett argues that identity exploration intensifies during emerging adulthood, as individuals have more freedom to explore different roles without the immediate pressure of making long-term commitments. Romantic relationships during this stage tend to be exploratory, with many emerging adults delaying marriage¹³³. The dating culture has shifted significantly, especially with the advent of technology and the normalization of cohabitation before marriage¹³². Researchers argue that cohabitation allows emerging adults to test compatibility with partners before committing to marriage. The flexibility in romantic relationships reflects the overall sense of experimentation and the postponement of long-term decisions that characterizes this life stage¹³⁴.

In terms of career exploration, emerging adults often engage in trial periods of employment or internships. This phase of life is marked by job instability, frequent changes in career paths, and an exploration of various educational opportunities. A study highlights how emerging adults in Western societies tend to delay career commitments, allowing them to try different paths before

settling into a long-term occupation¹³³. This trend is evident in the increasing number of young adults pursuing higher education and postgraduate degrees to enhance their career prospects. Moreover, emerging adulthood is a time when individuals actively explore their belief systems, political affiliations, and worldviews. In contrast to adolescence, when identity formation is often influenced by parental and societal norms, emerging adults are more autonomous in their quest for personal values. Religious beliefs, in particular, undergo significant transitions during this stage. Studies show that while many emerging adults move away from organized religion, they still seek spiritual meaning, often adopting more individualized belief systems¹³⁵.

Another key feature of emerging adulthood is the pervasive sense of instability, particularly in residence, relationships, and work. Auhor described this period as "the age of instability," highlighting the frequent changes that occur as emerging adults navigate their personal, social, and professional lives¹³². Emerging adults are often in a state of flux, moving between educational institutions, jobs, and living arrangements. This instability is particularly evident in housing patterns. Many emerging adults move out of their family homes, only to return due to financial difficulties, relationship breakups, or dissatisfaction with their initial forays into independence¹³³. These moves can create a sense of uncertainty and discontinuity, but they also provide opportunities for growth and self-reflection. The instability of emerging adulthood is also closely linked to changes in the labor market. The global economy has shifted towards a more knowledge-based and service-oriented system, requiring higher levels of education and specialized skills. As a result, the transition from school to stable, full-time employment is more prolonged than it was in previous generations¹³. Moreover, the rise of the gig economy has made short-term, freelance, and part-time jobs more common, adding to the sense of instability. Research points out that while this flexibility can be empowering for some, it can also lead to a prolonged period of financial insecurity and uncertainty about the future¹³⁶.

In relationships, emerging adults often experience instability as they explore their options in dating and friendships. Cohabitation, dating apps, and more fluid social networks have transformed how romantic relationships are formed and maintained¹³¹. The instability of romantic relationships in emerging adulthood can be both a source of stress and an opportunity for personal growth, as individuals learn about themselves and what they want from a partner. Similarly, friendships in this stage can be fluid, with individuals moving in and out of different social circles as their interests, values, and living arrangements change. Emerging adulthood is also marked by a strong sense of self-focus, as individuals prioritize their personal growth, exploration, and development over the needs and expectations of others. While this self-focus can be interpreted as self-centeredness, author argues that it is a necessary part of the developmental process¹³³. During this stage, emerging adults are free from the direct supervision of their parents and the long-term obligations of marriage and children, allowing them to focus on understanding themselves, developing their talents, and pursuing their personal goals.

This period of self-focus is evident in the emphasis on education, career exploration, and self-improvement. Many emerging adults invest time in higher education, vocational training, and personal development activities such as travel, volunteer work, or creative endeavors. The flexibility of this stage allows for a more deliberate and conscious approach to personal growth. In this sense, emerging adulthood can be seen as a time of "prolonged adolescence," where individuals delay adult responsibilities in favor of personal exploration. However, critics of the concept of emerging adulthood argue that this self-focus can lead to a sense of entitlement or narcissism¹³³. Author suggests that the rise of individualism in Western societies has contributed to a "narcissism epidemic" among young adults, who are increasingly focused on their own desires and needs¹³⁷. While Arnett acknowledges that emerging adulthood is a self-focused time,

he argues that this focus on personal development is necessary for individuals to become fully formed adults who can make meaningful contributions to society¹³¹.

One of the central themes of theory is the "feeling in-between" that characterizes emerging adulthood. Emerging adults often describe themselves as not fully adolescent but not quite adult either. This sense of liminality, or being in-between, reflects the ambiguity of the emerging adult stage. Individuals in this age group have taken on some adult responsibilities, such as working or living independently, but they have not yet fully committed to the roles and responsibilities traditionally associated with adulthood, such as marriage, parenthood, and stable career paths¹³². This feeling in-between can be both liberating and unsettling. On the one hand, it allows for greater freedom and flexibility in life choices, as individuals are not bound by the constraints of traditional adult roles¹³¹. On the other hand, it can lead to a sense of uncertainty and confusion, as emerging adults navigate the complexities of adulthood without a clear roadmap. Many emerging adults report feeling anxious about the future, particularly in relation to their career prospects, relationships, and financial stability. This uncertainty is compounded by the cultural and economic changes that have extended the transition to adulthood in many societies¹³¹.

Despite the challenges and instability that characterize emerging adulthood, this stage is also marked by a sense of possibility and optimism. Author describes emerging adulthood as "the age of possibilities," as individuals are free to explore different life paths and make choices that will shape their future¹³¹. Many emerging adults feel optimistic about their prospects, even in the face of economic uncertainty and personal challenges. This optimism is rooted in the belief that they have the power to shape their lives and create the future they desire. This sense of possibility is particularly evident in career aspirations. Many emerging adults pursue higher education and specialized training with the belief that these investments will lead to fulfilling and financially rewarding careers. The rise of entrepreneurship and the gig economy has also created new

opportunities for young adults to pursue unconventional career paths, further fueling the sense of possibility. However, this optimism can sometimes be tempered by the realities of the job market and the challenges of achieving financial independence in a highly competitive economy.

The sense of possibility in emerging adulthood also extends to personal relationships¹³¹. Many emerging adults view this stage as a time to explore different types of romantic relationships and friendships before settling into long-term commitments. This period of exploration allows individuals to learn more about themselves and what they want from their relationships, ultimately leading to more informed choices in adulthood. While Arnett's concept of emerging adulthood has been widely accepted in Western, industrialized societies, its applicability across different cultural contexts has been the subject of debate. Some researchers argue that emerging adulthood is a phenomenon primarily observed in affluent societies, where individuals have the luxury of delaying adulthood. In less affluent societies, the transition to adulthood may occur more quickly, as young people are expected to take on adult responsibilities at a younger age due to economic and social pressures¹³¹.

For example, in many developing countries, young people are often required to contribute to their family's income or take on caregiving responsibilities for younger siblings or elderly relatives. In these contexts, the period of identity exploration and self-focus that characterizes emerging adulthood in Western societies may be shortened or nonexistent¹³². Additionally, cultural norms surrounding marriage, education, and career expectations can vary significantly across societies, influencing the experience of emerging adulthood. Nonetheless, some researchers argue that the concept of emerging adulthood can be applied globally, with variations in the timing and nature of the transition to adulthood¹³². For instance, research suggests that while the specific markers of adulthood may differ across cultures, the underlying developmental tasks of identity exploration, independence, and self-focus are present in many societies. In this sense, emerging adulthood can

be seen as a universal stage of development, albeit one that is shaped by cultural, economic, and social factors¹³⁸.

Despite its widespread acceptance, Arnett's theory of emerging adulthood has faced several criticisms. One major critique is that the theory may not be as universally applicable as author have argued that emerging adulthood is a product of specific cultural and economic conditions, particularly in affluent, industrialized societies¹³¹. In many parts of the world, young people do not have the luxury of delaying adulthood and must assume adult responsibilities at a younger age due to economic necessity. Another criticism of the theory is that it may overemphasize the autonomy and agency of emerging adults. While Arnett portrays this stage as a time of freedom and exploration, critics argue that many emerging adults are constrained by structural factors such as economic inequality, lack of access to education, and limited job opportunities. For example, research highlights how working-class emerging adults in the United States face significant barriers to achieving financial independence and career success, leading to a more constrained and challenging transition to adulthood¹³⁹.

Moreover, some critics argue that the focus on individualism in Arnett's theory may overlook the importance of social and cultural factors in shaping the experience of emerging adulthood. For example, family dynamics, community support systems, and cultural expectations can play a significant role in the transition to adulthood, influencing how individuals navigate this stage of life. In this sense, the theory may need to be adapted to account for the diverse experiences of emerging adults across different cultural and social contexts. Emerging adulthood is a complex and multifaceted stage of life that reflects the broader social, cultural, and economic changes of the 21st century. Arnett's theory provides a valuable framework for understanding the unique challenges and opportunities that characterize this stage, particularly in relation to identity exploration, instability, self-focus, and the feeling of being in-between. However, it is essential to

recognize the cultural and economic variations that influence the experience of emerging adulthood, as well as the structural factors that may constrain individuals' ability to fully engage in the exploration and experimentation that define this stage¹³¹. As societies continue to evolve, the concept of emerging adulthood may need to be reexamined and refined to account for the diverse experiences of young people around the world. Nonetheless, the theory remains a useful tool for understanding the developmental tasks and challenges of this stage, particularly in Western societies, where the transition to adulthood has become increasingly prolonged and complex¹³¹.

2.1.3 Academic Self-Concept

Academic self-concept (ASC) is defined as the mental representation of one's own academic abilities in general and in different academic domains¹⁴⁰. Researchers have also used the terms self-concept of ability and perceived cognitive competence¹⁴⁰ with similar definitions. Academic self-concept has been an important construct in education research for several decades, as it relates to desirable outcomes such as higher educational aspirations, better attainment, and more favorable learning behaviour¹⁴⁰. Self-concept is very important concept and used to describe human behavior. Self-concept is very hard to explain. There is a lot of psychologist who examine that people see themselves as the other people see them¹⁴¹. Self-concept is explained as the physical representation, abilities and capabilities etc¹⁴². We can break the concept of self-concept for understand it better. Researchers suggest that self-concept is a mixture of many things such as one material self, our interpersonal thoughts, relationships or feelings etc¹⁴¹. Moreover, another key point is that it is a recognition of one's individuality that affect our activities¹⁴¹. We can say that in our social or culture, people work on their personal activities or interest. People reflect on themselves, actions and related consequences also. They also assess their compatibility with past,

present or future aim¹⁴¹. Self-concept, that people trust about themselves and also their personal identity or quality¹³⁸.

Generally, self-concept entails the image that individuals have about themselves, ideally how one perceives their personal abilities, behaviour, and unique characteristics. During the developmental stage, the self-concept of an individual tends to be more malleable as opposed to the maturity stage when people hold solid perceptions about who they are and what is important to them¹⁴³.

The term self-concept originated from the work of a humanistic psychologist, Carl Rogers in the late 1950s, in which the term self was categorized into two parts, that is the ideal self, as one, and the real self as the other. Rogers argued that the ideal self entails what an individual desires to become, while the real self, or who a person really is, epitomizes the awareness of such an individual's desire to grow towards achieving their goals. Positive academic self-concept is seen as important in determining students' learning outcomes, skills, or abilities and is usually developed through a learner's experience and in the manner in which learners perceive and interpret their learning environment¹⁴⁴.

Academic self-concept (ASC) represents the set of personal beliefs that a student holds regarding their academic skills or abilities, which are also influenced by early educators and parenting styles¹⁴⁴. During the developmental structure, a learner's self-concept does not remain static but is dynamically influenced by the interactions between peers and other people²⁴⁵. The aspects of students' ASC in this study include general intellectual abilities, self-image, self-esteem, self-regulation or management, creativity, motivation, and attitude. Although self-concept begins to develop early during the stages of human development, research indicates that the development of positive self-concept during the learning stage can positively affect the social and emotional situations of students resulting in successful educational environments. Given that self-concept entails how individuals feel about themselves, the assessment of self can either be positive or

negative and once established in the subconscious mind, can affect the individual's consciousness towards acting positively or negatively¹⁴⁶.

Academic self-concept, on the other hand, encompasses a child's perception of their academic abilities and performance. Social Cognitive Theory, proposed by Bandura, posits that children's self-concept is shaped by their interpretations of their own achievements and failures. For children facing behavioral problems, the impact of their behavior on academic self-concept may be particularly pronounced, as their actions could contribute to a negative perception of their overall academic competence¹⁴⁶.

Self-concept is one of the variables most closely linked to academic achievement¹⁴⁷. Self-concept develops in three distinct stages: a first existential or "primitive self" stage (0-2 years), in which the child develops the perception of him/herself as something different from the rest; an "external self" stage (2-12 years), in which the environment plays the greatest role as there is an important opening to the entry of external information; and a final "inner self" stage (from the age of 12) in which the adolescent tries to define his/her identity. It is in the second stage when there is greater openness, for example when the student's environment will define to a greater extent the way in which he/she perceives him/herself, which gives great importance to the figure of the teacher given the role he/she plays over the student and the large amount of time they share in the classroom¹⁴⁸.

Consequently, it will be during their stay in primary schools, and because of the experiences there, when the greatest development of self-concept takes place¹⁴⁹. When students develop a positive self-concept, they have a greater capacity to understand the environment that surrounds them and, therefore, to respond appropriately to problems and circumstances that may arise, which has a favorable influence on adaptation and performance at school, and ultimately, on well-being in general¹⁵⁰. In contrast, a negative self-concept translates into a lower perception of one's positive

characteristics and greater anxiety about failure, directly affecting one's well-being and performance¹⁵¹. Likewise, when self-concept is negative, students undervalue their abilities and have an unrealistic view of themselves, which leads to poor educational performance¹⁵². Therefore, it is essential for education to achieve a positive self-concept among students, as this will influence the decisions they make and their academic performance¹⁵³.

Self-concept has traditionally been defined as the perception or self-perception and knowledge we have of ourselves, which we create based on the experiences and interpretations we make of our context¹⁵³. Following the definition of author, it is a cognitive dimension generated on our mental image and lacks a moral component as it does not include negative or positive value judgments¹⁵⁴. Self-concept arises as a result of children's lived experience in relation to their environment and is therefore a factor that greatly influences their development¹⁵⁰. For decades, self-concept has been conceived as a multidimensional construct. The balanced construction of self-concept depends, to a large extent, on a positive development of the different dimensions that make up an individual's perception and appraisal of him/herself. These dimensions vary in number and identity according to the model of self-concept adopted¹⁵⁰. One of the most common taxonomies in the literature is that of¹⁵¹, who classify self-concept in four dimensions: physical, social, academic and personal, the latter dimension including emotional, ethical and moral perceptions. Along the same lines, also define self-concept taking into account the physical, social and academic dimensions, adding, in addition, the family and emotional dimensions¹⁵⁰. In this sense, the physical dimension refers to the self- perception that students have about their own physical appearance, as well as their involvement in sporting activities; the social dimension is the perception that the subject has about their way of relating to others; the academic dimension refers to the student's perception of their performance at school; the family dimension is defined as the student's perception of their relationship with their parents in terms of trust and affection;

Finally, the emotional dimension is the way in which students perceive their emotional state and how they feel about the responses they give to different situations that may occur in their environment¹⁵¹.

Student's self-concept about their academic abilities plays an important part in student's learning^{155 156 157}. As a result, a high self-concept is valued as a desirable outcome in many disciplines such as educational, social science, health, and personality psychology¹⁵⁵. And consistent with this, self-concept is a valued outcome and variable in relation to emotional and cognitive outcomes, including entrepreneurial intention¹⁵⁸. Self-concept, broadly defined as a person's self-perceptions formed through experience with and interpretations of one's environment¹⁵⁵. This importance was reflected in many studies, such as those that examined the dynamics of entrepreneurial intention and different psychological constructs, including self-concept^{157 159}. To this end, studies¹⁵⁵ indicated that students assess their self-value through the level of their entrepreneurial intention and performing better in academics.

Recognizing this role of self-concept, empirical data showed that for doing well academically, high self-concept is an important needed prerequisite¹⁵⁷. In particular, the academic self-concept is considered a significant construct that has prompted extensive research¹⁵⁷. According to Wolff et al., (2018), self-concept is multidimensional and includes cognitive, affective, and behavioural aspects; and academic self-concept refers to one's perception of their academic competence. Based on their study of academic self-concept theory and research, author indicated that the academic self-concept is perceived as a student's self-perception concerning¹⁶⁰ specific academic domains or abilities, and Abu-Hilal et' al (2019) defined the academic self-concept as how the individual feels about their ability to perform academic tasks. Moreover, author defined the academic self-concept as involving a description and an evaluation of one's perceived academic competence¹⁵⁵. In general, a high academic self-concept can work to motivate one to improve

their entrepreneurial intention¹⁵⁵, and researchers and educators agree that students' academic performance plays a part in producing quality graduates¹⁵⁵.

With regards to the relationship, in their research¹⁵⁷, showed a positive relationship between the academic self-concept and the entrepreneurial intention. It was also concluded that the academic self-concept and the entrepreneurial intention were strongly correlated¹⁵⁵. Although, Trusty, Watts and House (1996) concluded that there is a negative relationship between the social self-concept and the entrepreneurial intention. Furthermore, author¹⁶¹ concluded that the academic self-concept and the academic achievement were best predictors of one another. In this regard, researchers¹⁶² stated that academic self-concept predicts academic achievement¹⁶³.

Theoretically, the academic self-concept is more closely related to the entrepreneurial intention than is general self-concept; and is therefore a better predictor of entrepreneurial intention¹⁶⁴. Research presented that self-concept, and the academic self-concept can be considered two separate constructs; the entrepreneurial intention may impact one's self-concept, but it is most directly related to the academic self-concept¹⁶¹. With respect to what comes first – the academic self-concept or the entrepreneurial intention, research supports reciprocal effects that the academic self-concept both affects and is affected by the entrepreneurial intention¹⁶⁴.

Literature review shows a relationship between the academic self-concept and the entrepreneurial intention, which is well established outside Qatar. It is needed in the Qatar context of university Qatari students to assess the academic self-concept and its relationship with the entrepreneurial intention specially for educators to use in their attempt to understand the entrepreneurial intention level of Qatari students. This is important because the results of the present study may provide useful knowledge that can possibly help educators improve students' entrepreneurial intention and self-concept. In the light of the above empirical evidence and rationale, the aim of this research is twofold, first to study the academic self-concept among university Qatari students,

second, to study the relationship between the academic self-concept and the entrepreneurial intention of these students¹⁵⁶.

Individuals' self-confidence plays a significant role in their psychological experiences and can be a primary determinant of their thoughts, emotions, and actions¹⁶⁵. Furthermore, authors have emphasised the importance of students' perceptions of themselves, how they analyse academic achievements, and their expectations and beliefs¹⁶⁶. The self-concept and students' beliefs in their abilities can be stimulated or brought down in various ways within the school environment. Even the most minor conflict that may arise among peers, teachers, or school staff can positively and negatively impact students. In general, self-concept is an individual's perception of themselves¹⁶⁷. Self-concept encompasses self-assessments that influence students' cognitive functions and is a variable that facilitates desired academic achievements¹⁵⁶. In an attempt to integrate different definitions of self-concept, Shavelson, Hubner, and Stanton (1976) concluded that individuals' perceptions of themselves are formed through their experiences with their environment and are influenced by reinforcement from significant figures of that individual. On the other hand, Academic self-concept is defined as an individual's perception or assessment of their academic abilities²³. In short, academic self-concept refers to students' self-confidence in their intellectual strengths and weaknesses¹⁶⁸. It is also described from a general perspective as a dynamic element necessary for students to achieve educational success. Previous studies on the factors influencing students' academic self-concept have yielded diverse results, and these results vary based on the specific domain of academic self-concept that is investigated¹⁶⁹. Previous studies have reported that academic self-concept correlates positively with self-efficacy, high self-esteem, and high academic achievement, thereby enhancing students' happiness¹⁶⁸. Students with a positive academic self-concept are motivated and determined to achieve their goals due to their high levels of confidence¹⁶⁸.

Academic self-concept systematically predicts students' achievement in school¹⁷⁰. Author argue that students with a positive academic self-concept are more motivated and are likely to achieve higher grades¹⁷⁰. This finding is supported by another author study, which states that individuals with a high academic self-concept will acquire mediating factors leading to students' success in other educational aspects¹⁷⁰. However, most students experience failure in teaching and learning activities due to a lack of self-understanding regarding personal elements such as academic self-concept¹⁷⁰. These views are consistent with the viewpoint of author that academic self-concept is subject to various academic domains and influenced by multiple factors within these domains. It cannot be denied that academic self-concept plays a crucial role in enhancing students' motivation and commitment to schoolwork. Therefore, this article presents the factors influencing students' academic self-concept.¹⁶⁷

Self-concept is another variable that has also been related to students' academic performance. Self-concept as a multidimensional variable includes different individual characteristics. Academic, emotional, family, social and physical self-concept are differentiated. In this research, the focus is on the first one, due to its close link with students' performance¹³⁴. This is supported by many studies that have highlighted a direct relationship between academic self-concept and student performance. These studies have argued that students who have high levels of self-concept tend to achieve better academic results, compared to those who have a lower academic self-concept. This is not surprising if we consider that self-concept is directly linked to a person's psychosocial balance. The more a person has higher levels of psychophysical stability, the more cognitive and emotional resources he or she can allocate to the different tasks ahead of him or her. This leads to greater performance in these tasks. In this line, self-concept has been analysed jointly with other variables such as motivation, self-efficacy or self-esteem in the examination of students' academic performance. In this regard, there are meta-analytic studies, who examined

the impact of belonging on motivational, psychosocial and academic performance factors. They found that this feeling of belonging was positively related to performance and moderately related to self-concept and self-efficacy, as well as engagement. Similarly, studies focusing on academic failure have suggested that academic self-concept acts as a shield against failure in school. At the same time, it is also necessary to point out the broad presence that self-concept has had in several studies in Higher Education. In this academic field, the relationship between students' self-concept and academic performance has been examined¹⁴⁸.

The academic self-concept (in the following only referred to as self-concept) describes the trait-like appraisal of one's own academic abilities and competencies. It is based on self-evaluative processes and on the use of a certain frame of reference (one might describe a frame of reference as a set of criteria for assessing one's performance). Different dimensions of the self-concept imply the use of different reference frames; specifically, the criterial, the social, the absolute, and the individual self-concept can be distinguished¹⁵². The criterial self-concept is related to an objective standard (eg, how good are my abilities compared to a performance standard or school standard), the social self-concept is related to social comparison (how good are my abilities compared to others), and the individual self-concept is related to a temporal standard (how well have I developed my abilities). Finally, the absolute self-concept is not related to the use of a certain frame of reference but rather to a general perception of individual abilities¹⁵⁷.

Academic self-concept is an evaluative selfperception that is formed through the student's experience and interpretation of the school environment. According to author, academic self-concept refers to specific attitudes, feelings and perceptions about an individual's intellectual or academic abilities which represent individual's self-beliefs and self-feelings regarding the academic setting. There are two differing perspectives of academic selfconcept. The first perspective asserts that like general self-concept, academic self-concept is also hierarchical and

multi-dimensional based on specific issues. This is so because, important academic outcomes are substantially related to academic self-concept but are relatively unrelated to self-esteem and non-academic component of self-concept¹⁶¹.

Self-concept is a multifaceted and hierarchical construct broadly defined as “a person’s self-perceptions formed through experience with and interpretations of one’s environment”¹⁴⁶. Self-perceptions related to self-concept include feelings of self-worth, competence, self-confidence, ability and self-acceptance. Hence, one’s self-concept is significantly influenced by attributions for one’s behavior, by reinforcements and by the evaluations of significant others. Unlike other self-related constructs (e.g., self-esteem and self-efficacy beliefs), self-concept (a) requires a self-evaluation of competences in a specific and restricted domain and (b) is largely based on past circumstances and accomplishments. Self-concept is implicated in various psychological processes such as self-regulation of behaviour, motivation, and emotions, most studied positive self-beliefs in Educational Psychology, given that they have been shown to be positively and strongly related to several academic outcomes, with consistency of findings attested across individual, group, and country levels. The positive effect of academic self-concept on relevant educational outcomes has been highlighted in the literature, which posits that a person’s expectancies of success in a given task in combination with that person’s valuing of that task (i.e., task value) are key predictors of academic achievement, effort, engagement, and career choices. Expectancy is often operationalized as academic self-concept in educational research and when both expectancy and task value are used as predictors of academic achievement, expectancy results as the strongest predictor of achievement in various school domains¹⁵⁹. Also, academic self-concept has shown positive effects on academic achievement over and above the effect of other relevant variables in the educational context, such as interest. A number of studies have addressed the inter-relationship between academic self-concept, values, and achievement, at both

cross-sectional and longitudinal levels. Using mixture modeling, found 7 different joint trajectories for Reading/English Ability Self-Concept and Literacy Subjective Task Value across grades 1 to 12. Of interest, many of those trajectories implied a negative trend, with non-linear trajectories that increased only when levels of self-concept and values were below average, using a three-cohort six-wave dataset spanning from grades 1 to 12, studied change trajectories in competence beliefs and values in different domains (math, language arts, and sport) and concluded that “the most striking finding across all domains was that self-perceptions of competence and subjective task values declined as children got older” using a cross-sectional dataset of students from grades 5 to 12, investigated the effect of achievement to expectancy/value in 5 domains and found a negative effect between “far” domains (e.g., a negative effect of math achievements on languages expectancy/value) and a positive effect on “near” domains (e.g., a positive effect exerted by math achievement on physics expectancy/value). That said, the widespread interest of practitioners and researchers in academic self-concept across the school years is understandable¹⁶⁷.

2.1.4 Self-Efficacy

The concept of self-efficacy and its impact on entrepreneurial intention has been well documented in the literature¹⁷¹. Self-efficacy is defined as an individual perception about their capabilities to create designated levels of performance that exercise influence over events that affect their lives¹⁷². Self-efficacy determines how people feel, think, and behave. Such beliefs yield this diverse effect through four major processes. A strong sense of efficacy produces human accomplishment and personal well-being in many ways. Also noted that people with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. According to author self-efficacious individuals are likely to perceive entrepreneurial environment positively and make the best out of the situation¹⁷¹. In other words,

high self-efficacy individuals are likely to exercise control over entrepreneurial events, while an individual low on self-efficacy may not be willing to exert extra effort in the face of obstacles and setbacks¹¹⁶.

Self-efficacy is one of the concepts under social learning theory of Bandura which postulates that human achievement depends largely on interactions between one's behaviours, personal factor (e.g. thoughts, beliefs), and environmental conditions¹⁷⁴. It also refers to beliefs about one's capabilities to learn or perform behaviours at designated levels. It could be referred to as a person's belief in his or her ability to successfully accomplish a specific task and reach goals¹⁷⁴. Self-efficacy influences self-confidence, which in turn affects whether or not an individual will attempt and persist at a particular task¹⁷³. Later, author expanded this theory to emphasize the importance of self-efficacy on behavioral change¹⁷⁴. Self-efficacy is a person's beliefs in his or her ability to perform a task or to learn a topic¹⁷⁵. This belief can be influenced by a person successfully completing a task, a person witnessing someone else successfully completing a task, an outside individual persuading a person that they can complete the task, and by a person's current emotional state. Self-efficacy plays a role in the learning process by influencing the amount of time and effort a student will put towards mathematics task and how well that individual uses coping techniques in difficult situations. In past research, self-efficacy has been found to play a critical role in student academic success: students with greater self-efficacy tried more difficult activities, persisted longer, and displayed more mature and efficient techniques in academic efforts¹⁷⁶.

Self-efficacy is the belief an individual has about his capability to organise and execute the courses of action required to manage prospective situations¹⁷⁷. According to author undergraduates with high self-efficacy would be more likely to explore new technologies, software or databases. Individuals develop self-efficacy through various experiences¹⁷⁷. On the

one hand, positive experiences would enhance a high level of self-efficacy while negative experiences would result to low level of self-efficacy. Self-efficacy therefore is the perception that an individual has about his or her ability to attain desired goals. According to author, research has shown that the degree of self-efficacy a student has influences the use of the entrepreneurial intention. Nevertheless, self-efficacy is not a static concept; it depends on an individual's readiness to work and the ability to improve self-efficacy. Therefore, the use of entrepreneurial intention by undergraduates is a function of self-efficacy. In a study of Chinese undergraduates found that greater level of general self-efficacy was associated with a higher level of self-esteem and lower levels of procrastination¹⁷⁹. In the same vein, author found that undergraduates self-efficacy was significantly and positively correlated with mastery goals¹⁸⁰. Author suggested that undergraduates' self-efficacy for practical purposes may be inflated therefore university administrators should provide more experiential learning to enable students have a more realistic assessment of their own skills and competencies¹⁸¹. This was corroborated by author who asserted that undergraduates with a strong sense of self-efficacy tend to persist, deploy greater efforts and energy, and strive to achieve positive results when faced with difficult or threatening situations¹⁸².

Self-efficacy as "In one sense of competence: a belief that we can do something specific,". It simply means the individual's judgment of his or her competencies whether they have the possibility to execute the target behaviour. Many prior studies have identified self-efficacy as the key component both directly and indirectly affects entrepreneurial intentions by influencing perceived behavioural control. Self-efficacy may affect the entrepreneurial intention because of three reasons. Firstly, we can divide people into two groups by the way they response to the surrounding environment¹⁸². The same entrepreneurial environment could be recognized differently between two groups. Some people in the group of high entrepreneurial self-efficacy

who love challenge and have a high need of achievement can identify the unstable environment as “replete with opportunities”. On the other hand, group of the individuals with low entrepreneurial self-efficacy may judge homogeneous conditions as risks and costs. Secondly, even if the people in the first group identify the reality is full of risks, uncertainties or dangers, they tend to feel more superior facing an obstacle than those in the second group¹⁸¹. Lastly, individuals with high self-efficacy are more optimistic in forecasting the result of a behavior. The division into two groups with different viewpoints can be explained by the high belief of entrepreneurs in their ability to achieve the goal in harsh conditions and therefore more likely to have higher intention to launch a business venture¹⁸⁰.

Self-efficacy is one of the numerous potential variables that could affect entrepreneurship intention¹⁷⁴. The reason why self-efficacy affects one's intention to start a business is that self-efficacy increases one's entrepreneurial passion¹⁸³. This can be explained by the fact that a person often generates more passion to engage in a particular activity when they have a higher level of self-efficacy¹⁸¹. Entrepreneurs who have higher degrees of self-efficacy are more adept at handling difficult circumstances, and these positive feelings increase their entrepreneurial passion¹⁸³. This entrepreneurial passion inspired by entrepreneurs with an important level of self-efficacy drives individuals on their quest for wealth and thereby shapes their intention to undertake entrepreneurship¹⁸². An analysis of the mediating interactions between the variables of entrepreneurship intention, passion, and self-efficacy is essential in promoting economic development at different levels¹⁸⁴.

Self-efficacy in business is known as a person's belief in their ability to carry out the duties and responsibilities of the entrepreneurial process and the capacity to meet the requirements of success in tasks associated with the development of a new enterprise¹⁸⁵. According to social cognitive theory¹⁷⁴, individuals' behavior and level of persistence are related to higher levels of

self-efficacy. High self-efficacy individuals frequently favor more challenging tasks and are more resilient in the face of challenges. Self-efficacy enables people to have faith in their ability to choose a career path and overcome any obstacles that may stand in their way¹⁸⁶. Self-efficacy is positively associated with new business, especially in nascent projects¹⁸⁰. Self-efficacy affects behavior, choices, decision-making, perseverance, and goal adherence. Self-efficacy is suggested as an important premise for shaping entrepreneurial intention¹⁸⁴. A comprehensive review of the research on entrepreneurial self-efficacy shows a strong correlation between self-efficacy and the entrepreneurship intention of both employees and students¹⁸⁷.

Self-efficacy (SE) is a psychological concept that reflects an individual's belief in his or her ability to succeed in an entrepreneurial context. SE is defined as the extent to which the person believes in his or her ability to complete tasks and projects based on entrepreneurial skills. Self-efficacy is the conviction that one can influence life's events, accomplish objectives, and finish particular activities¹⁸⁸. Self-efficacy is the conviction that one is capable of starting and running their own business¹⁸⁹. Individuals with strong self-efficacy tend to have intentions to engage in entrepreneurship^{190 191}. SE is a predictor of entrepreneurial intention and includes beliefs related to motivation and ability to start and develop new ventures^{192 193}. Self-efficacy is also associated with beliefs about competence in various aspects of entrepreneurship, such as opportunity recognition, starting a business, and managing a firm¹⁹⁴.

Self efficacy has a major role in determining people's propensity for entrepreneurship as a career and how they view new businesses¹⁹⁴. Individuals with higher levels of SE are better equipped to overcome the challenges of setting up a new company¹⁹⁵. In developing the research concept of the influence between entrepreneurship education and Green Entrepreneurial Intention (GEI), self-efficacy becomes a relevant mediator. Entrepreneurship education provides knowledge, skills, and insights on aspects of entrepreneurship, including environmental impacts. However, a

person's self-efficacy degree has a significant impact on their ability to absorb and use this knowledge in the context of green entrepreneurship¹⁹⁰. Individuals who have high levels of self-efficacy tend to feel more confident in overcoming challenges and taking the initiative to start ventures that focus on sustainability and positive environmental impacts. Therefore, self-efficacy can be considered as a mediator linking the positive effects of entrepreneurship education to green entrepreneurial intentions. By understanding the important role of Self-efficacy in shaping individual beliefs and motivations, efforts to improve entrepreneurship education can be better targeted to create a positive impact on sustainable and green entrepreneurial intentions. Previous research has indicated that self-efficacy can serve as a mediating factor in the relationship between entrepreneurship education and the intention to pursue entrepreneurship¹⁹⁶. In other words, entrepreneurship education may raise people's self-efficacy in their capacity to launch a firm, which in turn raises their intention to do so. Less research has been done on how this connection functions in the context of green entrepreneurship

Self-efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully¹⁷⁴. Self-efficacy is a differentiated set of self-beliefs linked to distinct realms of functioning, such as academic performance. Thus, academic self-efficacy is a set of individual beliefs regarding one's own academic competence, persistence, and motivation¹⁷⁴. It reflects an individual's confidence in his or her ability to complete academic tasks at the required level¹⁷⁴. Academic self-efficacy may predict students' learning engagement, and investment in and maintenance of effort. General self-efficacy refers to overall belief in our ability to succeed, but there are many more specific forms of self-efficacy as well (e.g., academic, parenting, sports). It is generally reported that individuals with higher self-efficacy perceive difficult tasks as meaningful challenges, despite the fact that others may find similar tasks discouraging. In scholar understanding, high self efficacy “fosters intrinsic interest

and deep engrossment in activities” (p.71)¹⁹⁴; on the contrary, a lack of self-efficacy may cause people to have low aspirations, slacken their efforts, and give up easily. Self-efficacy beliefs are among the knowledge structures that act as a pervasive influence on personal’s successful development especially in academic performance¹⁴⁵. Students’ judgments of their capability to perform academic tasks, that is, their self efficacy beliefs, predict their capability to accomplish such tasks¹⁶⁴.

Predicting the likelihood of an entrepreneur’s aim relies heavily on their level of self-efficacy. Self-efficacy expectations are built based on accomplishment derived from performance, vicarious experience, and persuading verbal and physiological states. It depends not only on possessing the skills needed¹⁹⁷. Still, it must be paired with confidence in one’s skills, capacities, and competence to complete a job to achieve a target¹⁹⁸. Planning, searching, and marshaling are essential variables of self-efficacy in developing entrepreneurial intention; however, its other constructs, namely people and finance, are not essential¹⁹⁹. High self-efficacy enhances the chances of performing a task rather than circumventing it. Self-efficacy does not explain females’ lower venture-starting intentions, even as gender does not influence SE¹⁹⁹. SE and EI are linked in previous research¹⁹⁹. However, the inverse linkage of SE on EI was explored for a course with a theoretical orientation, though direct connections exist between them in the case of practical courses²⁰⁰. Moreover, studies conducted during the COVID phase also concluded that a significant association exists between SE and Eis²⁰¹ along with optimism¹⁵⁹. Consistent results were observed in China, even in a study done after the pandemic phase¹⁹⁸.

Self-efficacy beliefs are a better indicator of success than actual ability has stimulated research in many academic disciplines¹⁷⁴. The present study provides evidence to support this claim within an education context. Although studies investigating the self-efficacy of students have found conflicting results on gender differences, and prior learning at high school, the relationship of

self-efficacy to academic performance is generally supported. According to author, self-efficacy is about the belief in one's ability to succeed especially within specific situations or accomplishment of certain tasks. Consequently, self-efficacy is another factor that is likely to be considered as a variable defining and determining entrepreneurial intention¹⁹⁹.

Self-efficacy (SE) motivates individuals to shape their behavior and trust their capabilities to pursue a task and perform their roles. SE is one's decision to adequately manage a specified state and condition with the skills they possess¹⁷⁴. According to social cognitive behavior; self-efficacy is a precondition for behavioral control. Thus, SE affects every human effort made to achieve their desires and in contrast poor self-efficacy makes it difficult to achieve a given task. SE as a construct is apposite in analysing entrepreneurial tendency and helps to assess an individual's potential of transforming into intention to be an entrepreneur. In entrepreneurial literature, SE may be considered rather than SE¹⁰³. One of the contributions of research on SE involves its relation with EI. Model of EI and suggested mediating effect of SE in determining the potency of EI, and the possibility of translating it into entrepreneurship. The conceptualisation of SE as proposed by author is widely accepted and forms the base for entrepreneurial studies. So on the basis of scholars and others, SE can be described as having the necessary competences that can influence one's belief for successfully instituting a new venture^{1.32}.

Self efficacy involves determination and perseverance in overcoming obstacles that could disturb the utilization of innate abilities which help to achieve academic goals²⁰². Self efficacy might denote a set of beliefs influencing how people feel, think and motivate themselves about their ability to act in indifferent situations. Such belief could be powered by cognitive, motivational, affective and selection processes. The development of self efficacy is intertwined with one's experiences, competencies and developmental task at various stages of life²⁰². The individuals' belief in themselves that they can do certain things could be seen as self efficacy. Such beliefs

affect various aspects of human endeavor including academics. People with high self efficacy may approach difficult tasks as challenges to be mastered and overcome instead of being avoided¹⁸⁹; they set for themselves challenging goals and are committed to them, including sustaining their effort in the face of failures²⁰². The authors noted that such individuals recover their sense of efficacy after academic setbacks, attribute failure to insufficient effort, deficient knowledge and skills and approach threatening situations with convictions that they can exercise control over them.

2.1.5 Social Support

The term "support" describes unpaid help given to a family member or care given to them in order to support them in building stronger unofficial social ties through integrated programs that include both public and private services. Author affirms that ²⁰³support family values and meet needs and aspirations, it is necessary to provide emotional, physical, financial, and material resources to family members²⁰⁴. Author defined social support as help provided to individuals by people playing critical roles in their lives to overcome difficulties and anxiety, such as stress relief, psychological counseling, and material support⁸. According to author social support is an act of help that enables an individual to overcome difficulties and pressure in undesirable situations²⁰⁶. In the present study, social support was defined as an external force that enables individuals to solve personal problems and improve their psychological health; individuals perceive social support at specific times and occasions and react to it differently according to their understanding and acceptance of that support²⁰⁶.

Cobb (1976) defined social support as a type of message that enables individuals to stabilize their emotions when facing developmental or emotional difficulties. Author identified the following positive effects of social support²⁰⁴: (a) individuals acquired a positive and firm mindset after perceiving respect, encouragement, and care from others, thereby improving their psychological

stability; (b) individuals became motivated to solve problems, reduce their anxiety, and expand their scope of knowledge after acquiring the experience and knowledge required to solve problems from others; and (c) individuals could solve financial problems and improve their living environments after receiving material and labor support²⁰⁷.

Social support is a multidimensional construct that refers to the availability of concrete and psychological resources that are perceived or received from interpersonal relationships²⁰⁸. Author distinguished between *structural support*, which quantitatively measures social networks' integration and strength, and *functional support*, which qualitatively evaluates social networks' functions (e.g., tangible, emotional, informational, or appraisal)²⁰⁹. However, factorial analyses of various assessment instruments showed that social support measures are often independent; these analyses provided indexes of various aspects of the construct related to the way in which social support is defined²¹⁰. The lack of a comprehensive definition of *social support* and the lack of a fully explicative model of its links with physical and mental health complicate the establishment of a strong construct validity²¹⁰. Two models have been proposed to describe the effects of social support on health: the main-effect model, which states that social support promotes health-eliciting positive psychological states, higher self-esteem, and environmental control²⁰⁸; the stress-buffering model, in which social support buffers the harmful effects of stress before or at the beginning of the psychophysiological reaction²⁰⁸. However, so far, these models have reached mixed or partial validation. Previous studies have shown that the lack of social support can have an effect on a medical level, with higher levels of support predicting better prognosis and lower mortality²¹¹. Likewise, some authors have found that social support had direct effects on reducing depression or improving well-being in older people and in various clinical conditions²¹². However, other authors found only indirect and mixed indirect–direct effects of social support in reducing psychological distress and improving well-being.²¹³

The social system of entrepreneurs significantly influences their actions, requiring them to behave in a socially acceptable manner²⁰². Society plays a critical role in shaping values, views, and ambitions that influence individuals' perception of entrepreneurship as an attractive and desirable career option²¹⁴. Author argued that entrepreneurial intentions are higher in societies where entrepreneurs are appreciated and respected²⁰⁰. Similarly, highlighted the influence of family business values on individual motivation and direction toward entrepreneurship²⁰¹. Author suggests promoting an entrepreneurial spirit among the population, especially university students, to reduce unemployment²⁰³. However, author observed that many university graduates struggle to establish businesses and instead seek employment²¹⁵. This observation has led several studies²¹⁵ to emphasize the importance of understanding the factors influencing new graduates' intentions to pursue entrepreneurship²¹⁶. Despite the recognized need, author noted that entrepreneurship research in the Sub-Saharan region has not received adequate attention²¹⁷.

Existing literature indicates that not all forms of trust or social ties promote entrepreneurship. Entrepreneurship success depends on available facilities, resources, and human capacity²¹⁸. Although social support plays a positive role in entrepreneurial development, some researchers identified both supporting and hindering factors within the social environment²⁰⁹. The influence of social support can either encourage or deter individuals from pursuing entrepreneurship, particularly in contexts like Ghana, where societal expectations often favor traditional employment over entrepreneurial endeavors. This dynamic is evident in the low Global Entrepreneurship Index (GEI) scores for Sub-Saharan Africa, including Nigeria, which highlights the need to explore the entrepreneurial aspirations of higher education students in relation to social support. Social support is viewed from emotional, tangible, and informational perspectives, each playing a crucial role in the venture creation process¹⁷⁴.

Social support encompasses feeling loved, valued, and part of a network that offers mutual assistance. Many studies highlight its protective role in mental health. Yet, the precise ways it impacts mental well-being remain unclear. Social support, a multidimensional concept, is typically measured in terms of either the structure (number of relationships) or the functions (like informational, instrumental, and emotional) of social networks. Perceived support, the perception of available help, often has a more significant impact on mental health than received support. Research also shows that social support can stem from various sources like family, friends, or pets, and can benefit mental and physical health in both stressful and non-stressful times.

Social support, derived from families, friends and the academic community, can directly impact student experiences during education, with positive impacts on both wellbeing and academic success²¹⁹. In contrast, the experience of stress, while recognised as part of the academic experience, can have a detrimental impact on academic outcomes, wellbeing²²⁰ and mental health²²¹. In order to optimally benefit from their educational experiences, students are required to learn to cope effectively with stress, and higher levels of social supports have consistently been identified as associated with lower stress levels and a greater ability to manage stressors.²²².

Social support is a multidimensional concept referring to the social and psychological support an individual receives or perceives as available to them from family, friends and their community²²².

Perceived social support refers to the perception that support would be available if needed and comprises emotional and instrumental support²²³. Crucially, the effectiveness of social support is dependent on the match between the source, type, timing and the needs of the individual. The relationship between social support and positive outcomes has been demonstrated in both quantitative research²²⁴ and qualitative studies²²⁵, with students across various disciplines and countries. The level of social supports that students receive from their families, friends and the academic community can directly influence their ability to deal with the challenges associated

with their life experience in the university²²⁵ and successful attainment of their educational goals is associated²²⁶.

The concept of social support is multidimensional and can be incorporated into a larger context termed social capital, where social support and social networks are parts²³⁴. Social support and social networks are described in different ways; mainly these can be presented as (1) structurally and functionally and (2) formally and informally²²⁷. Nursing care can, for example, be a formal support to people who have no close friends. The structural aspect of social support refers to the existence and size of a social network, and the extent to which the person is connected within a social network, like the number of social ties (quantity of the relationships) and the characteristics of the social exchanges between individuals (e.g., social support activities, frequency of interactions). Relationships with family, friends, and members in organizations might contribute to social integration²²⁷. The functionally/qualitative aspect of social support refers to a person's appraisals of the social support he or she experience, or how integrated a person is within his or her social network; that is, the quality or depth of the relationships [Kent]. Furthermore, the specific functions that members in a social network can provide such as emotional (i.e., reassurance of worth, empathy, affection), instrumental (i.e., material aid), and informational (i.e., advice, guidance, feedback)²²⁸ are also vital aspects of social support. Thus, social support refers to the cognitive/functional qualitative aspects of human relationships, such as the content and availability of relationships with significant others, whereas social network refers to the quantitative and structural aspects of these relationships²²⁸. Social support occurs in the presence of a social network²²⁷; the concept is often used in a broad sense, referring to any process through which social relationships might provide health and well-being [Kent]. Reviewing the literature reveals that social support is understood from a subjective viewpoint, including emotional support, esteem support, social integration or network support, provision of information and

feedback and tangible assistance²²⁸. Measures that reflect each dimension of social support are therefore needed²²⁷.

Perceived support refers to a person's subjective judgment that will give help or have given help during times of need. Received support refers to specific support (e.g., advice) that is given if needed, actually provided to the person²²⁸. The different, specific types of social support that an individual may experience include emotional support (listening support, comfort, and security), informational support (advice and guidance), esteem support (increasing the person's sense of competence), and tangible support (concrete assistance such as providing transportation or financial assistance). These different, specific types of social support have shown different correlations with health and personal relationships; only perceived support is consistently linked to better mental health, whereas received support and social integration are not found to relate with health²²⁹.

2.2 Theoretical Framework

2.2.1 Theory of Planned Behaviour (TPB)

The Theory of Planned Behavior (TPB) in terms of social psychology comes from the assumption that many human behavior are planned and hence, are preceded by intention toward that behaviour²³⁰. Unlike other models, TPB offers a closer and applicable framework that allows us to understand and predict more precise entrepreneurial intentions by focusing not only on personal but also on social factors²³¹. According to author, in TPB, the behavioural intentions are determined by three main "attitudinal antecedents"²³²:

Attitude toward Performing the Behaviour

Subjective Norm

Perceived Behavioral Control.

The first component, the attitude toward performing the behaviours is defined as the perception of an individual or their judgment of performing a particular behaviour, the expected results and the impact of the outcomes in many aspects²³³. Outcomes such as personal quality of life, personal wealth, independent, stress, and community benefits are mentioned in the research of and tested again²³⁴. Scholar develops a model which argues that the entrepreneurial decision may come from utility-maximizing career choice of an individual²³⁵. In this model, people will choose to become an entrepreneur if the total utility they expect to get from the entrepreneurial activities is greater than the expected utility from their best employment they can find in the market. These total entrepreneurial utility is defined as benefits derived from five factors including: income, independent or autonomy, risk bearing, work effort, and perquisites which linked with self-employment. These finding will make a significant and important support to our literature study. When we evaluate the attitude of an individual toward five factors of utility maximization model, we can clearly observe the attitude of respondents toward performing the entrepreneurial behavior. The second component, subjective norm, represents the individual's viewpoints of the values, thinking, beliefs, and norms held by significant others who have a huge influence on them or whom they really respect. A simple example of social norms could be one's parents expect their child would become a doctor or engineer in the future just because it is considered as an honor and a famous career under the view of majority Vietnamese people. Interestingly, it is argued that the impact and predictive power of social norm would be weaker for individuals who strongly desire to achieve and highly orientate to implement the behavior²³³ or who has high internal locus of control²³⁶. It also explains why, in some cases, the social norm could be proved insignificant²³².

However, we intent to keep it as an independent variable in our research because it is considered that social norms could be different across culture and more supportive in some countries than in

others²³⁰. The most important social influences of any “role model” or “mentor” (such as friends and family) is often through social networking²³⁰. Surprisingly, when taking a look back at SEET, we can realize some homologous points between the two models. TPB two first attitude measurements can replace the perceived desirability of SEET. The last measurement – the Perceived Behavioural Control is similar to the SEET Perceived Feasibility. The only different point is the Propensity to Act which explains the process of turning from intention to reality entrepreneurial action. However, in this research, we will not study the factor Propensity to Act of SEET. The desire to do something is important but it is not only requirement to transform the motivations into intention. This process also needs the belief of individual that they can actually do this behavior²³⁶. The Perceived Behavioural Control or Perceived Self Efficacy is the personal belief about the possibility to conduct the planned behaviour, the faculty of thoughts, physical mental, passion, finance and resources to personally control and execute the action. It represents and overlaps the perceived feasibility factors of SEET and is thus related to the propensity to put entrepreneurial intentions into practice²³⁶.

The theory of reasoned action was propounded²³¹. The theory emphasized on behaviour intentions rather than attitudes as the main causes of behaviours²³⁰. The author of the theory asserts that people think rightly and make systematic use of information and facts accessible to them. Often time individual look at the implications of their action before they are willingly to take part or not take part in a given behaviour²³⁰. According to the theory, the most vital predictor of a person’s behaviour is a combination of intention toward performing the behaviour and subjective norm. If an individual think that the outcome from performing behaviour is positive, such persons will have a positive attitude towards performing that behaviour. The opposite can also be stated if the behaviour is thought to be negative. Subjective norm is seen as a combination of perceived expectations from relevant individuals or groups along with intentions to comply

with these expectations. Theory of reasoned action works most successfully when subjected to behaviours that a person can control. Behaviour that are not fully under an individual control, even though such person may be highly driven by his or her own attitudes and subjective norm, could make such individuals not to perform the behaviour. This could be due to some intervening environmental conditions. Relating this theory to this study people who have higher self-efficacy and better social networks may have the intention of starting up their own personal business because this attributes (self-efficacy and social networking) could push them toward having the intention which invariably would make them engage in the behaviour of starting their own personal business²³⁰.

This research is built on the theory of planned behaviour (TPB). The TBP was developed²³¹. The theory has been used in the social and behavioural sciences to explain a variety of phenomena, including entrepreneurship²³⁷. The TPB is an extension of the Theory of Reasoned Action²³⁴, which states that an individual's intention to perform a given behaviour or action is based on the interplay of a person's ATB, SN, and PBC of the behaviour²³⁷. The theory proposes that people's deliberate behaviours are indeed a result of ATB, SN and PBC. Although the TPB does not predict actual behaviour, however, it predicts that intention has a clear connection between intention and behaviour²³⁷. As a result, EI is a predictor of entrepreneurial behaviour²³⁸. It has been documented by author that the higher the ATB, SN, and PBC, the greater the individual's intention to engage in a particular behaviour²³².

The TPB, proposed by author who, posits that an individual's intention to engage in entrepreneurial activities is influenced by their attitudes, subjective norms, and perceived behavioural control²³³. According to this theory, positive attitudes towards entrepreneurship, social norms that support entrepreneurial behaviour, and a belief in one's ability to successfully undertake entrepreneurial activities contribute to the formation of entrepreneurial intention. The

Theory of Planned Behaviour (TPB) is a widely recognized psychological theory that helps explain and predict human behaviour, including entrepreneurial behaviour²³¹. TPB considers individual attitudes, subjective norms, and perceived behavioural control as the three main determinants of behaviour. According to TPB, an individual's intention to perform a behaviour is determined by their attitude towards the behaviour, their perception of social pressure to perform the behaviour, and their belief in their ability to perform the behaviour. TPB is a valuable tool for understanding and predicting entrepreneurial behaviour²³¹. This provides evidence that entrepreneurial education can be an effective way to promote entrepreneurial intention among graduating students²³².

The Theory of Planned Behaviour (TPB) posits that an individual's attitude towards a specific behaviour significantly influences their intention to engage in that behaviour²³³. In the context of this study, attitudes towards entrepreneurship would refer to graduating students' overall evaluation and perceptions of starting their own businesses. Positive attitudes towards entrepreneurship may indicate a higher likelihood of entrepreneurial intention among the students, as they may view it as an appealing and rewarding career path. Another crucial aspect of TPB is subjective norms, which refer to the perceived social pressure and influence of significant others on an individual's behaviour²³³. In the case of entrepreneurial intention, the subjective norms would explore how the students' family, friends, mentors, and society's expectations and support affect their inclination towards entrepreneurship. Positive subjective norms may increase the students' intention to pursue entrepreneurship if they perceive strong encouragement and support from their social circle, creating a conducive environment for their entrepreneurial aspirations²³¹.

The Theory of Planned Behaviour (TPB) is a well-established theory that has been shown to be effective in predicting various human behaviours²³¹. TPB posits that an individual's intention to engage in a behaviour is influenced by three main factors: attitude, subjective norms, and

perceived behavioural control²³¹. In the context of this study, attitude refers to the graduating students' overall evaluation and perceptions of starting their own businesses. Subjective norms refer to the perceived social pressure and influence of significant others on an individual's behaviour. Perceived behavioural control pertains to an individual's belief in their ability to perform a specific behaviour. The TPB has been used to study entrepreneurial intention in a number of contexts, and has been found to be a reliable predictor of entrepreneurial behaviour. In this study, the TPB will be used to examine the factors influencing entrepreneurial intention among graduating students in private universities in Nigeria. The comprehensive framework of TPB takes into account both individual and social factors influencing behaviour, providing a deeper understanding of the complex interplay of factors shaping entrepreneurial intention. By employing TPB, researchers can develop a model that helps predict and understand the factors influencing entrepreneurial intention among graduating students in this context²³¹.

The Theory of Planned Behaviour (TPB) offers a comprehensive and contextually relevant framework to examine the factors influencing entrepreneurial intention among graduating students in private universities. By considering attitudes, subjective norms, and perceived behavioural control, and incorporating entrepreneurial education as a covariate, the study can provide valuable insights into fostering entrepreneurship among the youth in Nigeria, and contribute to the advancement of entrepreneurship education and policies in the region. The practical implications of applying TPB extend to policymakers, educators, and stakeholders in entrepreneurship education. Understanding the factors that influence entrepreneurial intention among students can help design more effective entrepreneurial education programs and support systems to foster a culture of entrepreneurship²³¹. Additionally, by investigating the covariate role of entrepreneurial education, the study can reveal how education influences the relationship between entrepreneur orientation and entrepreneurial intention among graduating students. This

knowledge can inform targeted interventions to enhance the impact of entrepreneurial education and promote entrepreneurship among the youth in the specific context of Nigeria²³².

According to the TPB, human behaviour is guided by three kinds of considerations: beliefs about the likely consequences of the behavior (behavioural beliefs), beliefs about the normative expectations of others (normative beliefs), and beliefs about the presence of factors that may facilitate or impede performance of the behaviour (control beliefs). In their respective aggregates, behavioral beliefs produce a favorable or unfavorable attitude toward the behaviour; normative beliefs result in perceived social pressure or subjective norm; and control beliefs give rise to perceived behavioural control or self-efficacy. The effects of attitude toward the behaviour and subjective norm on intention are moderated by perception of behavioural control. As a general rule, the more favorable the attitude and subjective norm, and the greater the perceived control, the stronger should be the person's intention to perform the behaviour in question. Finally, given a sufficient degree of actual control over the behaviour, people are expected to carry out their intentions when the opportunity arises²³².

The theory of Planned Behaviour (TPB) is a psychological theory that explains the relationship between belief and behaviour. Icek Ajzen elaborated this theory based on the theory of reasoned action (TRA). TPB is another vital theory used to study entrepreneurial intention²³⁹. TPB consists of three independent factors for the intention to entrepreneurship: attitudes, subjective norms, and perceived behaviour control²³¹. Author stated that attitude towards performing behaviour means the consciousness of personal preferences to perform a behaviour. It means a person is aware of the behavioural outcome from the personal impacts²³¹. A person's attitude towards behaviour involves evaluating behaviour based on personal impacts. The subjective norms represent a social influence from the context of the environment on the person to attain the behaviour. For instance, a friend's circle of encouraging and motivating individuals towards

entrepreneurial intention allows a person to think positively to become entrepreneurs. Perceived behaviour control involves identifying abilities to accomplish target behaviour²³³. It is also connected to a person's opinion on the acceptance and issues in performing a behaviour. This factor impacts perceptions of access to required skills, resources, and chances to perform the behaviour²³¹. It means that if a person feels that he or she controls the situational elements, he or she will develop the intention to do the target behaviour. However, if a person does not have control over the situation/context, he or she will have fewer intentions to perform a specific behaviour.

Hence, TPB is a recommended method to describe and study entrepreneurial intention, as this model explains the connection between beliefs and behavioural patterns and actions. Therefore, TPB is commonly used in entrepreneurial studies as its adequacy predicts entrepreneurial intention²³¹. Therefore, the current study adopted the Theory of Planned Behaviour (TPB) to study the entrepreneurial intention of undergraduate students in Malaysian universities. It uses three sources: attitude, subjective norm, and perceived behavioural control to explain entrepreneurial intention²⁴⁰. In this study, attitudes were applied for personal traits, followed by subjective norms for entrepreneur education, age, and perceived behavioural control for the culture to predict entrepreneurial intention²⁴⁰.

This research is grounded in Ajzen's theory of planned behaviour²³¹. Among socio-psychological theories, TPB is the most popular and widely used for comprehending and predicting the behaviors of individuals in many settings. Furthermore many researchers in the social and behavioral sciences use this theory to better understand individuals' behavioral intention, particularly when it comes to starting their own enterprise²⁴¹. The Theory of Reasoned Action (TRA) has been improved upon by TPB, which allows for more precise intention prediction in relation to specific time and location. Attitude toward behavior, subjective norms, and perceived

behavioral control are the three independent antecedents that make the TPB model. An individual's attitude toward behavior is affected by how desirable they think it is to perform that behavior, which is helped by their beliefs about likely outcomes and how they feel about those outcomes²⁴¹. Subjective norms are the pressures people feel from their peers to behave in a certain way. These pressures are caused by normative views, which are what other people probably think about a behavior. Finally, perceived behavioral control is how easy or hard someone thinks it is to do a certain behavior based on their control beliefs. Control beliefs are how much someone thinks that the presence of factors that make a behavior possible or impossible affects that behavior. In the context of entrepreneurship, attitude refers to an individual's positive or negative evaluations of the process of establishing a new venture, subjective norms refer to an individual's perception of the social pressure and expectations placed on them by family and pairs to start/not start a new business, and perceived behavioral control refers to the degree of control that an individual believes they have over the process of establishing a new business²⁴¹. Furthermore, author made improvements to the theory of planned behavior model by including additional variables (attitudes, personality, and behavior). These variables include demographic, personal, social, and environmental elements, all of which might influence entrepreneurial activity²³¹. Both Shapero and Bird stressed the importance of individual traits and environmental circumstances in predicting entrepreneurial actions²⁴¹. Consistent with this assertion, the researchers sought to understand the role of entrepreneurship education and personality elements in influencing the intention to start a business. Furthermore, to predict TPB's relationship with entrepreneurship intention, researchers looked at entrepreneurial education support and personality traits, including risk-taking propensity and need for achievement as predictors of TPB. This study adds to the literature on entrepreneurship education

support, risk-taking propensity, need for achievement, and TPB in an emerging country setting by connecting the theory to the constructs under investigation²⁴¹.

The principle of aggregation, however, does not explain behavioral variability across situations, nor does it permit prediction of a specific behavior in a given situation. It was meant to demonstrate that general attitudes and personality traits *are* implicated in human behavior, but that their influence can be discerned only by looking at broad, aggregated, valid samples of behavior. Their influence on specific actions in specific situations is greatly attenuated by the presence of other, more immediate factors. Indeed, it may be argued that broad attitudes and personality traits have an impact on specific behaviors only indirectly by influencing some of the factors that are more closely linked to the behavior in question²³⁴. The present article deals with the nature of these behavior-specific factors in the framework of the theory of planned behavior, a theory designed to predict and explain human behaviour in specific contexts. Because the theory of planned behavior is described elsewhere²³³,

The theory of planned behaviour is an extension of the theory of reasoned action²³⁴ made necessary by the original models limitations in dealing with behaviours over which people have incomplete volitional control. This theory is in the form of a structural diagramme. As in the original theory of reasoned action, a central factor in the theory of planned behavior is the individuals' intention to perform a given behavior. Intentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behaviour. As a general rule, the stronger the intention to engage in a behavior, the more likely should be its performance. It should be clear, however, that a behavioural intention can find expression in behavior only if the behavior in question is under volitional control, i.e., if the person can decide at will to perform or not perform the behavior. Although some behaviors may in fact meet this

requirement quite well, the performance of most depends at least to some degree on such non-motivational factors as availability of requisite opportunities and resources²³¹.

TPB enhances the theory of reasoned action (TRA) by adding PBC to forecast intents. The substantial direct influence of TPB variables on intention has been demonstrated in several investigations²³⁶. TPB model developed by author mentions that an individual's behavior at any time is predicted or elucidated by his intentions²³⁵. Those entrepreneurial intentions, in turn, are identified based on three explanatory constructs (i.e. attitude toward behavior, subjective norms, and perceived behavioral control). Earlier intention-related research in the field of entrepreneurship popularly uses TPB as entrepreneurship is a planned behavior. A stronger intention will lead to a high probability of realizing that behavior in reality²³⁶. Entrepreneur intention significantly affects a person's behavior, so focusing on cognitive aspects can fetch noteworthy information. Prior research shows that there are two approaches; one proposed by Aizen is TPB theory, which considers self-efficacy and PBC as the same²³⁶, and the other one considers both of these are different²⁴². Perceived behavior control (PBC) refers to peripheral control factors (depending on whether people perceive any behavior as simple or complex); however, self-efficacy refers to intrinsic control factors affecting behaviour²⁴².

The TPB model was found to be useful in many major research areas to predict individual intention in behaving in a certain way²³¹, including the choices of, for example, health and physical (diet and exercise), environmental actions, recycling waste, educational choices, school attending, political (voting), social (volunteer) and ethical (donation), etc. Furthermore, the implementation of TPB theory in entrepreneurial setup seems unlimited, including research that compares the framework models and discovers factors impacting the intention in the TPB theory for example the differences, the entrepreneurial decision or prediction of nascent

entrepreneurship²³¹. The authors indeed reviewed and confirmed the positive impact of entrepreneurship education on entrepreneurial intentions, as well as, the reversed research²³³.

In other words, author stated that the TPB²³¹ is the main conceptual framework used to study the antecedents and consequences of EI. According to the TPB, intentions are directly predicted by three components, namely, perceived behavioural control (PBC), attitudes towards the behaviour (ATB), and subjective norms (SN)²³¹. Perceived behavioural control (PBC) is composed of self-efficacy (the perceived ease or difficulty of performing the behaviour) and controllability (the extent to which performance is up to the actor), thus capturing both the actual situation and the individuals' expectation regarding the successful performance of the target behaviour²⁴³.

The attitudes towards the behaviour (ATB) describe the degree to which a person has a favourable or unfavourable appraisal of a specific behaviour depending on its outcome or some other attributes such as costs arising by performing the target behaviour. Social norms (SN) refer to the perceived social pressure exerted by significant others to perform or not to perform the target behaviour²³¹. The basis for those norms is so-called normative beliefs which can be influenced by the behaviour and attitudes of important others in a person's life, e.g. parents or peers²³¹. Author suggests the following general rule: The greater the PBC, the more favourable the ATB, and the higher the SN, the stronger the person's intention to perform a particular behaviour. A comprehensive meta-analysis of the TPB shows that intentions explain between 20% and 30% of the variance in actual behaviour²³¹.

The studies²⁴⁴, looked into these entrepreneurial characteristics, which consist of; locus of control, need for achievement, and propensity to risk, creativity, social networking, and tolerance for ambiguity. Thus, entrepreneurial intention can be determined as "the genuine commitment of a person with the knowledge, courage and the desire to enter a field of business through creative, innovative ideas to then plan, organize, accept risk and develop the resulting enterprise to achieve

the goal²⁴⁵. An entrepreneur needs to be capable of looking for opportunities that occur and be able to take advantage of them through consistent work with high spirits. In addition to the TPB, there are a number of other theories that have been used to explain entrepreneurial behaviour. These include Theories of personality; these theories suggest that certain personality traits, such as risk-taking and achievement motivation, are associated with entrepreneurial behaviour. Theories of learning, these theories suggest that people learn to become entrepreneurs through observation, imitation, and reinforcement. These theories suggest that people's thoughts and beliefs about entrepreneurship play a role in their decision to become entrepreneurs. While the TPB is one of the most widely used theories for explaining entrepreneurial behaviour, for example in the attitudes in an entrepreneur with a positive attitude towards entrepreneurship is more likely to see the benefits of starting their own business and to be motivated to overcome the challenges involved. Another example of subjective norms is an entrepreneur who believes that their family and friends expect them to start their own business is more likely to feel social pressure to do so. In addition, perceived behavioural control as an entrepreneur who believes that they have the skills and knowledge necessary to start a successful business is more likely to believe in their ability to do. So²³¹.

According to the TPB, human behavior is guided by three kinds of considerations: beliefs about the likely consequences of the behavior (behavioural beliefs), beliefs about the normative expectations of others (normative beliefs), and beliefs about the presence of factors that may facilitate or impede performance of the behavior (control beliefs). In their respective aggregates, behavioral beliefs produce a favorable or unfavorable attitude toward the behavior; normative beliefs result in perceived social pressure or subjective norm; and control beliefs give rise to perceived behavioral control or self-efficacy. The effects of attitude toward the behavior and subjective norm on intention are moderated by perception of behavioral control. As a general rule,

the more favorable the attitude and subjective norm, and the greater the perceived control, the stronger should be the person's intention to perform the behavior in question. Finally, given a sufficient degree of actual control over the behavior, people are expected to carry out their intentions when the opportunity arises. Intention is thus assumed to be the immediate antecedent of behavior. To the extent that perceived behavioral control is veridical, it can serve as a proxy for actual control and contribute to the prediction of the behavior in question²³¹.

The theory of planned behavior (TPB) proposed by author comprising three factors 'attitude', 'subjective norms' and 'perceived behavioral control' are believed to affect intention and subsequent behavior positively²³¹. It proposes intention as a significant determinant of behavior²³¹. TPB has been regarded as one of the most popular models that has been applied successfully in determining entrepreneurial intentions among students. This theory proposed by author is a modified version of the theory of reasoned action (TRA) introduced²³¹. Ajzen also refuted the allegation for negative findings of poorly conducted studies as proof against TPB²³¹. However, it was revealed that TPB is widely applied in determining entrepreneurial intention. Many other researchers validated TPB in measuring entrepreneurial intention²⁴³. TPB is one of the best conceptual bases in determining students' entrepreneurial intentions. TPB is the most comprehensive of all other models in entrepreneurship action²³¹.

The TPB has been applied to entrepreneurial research, and its applicability has been verified and supported by empirical studies²³¹. First in this study, the entrepreneurial self-efficacy of college students was defined as a student's belief that they can complete tasks or activities related to entrepreneurship, whereas Perceived Behaviour Control was defined as the degree to which students perceived themselves able to perform certain behaviors²³¹. Therefore, this study regarded college students' entrepreneurial self-efficacy as a type of perceived behavior control. Second, career adaptability was defined as comprising attitude, belief, and ability related to career concern,

career control, career curiosity, and career confidence²³¹. Among them, attitude is the degree of concern for career; Attitude is also the core construction of the concept of career adaptability. Attitude toward Behavior was defined as an individual's assessment of their behavior and their degree of preference for performing specific behaviors²³¹. Therefore, this study considered career adaptability to be one type of Attitude toward Behaviour. Third, this study regarded entrepreneurial intention as a form of Behavioral Intention. Therefore, in this study, the influence of Perceived Behavior Control and Attitude toward Behavior on Behavioral Intention were taken as the theoretical basis to exploring the relationship among college students' entrepreneurial self-efficacy, career adaptability, and entrepreneurial intention²³¹.

The underpinning theory for your research topic is the "Theory of Planned Behavior" (TPB). TPB provides a comprehensive framework for understanding the direct and indirect relationships between digital entrepreneurship education, self-efficacy, social media usage, and the intention to become a digital entrepreneur, with attitude acting as a crucial mediator among working adults²³¹. According to TPB, individuals form behavioral intentions based on three key determinants: attitudes, subjective norms, and perceived behavioral control. In your study, attitudes represent individuals' positive or negative evaluations of engaging in digital entrepreneurship. Digital entrepreneurship education is likely to positively influence attitudes by providing knowledge and skills, while self-efficacy and social media usage contribute to a positive perception of one's capability and the feasibility of digital entrepreneurship. Self-efficacy, aligning with perceived behavioral control, reflects individuals' beliefs in their ability to perform the behaviour²³¹. A strong sense of self-efficacy can enhance perceived control over becoming a digital entrepreneur. Meanwhile, social media usage provides exposure to success stories and collaborative opportunities, influencing subjective norms—the perceived social pressure to engage in digital entrepreneurship. Attitude serves as a critical mediator, encapsulating the cognitive and affective

components of intention formation. Positive attitudes, fostered through education, self-efficacy, and social media interactions, mediate the pathways leading to the intention to become a digital entrepreneur among working adults. By applying TPB, your research can systematically examine how these interconnected factors influence the entrepreneurial mindset and actions of working adults in the digital realm²³¹.

2.2.2 Schumpeter's Theory of Innovation

Joseph Alois Schumpeter is regarded as one of the greatest economists of the first half of the twentieth century. At that time he took part in the most important economic debates. After his death, he had been (more or less) forgotten for around three decades. In the early 1980s Schumpeterian economics were considered extremely broad after a period when traditional economic approaches were increasingly criticized²⁴⁶. Nowadays when economies struggle with banking and debt crises, parallel they are “knowledge based” economies with globalization and increasingly importance of intangible resources. The concepts of innovation and entrepreneurship are probably Schumpeter's most distinctive contributions to economics²⁴⁶. One of the most common themes in Schumpeter's writings was the role of innovation (“new combinations”) and entrepreneurship in economic growth. Despite the fact that Schumpeter was among the first who lay out the clear concept of innovation his views on the topic changed over time. In his earlier view (emphasized in *The Theory of Economic Development*, originally published in 1912²⁴⁶. Schumpeter highlighted the function of entrepreneurs who is carrying out new combinations. He viewed the occurrence of discontinuous and “revolutionary” change as the core of “economic development” which breaks the economy out of its static mode (“circular flow”) and sets it on a dynamic path of fits and starts. Three decades later, in his *Capitalism, Socialism, and Democracy* (1942)²⁴⁷. Schumpeter took the view that dynamic capitalism was executed to fail because the very efficiency of capitalist enterprise would lead to monopolistic structures and the

disappearance of the entrepreneur. What is interesting Schumpeter's words have never seemed so appropriate as nowadays, when modern capitalism is experiencing a serious crisis and has lost his strength during last subprime and euro-debt crises²⁴⁶.

Although since the late 1880s there have been reports of the use of the term “innovation” to mean something unusual, none of first precursors of innovation have been as influential as the Schumpeter. According to him, consumer preferences are already given and do not undergo spontaneously. It means that they cannot be cause of the economic change. Moreover, consumers in the process of economic development play a passive role. In theory of economic development and further work²⁴⁶. Schumpeter described development as historical process of structural changes, substantially driven by innovation which was divided by him into five types²⁴⁶:

1. launch of a new product or a new species of already known product;
2. application of new methods of production or sales of a product (not yet proven in the industry);
3. opening of a new market (the market for which a branch of the industry was not yet represented);
4. acquiring of new sources of supply of raw material or semi-finished goods;
5. new industry structure such as the creation or destruction of a monopoly position.

Schumpeter argued that anyone seeking profits must innovate. That will cause the different employment of economic system’s existing supplies of productive means²⁴⁷. Schumpeter believed that innovation is considered as an essential driver of competitiveness and economic dynamics²⁴⁸.

He also believed that innovation is the center of economic change causing gales of “creative destruction”, which is a term created by Schumpeter in *Capitalism, Socialism and Democracy*²⁴⁶.

According to Schumpeter innovation is a "process of industrial mutation that incessantly revolutionizes the economic structure from within, incessantly destroying the old one, incessantly creating a new one". Schumpeter described development as historical process of structural

changes, substantially driven by innovation²⁴⁷. He divided the innovation process into four dimensions: invention, innovation, diffusion and imitation²⁴⁸. Then he puts the dynamic entrepreneur in the middle of his analysis²⁴⁸. In Schumpeter's theory, the possibility and activity of the entrepreneurs, drawing upon the discoveries of scientists and inventors, create completely new opportunities for investment, growth and employment. In Schumpeter's analysis, the invention phase or the basic innovation have less of an impact, while the diffusion and imitation process have a much greater influence on the state of an economy. The macroeconomic effects of any basic innovation are hardly noticeable in the first few years (and often even longer). What matters in terms of economic growth, investment and employment, is not the discovery of basic innovation, but rather the diffusion of basic innovation, which is the period when imitators begin to realize the profitable potential of the new product or process and start to invest heavily in that technology²⁴⁹.

It is worth noting that according to Schumpeter invention is not the cause: discovery and execution are "two entirely different things"²⁵⁰. "The pure new idea is not adequate by itself to lead to implementation It must be taken up by a strong character (entrepreneur) and implemented through his influence"²⁴⁷. It is not the power of ideas but the power that gets things done. Schumpeter says that "creative destruction" is "the essence of capitalism"²⁴⁶. A stationary economy, reactive, repetitive and routine, is a circular flow that admits of no surprises or shocks, "an unchanging economic process which flows on at constant rates in time and merely reproduces itself"²⁴⁷. Whereas a stationary feudal economy would still be a feudal economy, and a stationary socialist economy would still be a socialist economy, stationary capitalism is a contradiction in terms. Schumpeter writes that: "capitalist reality is first and last a process of change" where change is the essence. Absent creative destruction, what remains would be perpetual imitation and thus not the essence of capitalism at all. According to Schumpeter, innovations are essential

to explaining economic growth, and the “entrepreneur” is the central innovator. As Schumpeter described in *The Theory of Economic Development* the entrepreneur’s main function is to allocate existing resources to “new uses and new combinations”²⁴⁷. One of Schumpeter’s most lasting contributions was his insistence that entrepreneurship is at once a unique factor of production and the rare social input that makes economic history evolve²⁴⁶.

In other words innovation is the “creative destruction” that develops the economy while the entrepreneur performs the function of the change creator. In Schumpeter’s work entrepreneur is: “Carrying out innovations is the only function which is fundamental in history”²⁵⁰. Typical characteristics of entrepreneurs are: intelligence, alertness, energy and determination. Entrepreneurship is innovation and the actualization of innovation. In this point it has to be clearly marked that entrepreneurship cannot be confused with the four complementary functions of invention: risk-taking, error-correction and administration (which in Schumpeter’s economics of evolution are separate), distinctive and non-entrepreneurial in nature²⁴⁶. In Schumpeter's work on entrepreneurship we can select two phases: an “early phase”-First “Entrepreneurship theory, and “late phase”-Second “Entrepreneurship theory”. Before the neoclassical era entrepreneur was considered as the central figure, the turning point of economic development. The entrepreneur an “undertaker”, a person that does not retreat from engaging in risky business ventures. He buys and produces goods for a certain price to sell it later on at a yet unknown price. His disposition to face risks makes him an entrepreneur²⁵⁰. Author added the importance of capital which renders possible any entrepreneurial action in the first place²⁵⁰. In 1845 Jean Baptiste Say developed the most comprehensive concept of entrepreneurship at that time. The entrepreneur uses the ideas of a philosopher that is new knowledge, which has not yet been applied in the economy to produce a new product. To do this the entrepreneur employs workers, capital and natural resources to actualize the new knowledge into a tradable good²⁵⁰. The Authors

of a combination of new production or innovation are the "leaders-new people." These innovations may be used only by the administrators of the means of production. What is important the administrators of the means of production, in addition to companies manufacturing, are those units which took bank loan for the purchase of these measures about to comply with the new combination²⁵⁰.

The vision of the entrepreneur in Schumpeter's theory is different from the others, (the concept presented in the literature that time) such as: John Bates Clark, Frank William Taussig, Eugen Boehm-Bawerk, Friedrich von Wieser, Leon Walras and Alfred Marshall. They referred to the recognition of entrepreneurs by Adam Smith, and above all, Richard Cantillon, (who first used the term "entrepreneur") and Jean Baptiste Say, who was recognized as the one who introduced the character of "entrepreneur" to economic theory²⁴⁶. In these entire theoretical concepts entrepreneur was simply the organizer and manager of production or trade. Most often it was the employer and the owner of a capital. Schumpeter's "entrepreneur" definition has functional character and concerns only functions and activities related to innovation. At the same time the entrepreneur may be a person who is not the owner of a capital. In the context of the contemporary debate on entrepreneurship and economic development of capitalism, Schumpeter's "entrepreneur" concept gives banks (and banking system) the possibility of implanting innovations in the economy. The increasing complication of modern economies causes the necessity a higher rate of economic interaction. Today's knowledge-based economies are dependent by a dynamic technological progress²⁴⁷. The generation of innovation no longer depends on individual personalities but involves the cooperation of many different actors. This requires cognitive capabilities that increase the diffusion and thus the understanding of innovation leading to entrepreneurship. The Schumpeter's innovation and entrepreneur concept is universal and still evolving in principles of Neo-Schumpeterian economics. Schumpeter's words have never

seemed so appropriate as nowadays, when modern capitalism is experiencing a serious crisis and has lost his strength during last subprime and euro-debt crises²⁴⁸.

States should be entrepreneurial states, as the United Arab Emirates which runs many successful innovative enterprises like Ports and Airways. There should not be any running away from innovative state entrepreneurship. Government should take all steps from infrastructure to training to finance to monitoring to marketing to promote healthy and productive entrepreneurship. Sound banking is essential for healthy entrepreneurship, but presently banking all over seems to be within perfect state. The first client of banking is business. With so many problems, say from environment to education, entrepreneurship should be well diversified. With women supposed to be better entrepreneur, women entrepreneurship calls for the fillip. There is a need for skill development programs and facilities for entrepreneurship development. In sum, all efforts should be in place for healthy overall entrepreneur and sound eco-developed in the underdeveloped and developing countries. J.A. Schumpeter's was a 'foresighted vision of economic development' more than a century²⁵⁰, which has proved of historical and contemporary works at the Centre of Schumpeter's theory of economic development, is the human factor of entrepreneur and progressive innovative entrepreneurship actively over the years, resulting new products, materials, etc., which have resulted in improved standards of living²⁴⁸.

2.2.3 Social Cognitive Theory (SCT)

Social cognitive theory (SCT) has become a fundamental resource in clinical, educational, social, developmental, health, and personality psychology²⁵¹. It has been applied to such diverse areas as school achievement, emotional disorders, mental and physical health, career choice, and socio-political change. This chapter describes key constructs such as perceived self-efficacy and outcome expectancies, and it also refers to related constructs such as goals and socio-structural impediments and facilitators in the context of health behaviour change. According to social

cognitive theory (SCT), human motivation and action are extensively regulated by forethought. This anticipatory control mechanism involves expectations that might refer to outcomes of undertaking a specific action. The theory outlines a number of crucial factors that influence behaviour. The first factor is perceived self-efficacy, which is concerned with people's beliefs in their capabilities to perform a specific action required to attain a desired outcome. Outcome expectancies are the other core construct of SCT, which are concerned with people's beliefs about the possible consequences of their actions. Perceived self-efficacy is concerned with individuals' beliefs in their capability to exercise control over challenging demands and their own functioning²⁵². In a unifying theory of behaviour change, hypothesized that expectations of self-efficacy are self-regulatory cognitions that determine whether instrumental actions will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and failures²⁵¹. Self-efficacy has an influence on preparing for action because self-related cognitions are a major ingredient in the motivation process. Self-efficacy levels can enhance or impede motivation and are also directly related to behaviour. Perceived self-efficacy represents the confidence that one can employ the skills necessary to resist temptation, cope with stress, and mobilize one's resources required to meet the situational demands. Self-efficacy beliefs affect the amount of effort to change risk behaviour and the persistence to continue striving in the face of barriers and setbacks that may undermine motivation. Self-efficacy is based on different sources²⁵². First, self-efficacy beliefs can be enhanced through personal accomplishment or mastery, as far as success is attributed internally and can be repeated. A second source is vicarious experience²⁵¹.

When a 'model person' – that is, someone similar to the individual – successfully masters a difficult situation, social comparison processes can enhance self-efficacy beliefs. Third, verbal persuasion by others can also enhance self-efficacy beliefs (e.g. a health educator reassures a

patient that she will definitely perform cancer screening properly due to her competence). The last source of influence is emotional arousal – that is, the person may experience no apprehension in a threatening situation, and as a result may feel capable of mastering the situation. The four informational sources vary in strength and importance in the order presented here, with personal mastery being the strongest source of self-efficacy²¹. A meta-analysis has examined sources of self efficacy by comparing the effects of various intervention techniques upon self-efficacy for physical activity²⁵². In particular, effective self-efficacy enhancement was observed in physical activity interventions that used vicarious experience, feedback referring to participant past performances or past performances of others²⁵¹. Furthermore, such behaviour change techniques as ‘action planning’, ‘providing an instruction’, and ‘reinforcing effort towards behaviour’ were associated with significantly higher levels of both self-efficacy and physical activity²⁵². Self-efficacy is not the same as unrealistic optimism, as it is based on experience and does not lead to unreasonable risk-taking. Instead, it leads to venturesome behaviour that is within reach of one’s capabilities. The essential distinction between self-efficacy and similar constructs such as self-esteem, self-concept, and sense of control has three aspects: (a) self-efficacy implies an internal attribution (a person is the cause of the action); (b) it is prospective, referring to future behaviours; and (c) it is an operative construct, which means that this cognition is proximal to the critical behaviour²⁵¹.

The entrepreneurial intention can be explained by several theories²⁵⁷. Most discuss entrepreneurs' intentions to start a new business inspired by socio-cultural factors. The social cognitive theory (SCT)²⁵², the model of the Entrepreneurial Event and the Theory of Planned Behaviour are some theories that the researchers used to study entrepreneurial intention in general. The Social Cognitive Theory (SCT) is a vital theory used to study entrepreneurial intention²⁵². Author developed this theory to explain the dynamic interaction between people, their behaviour and

their environments²⁵⁴. This theory is based on the cause-and-effect concept, which includes dynamic social interaction among behaviours and personal factors, including cognition and the environment²⁵⁵. Hence, SCT explains reinforcement through observation while highlighting the mental processes of interaction of the individual with others. In other words, this theory addresses the motivations that influence the actions²⁵⁵. This theory has been further developed by Thorngren and Wincent²⁵⁴.

According to SCT, the individuals' information may directly influence and be connected to observing another individual through social interactions, experiences, and outside media. Therefore, this theory is commonly used to study the behaviour of individuals. As entrepreneurial intention discusses the cognitive, skills, and attitude changes and the process of changing the intention into action, the researchers on entrepreneurial studies use this theory to explain the behavioural changes that happen through observation and imitation that inspire entrepreneurial knowledge, skills and behaviour. The Entrepreneurial Event Model is another theory that helps to study entrepreneurial intention²⁵³. The theory of the Entrepreneurial event focuses on two pre-requirements to start a new business: (i) an individual needs to be involved in the idea of starting a business, and (ii) starting a business begins with a specific type of displacing event, which can be a form of neural, negative or positive experience. Adverse circumstances include losing a job or having any personal issues, while positive events include things that make the mind happy²⁵⁴. The displacement experience will show a behaviour change, and the individual will start a business sincerely based on the act upon the feeling²⁵². This model comprises perceived feasibility, desirability, and propensity to act upon the inspiration and change an individual's behaviour to start a business²⁵¹. Hence, this model discusses the influence of intention and its impact on an individual to start a new business. However, the entrepreneurial event model will

not be suitable for the current study as it focuses on identifying predicting factors towards entrepreneurial intention²⁵³.

Author opined that Bandura proposed the concept of social cognitive theory²⁵¹. A general contention is that much of the development in human cognition is explained by the interplay of internal personal factors in the form of cognitive, affective and biological events; behavior; and environmental events. According to author in 1967 conducted his famous experiment known as the Bobo doll experiment, to study patterns of behaviour²⁵¹, by social learning theory, and those similar behaviours were learned by individuals shaping their own behaviour after the actions of models. Author results from the Bobo Doll Experiment changed the course of modern psychology, and were widely credited for helping shift the focus in academic psychology from pure behaviourism to cognitive. He demonstrated that children learn and imitate behaviours which they have observed in other people. Bandura believed that direct reinforcement could not account for all types of learning, and that people can learn new information and behaviours by watching other people²⁵¹.

According to author²⁵¹, in his famous Bobo doll experiment, Bandura demonstrated that children learn and imitate behaviours they have observed in other people. The children in the studies observed an adult acting violently toward a Bobo doll²⁵². When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed. This has to do with the ability to replicate a behaviour or action. The child who observes certain behaviour repeatedly is expected at some point to be able to imitate and reproduce said behaviour. It is important to note that not all observed behaviours are effectively learned. For the process to be successful, the model and observer must abide by the following as observed²⁵², who explained how the following modeling processes influence learning. a. Attention: The person must first pay attention to the model. b. Retention: The observer must be

able to remember the behaviour that has been observed. c. Reproduction: The third condition is the ability to replicate the behaviour that the model has just demonstrated. d. Motivation: The final necessary ingredient for modeling to occur is motivation, as learners must want to demonstrate what they have learned²⁵¹.

A lot of various theories have been suggested throughout history. Some of them are grouped under the heading of behaviorist learning theories while some others are grouped under cognitive learning theories. Social cognitive theory is accepted to be one of the Cognitive Dominant Behaviorist Theories because it has some qualities that overlap with behaviorist theories as well as some cognitive qualities. The idea that an individual shapes his/her own behaviours by means of observing others' behaviours dates back to Plato and Aristotle. One of the names that draws attention to this point is John Dewey. Dewey, whose school was accepted to be a small society, defended the idea that students were learning from each other while they were growing up. On the other hand, Russian theorist Lev Vygotsky was also interested in social learning and drew attention to the point through the term of "zone of proximal development" that learning could be realized under the guidance of lecturers and in a social environment²⁵¹.

Psychologists that studied experimentally the idea that learning could be realized in a social environment are Thorndike, Miller, Dollard and Watson. Thorndike, Watson, Miller and Dollard are famous for their various experiments they carried out about the idea that learning could be realized by means of observation. Thorndike and Watson are known to fail in these studies. On the other hand, Miller and Dollard's opinions on this subject are significant. According to Miller and Dollard, what is necessary for observational learning is composed of observation, response based on observation and reinforcement for the said response. In short, behaviours that are displayed by means of taking someone as a model are strengthened when they are reinforced. In addition to this, although Julian Rotter also had very important studies about putting forward and

developing this theory, the name that first comes to mind when Social Learning Theory is mentioned²⁵¹.

Social cognitive theory is a theory that emphasized the ability of learning through instructions or observing the behaviour(s) of a chosen model without needing the direct experience of the individual. This theory is also defined as “social learning” as it plays an important role in learning social behaviours and rules, it is also accepted to be a theory that is constituted by means of integrating cognitive learning theory and analytical behaviorist theory. For example; a child who kisses his/her grandfather’s hand at a festival gets pocket Money. His/her sibling displays the same behaviour when she/he sees him/her. In this example, this behaviour, which is accepted by the society, is maintained to be repeated through observation. According to social learning theory, individuals who observe the experiences and results of these experiences belonging to other individuals enter an emotional conditioning and they themselves display the same behaviours in similar situations. While learning through observing positive and negative results of other individuals’ behaviours saves time and energy for the learner, it also protects the individual from possible threats. For example, this kind of learning protects a person who observes his/her friend driving too fast and having an accident and being injured protects this person from the risk of having an accident²⁵¹.

Author explains in this theory not only the general principles of learning and modeling but also many concepts and processes included in the psychology (development, making decision, self-sufficiency and social processes, etc.)²⁵¹. According to author, human behaviours are explained not only through forming by reinforcement but also through mutual interaction of cognitive, behavioral and environmental factors²⁵². An individual can learn behaviour by means of taking someone who displays this behaviour as a model. This is called observational learning or imitation. Behaviour affects both the environment and mental and personal factors (individual);

mental and personal factors (individual) affect environment and behaviour; environment affects the formation of behaviour through mental and personal factors (individual). Social learning theory includes values, external expectations and personal wishes²⁵¹.

Social cognitive theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioural change²⁵¹. This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviours of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. According to author, imitation involves the actual reproduction of observed motor activities²⁵¹. Social cognitive theory has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory has often been called a bridge between behaviorist learning theories and cognitive learning theories because it encompasses attention, memory, and motivation²⁵¹. However, on this regards, author believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviors by watching other people. According to the elements of this theory there are three general principles for learning from each other²⁵¹.

According to social learning theory, children learn behaviours through the modeling of their parents²⁵¹. Within the context of marital conflict, it is assumed that children learn aggressive behaviours from their parents through observational learning. Through modeling, children may directly imitate behaviours, acquire scripts or rules for engaging in verbal or physical aggression, or have reduced inhibitions about aggression²⁵². Two specific tenets of social learning theory describe situations in which children are most likely to imitate their parents. First, it is assumed

that children are more likely to model behaviour of their peers when they have a warm relationship with a peer²⁵¹. Thus, social learning theory would predict that children are more likely to model the parent they have a closer relationship with, be that aggressive behaviour or constructive conflict behaviour. Second, children are predicted to model behaviour that is more likely of the same-sex parent as they learn gender scripts²⁵². Thus, in a social learning perspective children are likely to mimic the positive or negative reactions to conflict of their same-sexed parent, or parent with whom they have a warm relationship. These reactions, in turn, are predicted to be utilized by children in their relations with others²⁵¹.

The early learning theorists were interested in child learning. It has in common with them a fundamental assumption that environmental contingencies play an important role. Social cognitive theory especially the one introduced by author have enormous direct and indirect impact upon educational systems and parenting beliefs, their relevance to development was largely superseded²⁵⁵. Theoretically, peer influence is important for academic motivation because both are primary groups where attitudes and behaviours are learned. According to social learning theory, an individual learns to take drugs in small, informal groups²⁵¹. It is in these intimate settings that people are taught, through imitation and reinforcement, to hold attitudes that are favorable or unfavorable to academic motivation ²⁵¹. Within families where motivation is rampant, individual may observe, acquire favorable attitudes toward motivation, and begin to victimize his colleagues²⁵¹. Similarly, if their friends drink alcohol, individual are likely to receive positive social reinforcement from their friends for drinking²⁵¹.

2.3 Review of Empirical Studies

2.3.1 Academic Self-Concept and Entrepreneurial Intentions of Emerging Adults

Author found that academic self-concept and opportunity recognition play a mediating role in determining entrepreneurial intention through the mediating role of academic self-concept²⁵⁸. The study used a convenience sample method to gather data from 663 students from three distinct Indian institutions. Results showed that self-concept plays a role in both the direct and indirect effects of entrepreneurial capacity and opportunity recognition on entrepreneurial intention. The association between opportunity recognition, academic self-concept, and entrepreneurial ambition is moderated by entrepreneurial attitude²⁵⁸.

Author, investigated the moderating effects of the entrepreneurial mind-set on the link between academic self-concept, culture, and the entrepreneurial ambition of college students²⁵⁹. The study found that the entrepreneurial mentality has successfully accelerated university students' entrepreneurial ambition, with academic self-concept and entrepreneurial intention being influenced in part by entrepreneurial culture. There is a strong association between students' entrepreneurial attitude and academic self-concept. However, this study did not discover a significant relationship between students' entrepreneurial intention and academic self-concept.

Author, investigated the link between predicted variables, including academic self-concept, entrepreneurial attitude, family education, and environment, which might influence students' entrepreneurial intention²⁶⁰. The study supported the idea that a student's academic self-concept and surroundings might influence their intention and attitude toward entrepreneurship.

Author, examined the effect of perceived formal, informal, and regulatory assistance on entrepreneurial intention. The study found that informal assistance, which is understood as encouragement from family and friends, has a considerable beneficial impact on entrepreneurial

intentions. Entrepreneurial ambitions are significantly harmed by fear of failure, but entrepreneurial capacity strengthens entrepreneurial intention²⁶¹.

Author, examined the contribution of academic self-concept to the entrepreneurial intentions of University Students in Visegrád countries²². The study found that only Poland, the only nation out of the four to offer entrepreneurship instruction at the high school level, saw a direct, positive, and considerable influence from it²⁶².

Author, explored academic self-concept effects on entrepreneurial intention and identified factors that may account for the gender gap in the entrepreneurial intention of students in Bulgaria²⁶³.

Author, analyzed the entrepreneurial perceptions and traits as displayed by academic self-concept of different ethnic communities in Kenya²⁶⁴.

Author examined the state of academic self-concept in selected South African secondary schools, surveying 1,748 pupils. The study revealed a positive attitude towards entrepreneurship and opportunities for new venture creation but less interest in starting their own business ventures²⁶⁵.

Author, explored the effect of academic self-concept, and perceived behavioral control on entrepreneurial intention and behaviour²⁶⁶.

It has already been mentioned that self-concept is a construct that plays a fundamental role in students' academic performance. This concept is the one that most influences performance, as it largely conditions school learning²⁶⁷. The systematic review carried out by author with 20 studies from different educational stages concludes that there is dependence between both variables, with a positive and direct relationship between both variables regardless of the context, the focus of the study or the characteristics of the participants²⁶⁸.

Along the same lines, the meta-analysis by author, which analyses the relationship between self-concept and entrepreneurial intention through 121 correlational studies carried out on primary school students in the subjects of language and mathematics, obtains a positive, significant

relationship between the variables, with a moderate intensity in both mathematics ($\beta = 0.57$) and language ($\beta = 0.46$). In Huang's (2011) longitudinal meta-analysis conducted with 39 samples of pre-adolescent students, it is concluded that the longitudinal relationship between self-concept and entrepreneurial intention is between 0.20 and 0.27²⁶⁹.

An important consideration is the subject specific nature of the self-concept. The relationships between self-concept and entrepreneurial intention depend on the comprehensiveness/specificity of the self-concept measure. This is why some studies have found different results depending on the school subject. The study by author stands out for finding differences in the relationship between self-concept and performance in the subjects of mathematics and language, being significant and positive in all cases, with a correlation of medium intensity in mathematics for both boys ($r=.46$) and girls ($r=.43$), but low in language for boys ($r=.09$) and girls ($r=.18$)²⁷⁰. It shows similar results when they demonstrate that there is a close relationship between self-concept and interest in the subject²⁷⁰.

All the research cited above focuses on studying self-concept in a unidimensional way, and there is little literature on the analysis of entrepreneurial intention from a multidimensional perspective of self-concept, despite the fact that in recent decades some studies have been carried out that highlight the importance of assessing this construct in terms of its multiple dimensions²⁷¹. Most of them agree on the importance of the academic dimension of self-concept above the others when it is related to entrepreneurial intention. In this sense, author analyzed the correlations between the self-concept dimensions of the theoretical model with the primary school subjects of Knowledge of the Environment, Spanish Language and Maths²⁷⁰, finding positive relationships of moderate intensity between the three subjects and academic self-concept ($r=.44$, $r=.48$, $r=.46$, respectively), positive with a low intensity in social self-concept ($r=.14$, $r=.18$, $r=.15$), and

moderate-low in the relationship with family self-concept ($r=.28$, $r=.29$, $r=.27$), all of these relationships being significant²⁷⁰.

However, the correlations were not significant for emotional and physical self-concept in any of the three subjects. Along the same lines, author conclude that it is essential to assess students' academic self-concept in order to obtain information about their perceptions of their entrepreneurial competencies and thus to understand their school behavior²⁶⁸. Although the study of the relationship between self-concept and entrepreneurial intention has been addressed on many occasions, there is a notable lack of research that goes a step further and attempts to predict performance in different subjects based on the different dimensions of self-concept. In this sense, only the regression analysis of author has been found, in which self-concept is the predictor variable with the greatest relative importance in the model on performance in mathematics ($\beta=.43$), and the second on performance in language ($\beta =.28$) in primary school students²⁷⁰. On the other hand, in the model²⁷², with primary and Compulsory Secondary Education (ESO) students, the percentage of variance explained was low, but self-concept was presented as the most important variable of all those considered in the study. Making a distinction by dimensions of self-concept, results can be found at the university level in the multiple linear regression analysis carried out, in which academic performance is explained by 10.5% by academic, physical and family self-concept, the first of these being the most important of the three variables²⁷².

In view of the literature review carried out, the need to extend the study from predictive models, attending to the different dimensions of self-concept and from different educational subjects, is evident. Furthermore, the importance of working on this problem in Primary Education has been shown, as it is a transcendental stage where the balanced shaping of the personality begins. Therefore, the general objective of this research is to study which dimensions of self-concept

(behavioral, intellectual, physical, lack of anxiety, social or popularity and subjective happiness-life satisfaction) predict performance in each core subjects (Spanish Language and Literature, Mathematics, Natural Sciences, Social Sciences and First Foreign Language (English) of the last cycle of Primary Education²⁷².

Author looked at whether self-concept enhance entrepreneurial intention²⁷³. A meta-analytic review. This meta-analysis of 61 studies found that self-concept had a small but significant positive effect on entrepreneurial intention. The effect was stronger for studies that used a longitudinal design, and for studies that focused on specific aspects of entrepreneurship education, such as opportunity recognition and self-efficacy. Author examined the role of self-concept in enhancing entrepreneurial intention: A study of undergraduate students²⁷⁴. This study found that self-concept had a significant positive effect on entrepreneurial intention among undergraduate students in India. The study also found that the effect of self-concept was stronger for students who had a higher level of prior entrepreneurial exposure²⁷⁴.

Author investigated the effect of self-concept on entrepreneurial intention: An experimental study on undergraduate business students²⁷⁵. This study found that self-concept had a significant positive effect on entrepreneurial intention, especially in the dimensions of determination and perseverance, challenges of starting a business, and negative thoughts on running one's own business²⁷⁵.

Author determined the impact of self-concept on entrepreneurial intention: The UAE context²⁷⁶. This study found that self-concept had a significant positive effect on entrepreneurial intention among students in the United Arab Emirates. However, the effect was small, and the study also found that other factors, such as gender and family support, were more important predictors of entrepreneurial intention. Author evaluated the impact of entrepreneurship education on entrepreneurial intention: A meta-analysis. This meta-analysis of 55 studies found that self-

concept had a significant positive effect on entrepreneurial intention. The effect was strongest for studies that used a longitudinal design, and for studies that focused on specific aspects of entrepreneurship education, such as self-efficacy and opportunity recognition²⁷⁷.

Author examined the self-concept and entrepreneurial intention: A meta-analysis. This meta-analysis of 40 studies found that entrepreneurial self-concept had a significant positive effect on entrepreneurial intention. The effect was strongest for studies that used a longitudinal design, and for studies that focused on specific aspects of entrepreneurial self-concept, such as the belief in one's ability to start and manage a business^{274 278}. The effect of entrepreneurship education on entrepreneurial intention: The moderating role of perceived risk. This study found that entrepreneurship education can have a positive effect on entrepreneurial intention, but the effect is moderated by the individual's perceived risk of entrepreneurship. Specifically, the study found that entrepreneurship education had a stronger positive effect on entrepreneurial intention among individuals who perceived entrepreneurship as a low-risk activity²⁷⁸. Author studied the impact of entrepreneurship education on entrepreneurial intentions: A meta-analysis of effects on intention to start a business and intention to manage a business. This meta-analysis of 43 studies found that entrepreneurship education had a small but significant positive effect on entrepreneurial intention.²⁷⁹ The effect was stronger for studies that used a longitudinal design, and for studies that focused on specific aspects of entrepreneurship education, such as opportunity recognition and self-concept²⁷⁹.

2.3.2 Self-Efficacy and Entrepreneurial Intentions of Emerging Adults

Author examines some variables such as (self-efficacy) on entrepreneurial intention among 1,649 undergraduate business students²⁸⁰. The result found that self-efficacy was positively associated with entrepreneurial intention. Author examined entrepreneurial intention among 288 National Youth Service Corp members (NYSC) in Anambra State, Southeast Nigeria using one of the

mooring variables (self-efficacy)²⁸¹. The study found that mooring variable of self-efficacy significantly influence entrepreneurial intentions among the sampled respondents²⁸¹. Author examined the influence of self-efficacy on entrepreneurial intention among One hundred and forty (140) students. The results revealed that there is significant difference between respondents with high self-efficacy and those with low self-efficacy on entrepreneurial intention²⁸². Author investigated the role of psychosocial factors (entrepreneurial self-efficacy) on entrepreneurial intention among 210 Nigerian graduates. The study found that those respondents with high entrepreneurial self-efficacy have higher significant entrepreneurial intention than respondents with low entrepreneurial self-efficacy²⁸³.

Author examines the relationship between entrepreneurial self-efficacy and entrepreneurial intention among 722 private and public Malaysian university students. The study revealed that student entrepreneurial self-efficacy has positive impact on the intention to own a business²⁸⁴. Author found that high self-efficacy positively influences entrepreneurial intention among sampled respondents²⁸⁵. Similarly author explored self-efficacy on entrepreneurial attributes among Islamic University of Bahawalpur students. The study found that self-efficacy influence entrepreneurial intentions among the sampled respondents. Olanrewaju (2013) investigated the relationship between self-efficacy and entrepreneurial intentions among some Nigerian adolescents²⁸⁵. The study found a positive significant relationship between self-efficacy and entrepreneurial intentions among the sampled adolescents²⁸⁵. Author found that self-efficacy was determined to have direct effect for venture growth among some selected adolescents²⁸¹. Author found that the higher the perceived self-efficacy of Latin adolescents the greater the entrepreneurial intention²⁸².

In the study of scholar he found that self-efficacy linearly contributed to the prediction of entrepreneurial intention²⁸⁶. Author found that self-efficacy was significantly related to career

interests, career choice goals (intentions), and occupational performance²⁸⁷. However, author also found that self-efficacy is the sole mediator between a person's abilities and his or her career interests²⁸⁸. Self-efficacy may be used to predict the intended career-related intentions and behavior of individuals. It has been established that self-efficacy is the major influence on career-related behavior in social cognitive theory. Despite the above-cited empirical researches, no study has investigated the influence of self-efficacy on entrepreneurial intention using data from polytechnic students; therefore, this study aims to overcome the limitation of earlier studies²⁸⁸. Recent studies have focused on the effect of education levels on entrepreneurial intentions²⁸⁹. Some have examined entrepreneurial intentions from the perspectives of online platforms and university environments²⁹⁰. Previous studies have found that entrepreneurial self-efficacy has significantly and positively predicted entrepreneurial intentions²⁹¹. Furthermore, author contended that entrepreneurial self-efficacy serve as a complete mediator of the effect of entrepreneurial risks on entrepreneurial intentions. However, there are few studies on the moderating effect of social support on the relationship between entrepreneurial self-efficacy and entrepreneurial intentions²⁹².

Author defined entrepreneurial self-efficacy as entrepreneurs' self-confidence in being able to fulfill their roles and accomplish entrepreneurial tasks, which is critical to determining whether to practice entrepreneurship²⁹³. Because entrepreneurial self-efficacy compensates for insufficient entrepreneurial capabilities and knowledge, enabling entrepreneurs to adapt to unknown entrepreneurial environments, understanding entrepreneurial self-efficacy is crucial for upcoming entrepreneurs²⁹⁴. The present study defined entrepreneurial self-efficacy as entrepreneurs' level of determination and self-confidence in their entrepreneurship. Entrepreneurial self-efficacy is critical to individuals' likelihood of becoming successful entrepreneurs, involves their self-

confidence in and assessment of their entrepreneurial activities, and is distinguishable in its levels²⁹⁵.

Author conducted a systematic review on scales devised to measure entrepreneurial self-efficacy²⁹⁶, revealing that the multidimensional scale devised by author was the most widely applied of all the scales reviewed²⁹⁷. The scale contains 22 items encompassing marketing, innovation, management, risks, and finance. Author conducted a questionnaire survey and interviews with university teachers experienced in entrepreneurial education and divided entrepreneurial self-efficacy into two dimensions, namely basic self-efficacy and self-control efficacy²⁹⁸. The questionnaire items on basic self-efficacy comprise entrepreneurial goal achievement, leadership, maintaining one's innovation capacity, self-confidence in entrepreneurship, interpersonal coordination and communication, and continual learning. Those on self-control efficacy focus on individuals' senses of self-doubt, inability, and lack of perseverance. Referencing the questionnaire dimensions and items proposed by authors^{297 298} established a 16-item entrepreneurial self-efficacy scale aimed at university students. This scale focuses on four dimensions: self-efficacy on innovation, opportunity identification, relationship coordination, and risk taking²⁹⁸.

Author pointed out that if an individual has a high sense of self-efficacy, the higher the entrepreneurial intention²⁹⁹. Author observed that individuals with higher entrepreneurial self-efficacy were more confident in their ability to start their own business and more likely to become involved in entrepreneurship in the future³⁰⁰. Furthermore, author reported that entrepreneurial self-efficacy affected entrepreneurial intentions significantly³⁰¹. Author revealed that students' self-confidence in and concepts regarding entrepreneurship were positively associated with their entrepreneurial thinking and the feasibility of their entrepreneurial ideas; specifically, higher self-efficacy led them to more positively believe in their ability to succeed at

entrepreneurship³⁰². Author examined the relationship between entrepreneurial self-efficacy and entrepreneurial intentions in Turkish culture with 245 undergraduates from a Turkish university as a sample. The results show that entrepreneurial self-efficacy has a strong effect on entrepreneurial intention³⁰³. Author investigated 1039 college students from a university in Shandong province, China, and the results showed that entrepreneurial self-efficacy of college student significantly and positively affected entrepreneurial intentions³⁰⁴.

Author proposed that entrepreneurial self-efficacy is an essential antecedent of entrepreneurial willingness. Author showed that entrepreneurial self-efficacy can predict the entrepreneurial intention and behavior of potential entrepreneurs³⁰⁶. Author argued that in a given environment, individuals with high entrepreneurial self-efficacy feel that the world is filled with opportunities, whereas those with low entrepreneurial self-efficacy consider the world from the perspective of cost and risk. Author proposed that in the face of difficulties, risks, and uncertainties, people with strong entrepreneurial self-efficacy are better at grasping opportunities for success, can more accurately predict the future, and have more energy to invest in entrepreneurial tasks³⁰⁵. Author indicated that entrepreneurial self-efficacy positively affects entrepreneurial intention. On the basis of these studies, college students' entrepreneurial self-efficacy was inferred to have a positive effect on entrepreneurial intention³⁰⁷.

Author discovered that career self-efficacy is more effective than goal-directedness in predicting an individual's career exploration behavior. Author reported that career self-efficacy can predict career decision-making attitude. Author demonstrated that career self-efficacy significantly affects career commitment. Career exploration, career decisions, and career commitments are essential components of career adaptability. Author showed that career self-efficacy can positively influence career adaptability. The higher the entrepreneurial self-efficacy of a college student, the higher their career curiosity, career exploration, career confidence, and career control.

College students with high self-efficacy actively seek relevant information to acquire more entrepreneurial knowledge³⁰⁵, which leads to greater career adaptability. In summary, this study inferred that college students' entrepreneurial self-efficacy could influence their career adaptability³⁰⁵.

Research suggests that people who are more confident in this respect are more likely to pursue an entrepreneurial career¹⁸⁶. A close relationship was similarly found between high levels of entrepreneurial self-efficacy and behaviours associated with entrepreneurship³⁰⁹. Regarding the variables that may influence the development of entrepreneurial self-efficacy among university students, it is important to recognise that this capability is underpinned by different kinds of self-efficacy³⁰⁹. For instance, research found that creative self-efficacy is an important precursor of creative effort and performance, and in the entrepreneurial context, it was shown that a person's creative confidence beliefs play a key role in decisions about whether or not to embark on an entrepreneurial career³¹⁰. Furthermore, a number of recent studies³¹⁰ examined the relationship between leadership and stronger entrepreneurial self-efficacy. In the education context, albeit the variables capable of influencing entrepreneurial activity³¹⁰, were generally studied separately. The present study seeks to address this gap by analysing the influence of both creative self-efficacy and leadership efficacy on students' confidence in their ability to engage in entrepreneurship. In addition to examining how students' confidence in their ability to become entrepreneurs may be shaped by different types of self-efficacy, it is also necessary to consider the role of their field of study³¹¹. One of the most influential models for studying educational and occupational choices is the social cognitive career theory³¹². According to it, people's professional and academic decisions are determined by various contextual factors, one of which is self-efficacy³¹². However, studies of entrepreneurial intentions conducted in the higher education setting tend either to

include business students only or fail to consider (and therefore control for) the possible influence of the field of study³¹³.

In their review, point to the renewed interest of researchers and politicians in how personality characteristics influence entrepreneurial behavior, but emphasize that more research is needed on which personality characteristics contribute to entrepreneurial survival, income, and firm growth. Self-efficacy, a widely studied characteristic across all domains of human endeavor that is considered as a consistent performance predictor, is one important personality characteristic³¹³. One advantage of using self-efficacy as a generalized personality measure over the domain specific entrepreneurial self-efficacy is that the generalized personality characteristic is stable for adults, at least within a few years (Obschonka and Stuetzer, 2017). Thus, generalized self-efficacy may have more predictive power than SE and may positively influence a broader spectrum of entrepreneurship-related performance outcomes.

The connection between self-efficacy and entrepreneurial intention, particularly among undergraduate university students, has equally been a keen area of interest to entrepreneurship scholars²³². Author investigated the relation between self-efficacy and entrepreneurial intention of Vietnamese students and reported that self-efficacy belief significantly predicted the entrepreneurial intention of the students. The study also found that the indirect effect of self-efficacy on entrepreneurial intention was mediated by attitude to entrepreneurship and perceived behavioural control³¹⁵. In a similar study conducted among undergraduate Engineering students in Malaysia, author found a significant positive correlation between self-efficacy belief and entrepreneurial intention³¹⁶. Self-efficacy accounted for 20% of the variation in entrepreneurial intention. Author also investigated the mediating role of career adaptability on entrepreneurial intention and self-efficacy relation among college students in Thailand. The study uncovered that

self-efficacy significantly and positively affected entrepreneurial intention; the impact of self-efficacy was partially mediated by career adaptability²⁹¹. Author emphasized the need for proper career education as a means of maximizing the potentials of self-efficacy in enhancing business inclinations of the students²⁹¹. The findings of some other studies in literature reported same pattern of relationship between self-efficacy and entrepreneurial intention³¹⁷.

2.3.3 Social Support and Entrepreneurial Intentions of Emerging Adults

Author said support family values and meet needs and aspirations, it is necessary to provide emotional³¹⁸, physical, financial, and material resources to family members³¹⁹. Numerous studies^{320 321} have demonstrated the influence of close relatives on entrepreneurial events and role models. Furthermore, a strong positive correlation has been shown between family support and entrepreneurial intention in previous research³²¹. According to author, strong family support thereby promotes efficient resource coordination by guaranteeing that resources from the collective family members are used to support innovation and the building of transgenerational wealth³²².

Numerous studies highlight social support's protective role in entrepreneurial intention. For depression, research underscores the significance of parental support for children, while adults benefit from spouses, family, and enhance entrepreneurial intention³²³. Low support relates to higher depression, anxiety, and self-harm towards entrepreneurial intention³²⁴. Those with weaker support face difficulties in depression recovery and social functioning³²⁵. Anxiety among informal carers shows a negative link with perceived support³²⁶. Social support positively influences well-being of students towards entrepreneurial intention³²⁶. University students' well-being and LGB youth's adjustment tie to perceived support³²⁷. Family support strongly predicts well-being and entrepreneurial intention³²⁴.

Author examined social networks and entrepreneurship orientation among 94 undergraduates. The findings revealed that a significant relationship exists between social networks density and proactiveness among student entrepreneurs in Nigerian universities³²⁸. Author revealed that social networking is important in facilitating entrepreneurial orientation³²⁸. Author examine dimension of social network on entrepreneurial orientation among small and medium scale enterprises of Hambantota district in Sri Lanka. The study revealed a significant relationship between proactiveness, innovativeness, risk-taking on entrepreneurial orientation³²⁸. Author examined social networking on entrepreneurial intentions among entrepreneurs in Pakistan using survey design. The study revealed that social networking influence entrepreneurial intention. Author conducted a study on how social networks structure shapes entrepreneurial intention in Denmark. The study found that bridging social networks play an important role in shaping individuals' entrepreneurial intentions³²⁹.

Author explains the relationship between social networks size and risk disposition among student entrepreneurs. The findings revealed that a significant relationship was existing between social networks size and risk disposition among student entrepreneurs in Nigerian universities. carried out a study on social influence and entrepreneurship. The study revealed that among individuals exposed to similar organizational influence, those exposed to entrepreneurial university peers are more likely to transit to entrepreneurship³²⁹. Author conducted a study on cultural entrepreneurship. The study revealed that founders as well as managers can overcome numerous barriers through their engagement and activity in social networks, and thereby exercise to a significant degree a positive influence on establishing their enterprise. Author found that social networking is important in facilitating inter-firm cooperation in marketing activities and that informal meeting and weak ties are useful for sharing marketing information among managing

directors. Author revealed that the structural dimension of social capital is the most important in influencing knowledge acquisition behaviour of opportunity recognition³³⁰.

Author contended that individuals' seeking of external funding and support substantially affect their psychological reactions to the receipt of the support because the seeking and receiving of external support enhance their confidence in entrepreneurship and further motivate them to practice entrepreneurship. Previous researches results have shown that the positive relationship between University support and the entrepreneurial intention were supported³³¹. University students with higher social support exhibit higher entrepreneurial intentions³³². Author has shown that social support can change expectations of entrepreneurial intentions and promote students to engage in entrepreneurship. Author has reported that social support effectively mitigated the effect of job stress on university teachers' job burnout. Moreover, social support moderates the relationship between self-esteem and quality of life³³³; strengthening social support can improve the quality of life of older adults with low self-esteem³³⁴. In addition, social support was reported to mitigate the negative effect of financial stress on psychological health; individuals faced with financial stress become optimistic and have their psychological state stabilized if they receive social support, such as spiritual or material support from families, colleagues, and friends³³⁵. Accordingly, social support is an effective moderator. In the present study, social support was inferred to strengthen the relationship between university students' entrepreneurial self-efficacy and their entrepreneurial intentions.

author suggest that the perception of social support positively impacts the development of an entrepreneurial culture. Similarly, author indicates that social support significantly boosts individuals' confidence levels, enhancing entrepreneurial intention³³⁶. Author also supports this view, highlighting the significant impact of social networks on entrepreneurial intentions³³⁷.

Author further noted that social support indirectly affects entrepreneurial intentions by

influencing perceived desirability towards entrepreneurship, subsequently affecting intentions³³⁸. Author finds that a socially supportive climate increases entrepreneurial intention and facilitates entrepreneurial behavior among budding entrepreneurs³³⁹. Author emphasizes that entrepreneurial activities involve risk and stress, which healthy social support can mitigate³³⁹. Author argue that entrepreneurship is a social activity requiring frequent interaction with the social environment³⁴⁰, making positive support from the social environment crucial for encouraging entrepreneurial intention³³⁹.

Author also notes an indirect effect of social support on entrepreneurial intention, observing a direct effect on attitudes towards entrepreneurship³³⁹. Author adds that positive social support complements personal knowledge, enhancing the ability to exploit business opportunities³⁴¹. Scholars' like³⁴² argue that assistance from social networks is vital during the early stages of job setup. In the UK, author report that networks and social capital facilitate crowd funding, enabling start-ups to navigate various stages of venture creation with less financial burden. This underscores the role of tangible support in promoting entrepreneurial intentions³⁴².

However, most previous studies on social networks focus on the size of the network, the strength of ties, and the number of contacts³³⁹. This study argues that network size or the number of relations does not determine the extent of support one's social network can provide. Someone with an extensive social network might receive less support than someone with a small but influential network. Despite several studies³³⁶ on social networks, the actual significance of support from social networks remains unclear. Building on this argument, this study investigates perceived support instead of measuring the size, strength, or number of ties in one's social network for determining intention toward entrepreneurship. Existing literature on entrepreneurial intentions suggests no previous studies have examined the combined influence of social support and entrepreneurial competencies on the entrepreneurial intention of university students in Ghana.

Studies on the mediation and moderation roles of socio-demographic profiles and business opportunities in the Ghanaian context are also scarce. This study aims to fill this gap by assessing the integrated effect of support from social networks and entrepreneurial competencies on entrepreneurial intention in Ghana, providing valuable insights into how perceived support influences entrepreneurial behaviour³³⁶.

Author states that new entrepreneurs seek assistance from close social circles, including family and in-laws³³⁹. The concept of social support was popularized by author based on study. Researchers assert that social associates are critical for budding entrepreneurs^{339 342}, contributing to mobilizing inputs, identifying customer needs, and sharing information on production techniques³³⁹. Society provides facilities and resources to stimulate entrepreneurial behaviours³³⁹. Author observed the positive contribution of family members toward entrepreneurial decisions in a study of 227 students from the University of Utara, Malaysia³⁴³. Author found that access to economic, human, and social capital increases the likelihood of starting a new business³⁴⁴. In rural Madagascar, noted a significant moderating effect of access to finance on the link between attitudes towards entrepreneurship and entrepreneurial intention³⁴⁵. Author confirmed that social networks are crucial in shaping people's business aspirations. This study tests whether social support influences university students' entrepreneurship intentions in Ghana, contributing to understanding social support and entrepreneurial intention in a developing country context³⁴³.

Social support is viewed by scholars as a complex and multifaceted concept. They defined it as a person's voluntary actions against another in the form of financial, physical and emotional assistance which can be sourced from the family, friends, school, community etc. According to social support information, people care about, respect and value social assets, social resources or social networks which can be accessed when they need advice, help, assistance, protection or support³⁴⁰. Although social support has been classified differently in many studies, most of the

classifications are similar despite the different terminologies used. The classifications also indicated that social support is both tangible and intangible. This research will use classification method which uses reflection formation to consider construction under belonging, appraisal and tangible supports²³⁰.

Literature evidence suggests that social support may be the moderator of the relationship between EE and entrepreneurial willingness. Social support or social support network is a key factor affecting the success of university students, and is a mechanism to promote students' resilience and happiness. It helps improve the graduation completion rates, enhances students' self-efficacy and offsets the effects of student burnout. Several scholars added that a collaborative network in a supportive environment fosters a sense of collective effectiveness, thereby improving student achievement. In addition, author discovered that students with supportive relationships both in and out of school were less tired, highly self-efficient and participatory. These factors can help students overcome barriers to succeed in school and balance multiple roles in life²⁵⁶. Hence, a student with an EE will have a strong willingness to start a business, especially when he/she realises the presence of a support system when starting a business in the future. Although much extant research indicated the importance of EE in motivating students' EI, the findings were mixed. According to the recommendations of author, moderating variables are introduced when there is a mixed relationship between independent variables and dependent variables²⁵⁶. Furthermore, integrating perceived social support as a moderator of the relationship between EE and EI can lead to important and useful insights for theory and practice that may advance the entrepreneurship and strategic management field²⁷⁶.

Author looked at the effect of entrepreneurship education on entrepreneurial intention: The role of social support. This study found that entrepreneurship education can have a positive effect on entrepreneurial intention, but the effect is moderated by the individual's social support³⁴⁶.

Specifically, the study found that social support had a stronger positive effect on entrepreneurial intention among individuals who had high levels of entrepreneurial social support. Author examined the effect of entrepreneurship education on entrepreneurial intention: A meta- analysis of mediating mechanisms³⁴⁷. This meta-analysis of 57 studies found that entrepreneurship education had a small but significant positive effect on entrepreneurial intention. The effect was mediated by a number of factors, including entrepreneurial self-efficacy, perceived feasibility, and perceived desirability³⁴⁷.

Several studies have explored the covariate effect of entrepreneurial education on entrepreneurial intention²⁷³. These studies have shown that entrepreneurial education plays a significant role as a moderator in shaping entrepreneurial intention. Entrepreneurial education, which includes educational programs, courses, and initiatives that provide individuals with knowledge, skills, and resources related to entrepreneurship, serves as a catalyst in fostering an entrepreneurial mindset, enhancing entrepreneurial knowledge, and developing the necessary competencies to pursue entrepreneurial activities²⁷³.

2.4 Summary of the Literature Reviewed

Under the review of related literature in this study, many concepts were defined and reviewed; such concepts include academic self-concept, self-efficacy, social support and entrepreneurial intention among emerging adults. The meanings of the concepts as they relate to this present study were equally given.

Entrepreneurship is as a result of complex balancing of prospect initiatives, risks and rewards. It can be viewed as a process by which individuals look for opportunities, enjoyable needs and wants through innovations, without regard to the resources they currently control. Through the practice of entrepreneurship, it is possible to maintain the scope of capital formation, job establishment and aid industrialization in a country. On the other hand, an entrepreneur is a

person who hunts for change, responds to it and exploits it as an opportunity. In every society, entrepreneur is known to be a business front-runner and not just owner of capital. Such person is often driven with telescopic faculty, energy and ability that see business prospects and immediately explore them for opportunity. An individual who wish to venture into entrepreneurship often begins with planned thought, desires and ideas which is often referred to as entrepreneurial intention in the literature. Entrepreneurial intention refer to individual willingness to start a new business. On the other hand Entrepreneurial intention is also described as the readiness of an individual to perform entrepreneurial behaviour, to engage in entrepreneurial action, to be self-employed, or to establish new business. Furthermore, entrepreneurial intention is a reliable measure of entrepreneurial behaviour and entrepreneurial activity. Generally, entrepreneurial intentions are a state of mind which directs and guides the actions of the individual towards the development and implementation of new business concepts. An individual may have potential to be an entrepreneur but may not make any transition into entrepreneurship unless they have such intentions.

Academic self-concept (ASC) is defined as the mental representation of one's own academic abilities in general and in different academic domains. Researchers have also used the terms self-concept of ability and perceived cognitive competence with similar definitions. Academic self-concept has been an important construct in education research for several decades, as it relates to desirable outcomes such as higher educational aspirations, better attainment, and more favorable learning behaviour. Self-concept is very important concept and used to describe human behavior. Self-concept is very hard to explain. There is a lot of psychologist who examine that people see themselves as the other people see them. Self-concept is explained as the physical representation, abilities and capabilities etc. We can break the concept of self-concept for understand it better.

Researchers suggest that self-concept is a mixture of many things such as one material self, our interpersonal thoughts, relationships or feelings etc.

Self-efficacy is defined as an individual perception about their capabilities to create designated levels of performance that exercise influence over events that affect their lives. Self-efficacy determines how people feel, think, and behave. Such beliefs yield this diverse effect through four major processes. A strong sense of efficacy produces human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Self-efficacious individuals are likely to perceive entrepreneurial environment positively and make the best out of the situation. In other words, high self-efficacy individuals are likely to exercise control over entrepreneurial events, while an individual low on self-efficacy may not be willing to exert extra effort in the face of obstacles and setbacks.

The term "support" describes unpaid help given to a family member or care given to them in order to support them in building stronger unofficial social ties through integrated programs that include both public and private services. To support family values and meet needs and aspirations, it is necessary to provide emotional, physical, financial, and material resources to family members. Social support as help provided to individuals by people playing critical roles in their lives to overcome difficulties and anxiety, such as stress relief, psychological counseling, and material support. Social support is an act of help that enables an individual to overcome difficulties and pressure in undesirable situations. In the present study, social support was defined as an external force that enables individuals to solve personal problems and improve their psychological health; individuals perceive social support at specific times and occasions and react to it differently according to their understanding and acceptance of that support.

The literature review on the influence of academic self-concept, self-efficacy and social support on the entrepreneurial intention reveals a multifaceted relationship shaped by psychological, social, and environmental factors. This review explores these dynamics through the lens of three key theories: Social Cognitive Theory, Theory of Planned Behaviour (TPB), and Schumpeter's Theory of Innovation

The TPB states that the performance of a behaviour is determined by three major constructs; intention, attitude, and subjective norm. Intention is an indicator of how hard a person is willing to try and how much of an effort they are willing to exert to perform a particular behaviour. An individual's intention to perform a given behaviour is seen as the immediate determinant of the individual performing that behaviour and a person will usually act in accordance with their intentions. The attitude factor refers to an individual's positive or negative evaluation of performing the behaviour– it does not assess attitude toward the object *per se*, but rather, attitude toward the performance of a particular behaviour.

Schumpeter highlighted the function of entrepreneurs who is carrying out new combinations. He viewed the occurrence of discontinuous and “revolutionary” change as the core of “economic development” which breaks the economy out of its static mode (“circular flow”) and sets it on a dynamic path of fits and starts. Three decades later, in his *Capitalism, Socialism, and Democracy*. Schumpeter took the view that dynamic capitalism was executed to fail because the very efficiency of capitalist enterprise would lead to monopolistic structures and the disappearance of the entrepreneur

Social Cognitive Theory, developed by Bandura, emphasizes the role of observational learning, self-efficacy, and reciprocal determinism in shaping behaviour and outcomes. This theory suggests that entrepreneurial intentions are influenced by academic self-concept, social support and self-efficacy.

This study also reviewed the theoretical framework on which the present study was anchored. These theories include Schumpeter's Theory of Innovation, Bandura Socio-cognitive theory and Theories of Planned Behaviour. The literature reviewed showed that some researchers used descriptive survey research design in their studies. Some researchers used questionnaire as their instrument for data collection. Some used mean, percentage t-test and ANOVA in their data analysis.

In this study the researcher will use non-experimental design for analyzing research and for testing the hypothesis at 0.05 level of significant. The literature reviewed also described the empirical studies conducted on entrepreneurial intention among emerging adults in private universities in Nigeria, America, China, Europe, India, New York, Canada on related studies. Studies have been carried out in Nigeria on entrepreneurial intention among emerging adults in private universities in Nigeria and the study is limited to effect of academic self-concept, self-efficacy and social support on entrepreneurial intention among emerging adults in private universities.

2.5 Conceptual Model

Figure 2.1

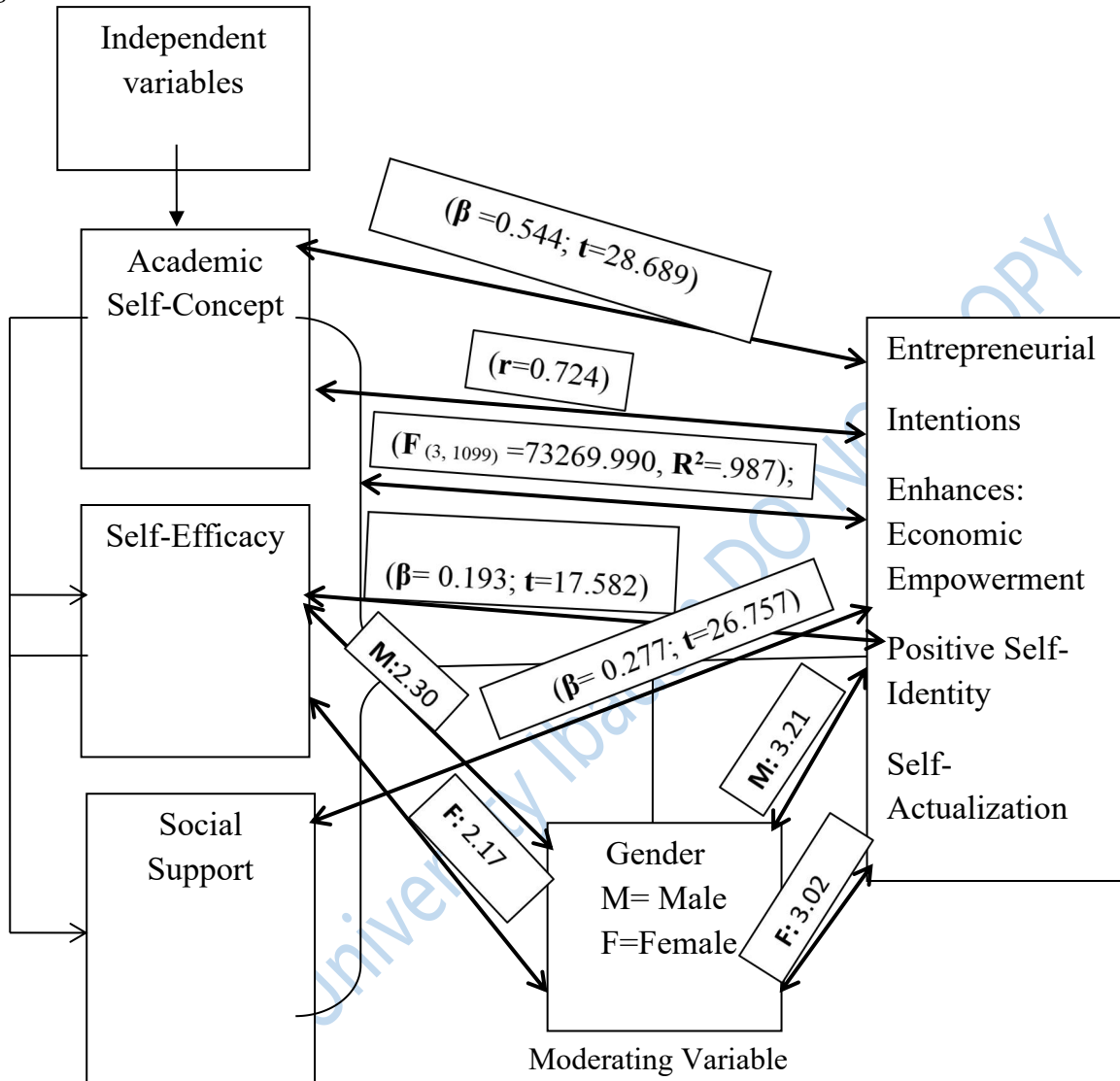


Figure 2.1: Conceptual Model for the Study of Academic Self-concept, Self-efficacy and Social Support as Determinants of Entrepreneurial Intention among Emerging Adults of Private Universities in Southwest, Nigeria (Researcher, 2023)

This conceptual model serves as a guide and roadmap with a theoretical connotation highlighting the constituent components of this study. It gives a vivid presentation of the study and the systemic variables used in the study and graphical presentation of the cause-effect in terms of the relationship between the independent variables and dependent variable to produce an observable behavioural effect. With regards to this study, the independent variables had relationship and influence on entrepreneurial intentions of emerging adults of private universities in Southwest, Nigeria. Gender was used as the moderating variable in the study. In that regard, gender differences in entrepreneurial intention and self-efficacy were significant. Thus, empirical interpretations, appropriate and logical deduction were made on manifest outcome of the interaction of these variables. Conceptual model in research study often stands as an innovative directional source of guide with a symbolic emphasis of the fundamental components of a study. It does help to give precise description of what is entail in a study with graphical presentations that gives a clear account of potential manipulative relationship between the independent and dependent variables of the study. Thus, the empirical manipulative relationships of the variables of this study are symbolically presented as thus: S – O – R.

S= Stimulus (Academic Self-concept, Self-efficacy and Social Support)

O= Organism (Emerging adults of private universities in Southwest, Nigeria)

R= Response (Entrepreneurial intentions of emerging adults).

Endnotes

1. D.A., Muhammad,. *Entrepreneurial intention among undergraduate students in International Islamic University Malaysia-IIUM: A paper presented at the 6th Islamic Development Management Conference (IDMAC, 2022)* Universiti of Sains Malaysia, 2022.
2. P.D., Reynolds, SM., Camp, WD., Bygrave, E., Autio., & M., Hay,. *Global Entrepreneurship Monitor 2001 Executive Report*, Kauffman Centre for Entrepreneurial Leadership, 2021
3. K., Asaju, S., Arome & S., Anyio,. *The rising rate of unemployment in Nigeria the socio-economic and political implications. Global Business and Economic Research Journal*, 3(2), 2023, 12–32.
4. A., Ojewumi, J., Oyeleke, F., Agberotimi, & O., Adedayo,. *The influence of gender and self- efficacy on entrepreneurial intentions among Obafemi Awolowo University Undergraduate Students. Africology: The Journal of Pan African Studies*, 11 (2), 12019,69-185
5. S., Abubakar K., Salwa & M., Amina. *An assessment of students' entrepreneurial intention in tertiary institution: A case of Kano state polytechnic, Nigeria. International Journal Asian Social*, 4(3), 2019, 434-443.
6. *Global Entrepreneurship Monitor: Opportunity Amid Disruption: 2022*, <https://www.gemconsortium.org/report/50900>
7. I.O., Fasola, B.H., Akinlabi, & G. O., Makinde,. *Effect of business credit availability on SMES growth of selected small and medium enterprises in South-West, Nigeria. Journal of Economics and Finance*, 11 (2), 2020, 37-47.
8. C., Botsaris & V., Vamvaka,. *Attitude toward entrepreneurship: Structure, prediction from behavioral beliefs, and relation to entrepreneurial intention. Journal of the Knowledge Economy*, 7(2), 2019, 433–460.
9. Y.A., Bako, I. A., Ajibode, A. B., Oluseye & K. B., Aladelusi,. *An investigation of entrepreneurial intention among entrepreneurship students in South West Nigeria Polytechnic. International Journal of Entrepreneurial Knowledge*, 5(2), 2019, 1–10.
10. Akpan, E. A., Efung, S. A., & Ele, A. A. (2012). *Entrepreneurship education policy: An intervention strategy for economic development in Nigeria. Business and Entrepreneurship Journal*, 1, 2022, 101–110.
11. A., Abbasianchavar & A., Moritz,. *The impact of role models on entrepreneurial intentions and behavior: a review of the literature. Management Review Quarterly*, 71, 2021, 1-40. <https://doi.org/10.1007/s11301-019-00179-0>

12. A., Alferaih,. Starting a new business? *Assessing university students' intentions towards digital entrepreneurship in Saudi Arabia*. **International Journal of Information Management Data Insights**, 2(2), 2022, 100087. <https://doi.org/10.1016/j.jjime.2022.100087>
13. A., Oktavio, R., Mitasari, Y., Sinarta, E., Kusumawidjaya, V., Wijaya & C., Widyawati,. *Indonesian students' entrepreneurial behavior: The effect of creativity, passion, alertness and intention*. **Journal of Eastern European and Central Asian Research (JEECAR)**, 10(2), 2023, 227-237. <https://doi.org/10.15549/jeecar.v10i2.1039>
14. A.B., Youssef, S., Boubaker, B., Dedaj & M., Carabregu-Vokshi,. *Digitalization of the economy and entrepreneurship intention*. **Technological Forecasting and Social Change**, 16, 4, 2021, 12-24. <https://doi.org/10.1016/j.techfore.2020.120043>
15. R.A., Baron & K.M., Hmieleski,. *Essentials of entrepreneurship* second edition: Changing the world, one idea at a time. Edward Elgar Publishing, 2019
16. G., Maheshwari, K.L., Kha & A.R.A., Arokiasamy,. *Factors affecting students' entrepreneurial intentions: a systematic review (2005–2022) for future directions in theory and practice*. **Management Review Quarterly**, 1-, 2021, 50-68. <https://doi.org/10.1007/s11301-022-00289>
17. M.A., Adha, A., Wibowo, R., Faslah, N.S., Ariyanti & A., Lutfia,. *Students' ideal career in the 4.0 Industrial*. **Journal of Eastern European and Central Asian Research (JEECAR)**, 9(4), 2022, 651 - 664. <https://doi.org/10.15549/jeecar.v9i4.928>
18. B.N., Neneh,. *Entrepreneurial passion and entrepreneurial intention: the role of social support and entrepreneurial self-efficacy*. **Studies in Higher Education**, 47(3), 2022, 587-603. <https://doi.org/10.1080/03075079.2020.1770716>
19. D., Diandra, & A., Azmy,. *Understanding Definition of Entrepreneurship*. **International Journal of Management, Accounting and Economics**, Vol. 7, No. 5, 2020, 235-241
20. B.F., Canziani and DHB., Welsh,. *How Entrepreneurship Influences Other Disciplines: An Examination of Learning Goals*. **International Journal of Management Education**, DOI: 10.2019, 10-16/j.ijme.2019.01.003
21. B., Workie, M., Chane, M., Mohammed & T., Birhanu,. *Entrepreneurship* [Module]. Ministry of Science and Higher Education (MoSHE). <https://wcu.edu.et/FirstYearModule20module.pdf>, 2019
22. S. Shane & S. Venkataraman, “*The promise of entrepreneurship as a field of research*,” **Academy of Management Review**, vol. 25, no. 1, 2020, pp.217-226.

23. J. A. Timmons, “*Characteristics and role demands of entrepreneurship,*” **American Journal of Small Business**, vol. 3, 2018, pp.5-17.
24. R. Hisrich & M. Peters, *Entrepreneurship*, 6th ed., Boston: McGraw-Hill/Irwin, 2019.
25. B. Bird, “*Implementing entrepreneurial ideas: The case for intention,*” **Academy of Management Review**, vol. 13, no. 3, 2019, pp. 442-453, 1988.
26. I. Ajzen, “The theory of planned behavior,” *Organizational Behavior and Human Decision Processes*, vol. 50, 2018, pp. 179-211.
27. J. R. Fitzsimmons & E. J. Douglas, “*Interaction between feasibility and desirability in the formation of entrepreneurial intentions,*” **Journal of Business Venturing**, vol. 26, no. 4, 2019, pp. 431-440.
28. N. F. Jr. Krueger, M. D. Reilly, & A. L. Carsrud, “*Competing models of entrepreneurial intentions,*” **Journal of Business Venturing**, vol. 15, no. 5-6, 2020, pp. 411-432
29. R. D. Remeikiene & G. Startiene. *Explaining entrepreneurial intention of university students: The role of entrepreneurial education.* International Proceedings of the Management, Knowledge and Learning International Conference 2018. [Online]. pp. 299-307. Available: <http://www.toknowpress.net/ISBN/978-961-6914-02-4/papers/ML13-258.pdf>
30. M. Obschonka, R. K. Silbereisen, & E. Schmitt-Rodermund, “*Entrepreneurial intention as developmental outcome,*” **Journal of Vocational Behavior**, vol. 77, no. 1, 2020, pp. 63-72.
31. W. D. Bygrave, “*The entrepreneurship paradigm: a philosophical look at research methodologies*” **Entrepreneurship Theory and Practice**, vol. 14, no. 1, 2019, pp. 7-26
32. J. Katz & W. Gartner, “*Properties of emerging organizations,*” **Academy of Management Review**, vol. 13, 2019, pp. 429-441.
33. B. Bird & M. Jellinek, “*The operation of entrepreneurial intentions,*” **Entrepreneurial Theory and Practice Winter**, vol. 13, 2019, pp. 21-23.
34. I. Ajzen, “*Attitudes, traits and actions: Dispositional prediction of behaviour in personality and social psychology,*” **Advances in Experimental Social Psychology**, vol. 20, 2019, pp. 1-63
35. M. Casson, *Entrepreneurship and Business Culture*, Aldershot, UK: Edward Elgar, 1995.
36. J. McMullen and D. Shepherd, “*Entrepreneurial action and the role of uncertainty in the theory of the entrepreneur,*” **Academy of Management Review**, vol. 31, no. 1, 2019, pp. 132-152.

37. A. Basu & M. Virick, “*Assessing entrepreneurial intentions amongst students: A comparative study*,” Peer Reviewed Paper, San Jose State University, 2019, pp, 79-86.
38. M. A. Ciavarella, A. K. Buckholtz, C. M. Riordan, R. D. Gatewood, & G. S. Stokes, “*The big Five and venture survival: Is there a linkage?*” **Journal of Business Venturing**, vol. 19, 2021, pp. 465-483.
39. S., Talukder, C., Saurav, & L., Zoltan. *Exploring the Landscape of Social Entrepreneurship and Crowdfunding: A Bibliometric Analysis*. **Sustainability** 15: 2023, 94-111. [CrossRef]
40. A.I., Ogunsade, K.W., Demola Obembe & K., Seun. *Entrepreneurial attitudes among university students: The role of institutional environments and cultural norms*. **Entrepreneurship Education** 4: 2021, 169–90. [CrossRef]
41. S.L., Holloway & H., Pimlott-Wilson. *Solo self-employment, entrepreneurial subjectivity and the security-precarity continuum: Evidence from private tutors in the supplementary education industry*. **Environment and Planning A-Economy and Space** 53: 2021, 1547–64. [CrossRef]
42. N., Ozaralli & N.R.K, Rivenburgh,. *Entrepreneurial intention: Antecedents to entrepreneurial behavior in the U.S.A. and Turkey*. **Journal of Global Entrepreneurship Research**, 6(1)., 2018, 1-10 <https://doi.org/10.1186/s40497-016-0047-x>
43. I.A., Shah, A., Sohail & J., Said.. *The moderating role of entrepreneurship education in shaping entrepreneurial intentions*. **Journal of Economic Structures** 9:2020, 19. [CrossRef]
44. Y., Lv, C., Yingying, S., Yimin., L., JingWang, T.C, An, H , Xiang H, Yangjie & H., Leilei. *How Entrepreneurship Education at Universities Influences Entrepreneurial Intention: Mediating Effect Based on Entrepreneurial Competence*. **Frontiers in Psychology** 12: 2021, 655868. [CrossRef]
45. A., Chanda, & U., Bulent. *Do attitudes toward risk taking affect entrepreneurship? Evidence from second-generation Americans*. **Journal of Economic Growth** 26: 2021, 385–413. [CrossRef]
46. R.A., Baron & K.M., Hmieleski,. *Essentials of entrepreneurship second edition: Changing the world, one idea at a time*. Edward Elgar Publishing, 2019
47. Z., Zamrudi & Y, Farida. *Sculpting Factors of Entrepreneurship among University Students in Indonesia*. **Entrepreneurial Business and Economics Review** 8: 2020, 33–49. [CrossRef]

48. A.K., Sampene, A.K, Cai Li, O.A, Fredrick Oteng & K.O., Richard. *Yes! I want to be an entrepreneur: A study on university students' entrepreneurship intentions through the theory of planned behavior*. **Current Psychology** 42: 2021, 21578–96. [CrossRef]
49. I., Ajzen,. *Theory of planned behavior diagram*. Retrieved from <https://people.umass.edu/aizen/tpb.diag.html>, 2019
50. R.E., Ubogu,. *Entrepreneurship education in tertiary institutions in Nigeria: A strategic option for National Development*. **Tropical Journal of Education** 5(1), 2023,1-8.
51. Federal Ministry of Budget and Economic Planning. *FG Inaugurates committee to tackle increasing youth unemployment in Nigeria*, 2022
52. M.A., Adesugba & G. Mavrotas,. *Delivery deeper into the agricultural transformation and youth empowerment nexus: The Nigerian case*, Nigeria Strategy Support Program Working Paper 31. Washington DC: International Food Policy Research Institute, 2019.
53. L.W., Wardana, B.S., Narmaditya, A., Wibowo, A.M., Mahendra, N.A., Wibowo, G., Harwida, & A.N., Rohman. *The impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy*. **Heliyon** 2020, 6(9), 2020, 1-9
54. U.N., Saraih, A. Z., Aris, S. A., Mutalib, T.S., Ahmad & M. H., Amlus. *Examining the relationships between attitude towards behaviour, subjective norms and entrepreneurial intention among engineering students*. In MATEC Web of Conferences. EDP Sciences, 2018
55. R., Badri & N., Hachicha,. *Entrepreneurship education and its impact on students' intention to start up: A sample case study of students from two Tunisian universities*. **The International Journal of Management Education** 17(2), 2019, 182-190
56. N.H., Mohamad, B., Ibrahim, A., Selamat, A., Ismail & Z.A., Kadir,. *A protocol for development of holistic entrepreneur graduates: Emotional intelligence perspectives*. **Journal of Technical Education and Training** 2021, 13(1), 2021, 35-43.
57. P., Westhead & M.Z., Solesvik. *Entrepreneurship education and entrepreneurial intention: Do female students benefit?* **International Small Business Journal** 34(8), 2019, 979-1003
58. A., Bularafa, & Abdullah, M. I. *Entrepreneurial education and entrepreneurial intention among undergraduate students in Nigeria: A cross-sectional study*. *Education and Training*, 61(2), 2019, 142-156.
59. Miriti, K. *Entrepreneurial education and its impact on entrepreneurial intentions: The case of Kenya*. *Journal of Entrepreneurship and Public Policy*, 9(1), 2020, 1-22.

60. T.A., Williams, E. Y., Zhao, S., Sonenshein, D., Ucbasaran & G., George,. *Breaking boundaries to creatively generate value: The role of resourcefulness in entrepreneurship. Journal of Business Venturing*, 36(5), 2021, 131-141. <https://doi.org/10.1016/j.jbusvent.2021.106141>
61. S., Gelb, S., Kalantaryan, S., McMahon & M., Perez-Fernandez,. *Diaspora finance for development: From remittances to investment*. Publications Office of the European Union, 2022.
62. O. J., Olanipekun & S. A., Adelekan. Why i buy what i buy? the dynamics of brand awareness on consumers' choice. In *Entrepreneurship and Post-Pandemic Future* (pp. 73-86). Emerald Publishing Limited, 2022. <http://dx.doi.org/10.1108/978-1-80117-902-720221006>
63. A.E., Ojo & M.A. Uwagwu,. *Entrepreneurship education and youth empowerment in contemporary Nigeria. Kwasu Journal of the Business of Education*, 3(1), 2022, 201-207. <https://www.kwasujtbe.com.ng/index.php/JTBEKWASU/article/view/58>
64. I. O, Lund. & A, O, Adam. *Need for achievement and entrepreneurial intention among undergraduate students in tertiary institutions in Southwest, Nigeria. Advance Journal Of Business and Entrepreneurship Development*, 6(2), 2022, 1-18. <https://aspjournals.org/ajbed/index.php/ajbed/article/view/20>
65. O.O., Owoseni, O. A., Mayungbo, O. A., Olatunji, & O. E., Okunola,. *Will emotional intelligence predict entrepreneurial intentions?. North American Journal of Psychology*, 23(1), 2021, 1-20. <https://psycnet.apa.org/record/2021-19385-001>
66. A.G., Agu, & A. N., Nwachukwu,. *Exploring the relevance of Igbo traditional business school in the development of entrepreneurial potential and intention in Nigeria. Small Enterprise Research*, 27(2), 2020, 223-239. <https://doi.org/10.1080/13215906.2020.1752789>
67. D.U., Melugbo, M. U., Ogbuakanne & J. O., Jemisenia,. *Entrepreneurial potential self-assessment in times of Covid-19: Assessing readiness, engagement, motivations and limitations among young adults in Nigeria. Ianna Journal of Interdisciplinary Studies*, 2(1), 2021, 12-28. <https://iannajournalofinterdisciplinarystudies.com/index.php/1/article/view/33>
68. I., Ahmed, M.M., Nawaz, Z., Ahmad, M.Z., Shaukat, A., Usman, W.U., Rehman and N., Ahmed,. *Determinants of students' entrepreneurial career intentions: Evidence from business graduates. European Journal of Social Sciences*, 15(2), 2020, 14-22. https://www.europeanjournalofsocialsciences.com/ejss_issues.html

69. F.J., Rubio Hernández, & A.M., Lisbona Bañuelos,. Intención emprendedora en estudiantes universitarios. Revisión sistemática de alcance de la producción científica. *Universitas Psychologica*, 21, 2022, 1–17. <https://doi.org/10.11144/Javeriana.upsy21.ieeu>
70. M., McAdam & J.A., Cunningham, . *Entrepreneurial behaviour: Individual, contextual and microfoundational perspectives*. In *Entrepreneurial Behaviour: Individual, Contextual and Microfoundational Perspectives.*, 2019 <https://doi.org/10.1007/978-3-030-04402->
71. S.F., Wibowo, D., Purwana, A., Wibowo & A., and Saptono,. *Determinants of entrepreneurial intention among millennial generation in emerging countries*. **Journal of Legal, Ethical and Regulatory Issues**, 23(2), 2019, 1-20. <https://www.sciencedirect.com/science/article/pii/S1877042812006489>
72. G., Boldureanu, M., Alina, A., Bercu, D., Boldureanu & M.V., Bedrule-grigorut,. *Entrepreneurship Education through Successful Entrepreneurial Models in Higher Education Institutions Gabriela*. **MDPI Sustainability**, 2021, 1–33.
73. H.A., Bazkiaei, L. H., Heng, N. U., Khan, B. A., Saufi & R. S. R., Kasim, . *Do entrepreneurial education and big-five personality traits predict entrepreneurial intention among universities students?* **Cogent Business and Management**, 7(1), 2020, 12-32. <https://doi.org/10.1080/23311975.2020.1801217>
74. N., Azizan, C., Embi & H., Jaiyeoba,. *The effects of students' entrepreneurial characteristics on their propensity to become entrepreneurs in Malaysia*. 2019 July. <https://doi.org/10.1108/ET-11-2018-0229>
75. J., Martínez-González, A., Kobylinska, U.,F.J., García-Rodríguez, & L Nazarko. Antecedents of Entrepreneurial Intention among Young People: Model and Regional Evidence. *Sustainability (Switzerland)*, 11(24), 2019, 1–29. <https://doi.org/10.3390/su11246993>
76. M., Fanea-Ivanovici, & H., Baber,. “*The role of entrepreneurial intentions, perceived risk and perceived trust in crowdfunding intentions*”, *Engineering Economics*, Vol. 32 No. 5, 2021, pp. 433-445
77. T.Z., Draksler & K., & Sirec. *The study of entrepreneurial intentions and entrepreneurial competencies of business vs. non-business students*. *Journal of Competitiveness*, 13(2), 2021, 171–188
78. H.A., Bakar, M. F., Samat, M., Setapa & L., Orientation. *Personality Traits and Entrepreneurial Intention: Personality Traits And Entrepreneurial Intention: Mediating Effect Of Educational*. **Asia Pacific Management Accounting Journal**, 16(2), 2021, 19. <https://doi.org/10.24191/APMAJ.V16i2-06>

79. F.T., Anika,. *10 universities to launch 'Innovation Hubs' to boost entrepreneurship*. The Daily Star. <https://www.thedailystar.net/tech-startup/news/10-universities-launch-innovation-hubs-boost-entrepreneurship-3445926>, 2023
80. S., Apostu & I., Gigauri,. *Sustainable development and entrepreneurship in emerging countries: Are sustainable development and entrepreneurship reciprocally reinforcing?* **Journal of Entrepreneurship, Management and Innovation**, 19(1), 2023, 41–77. <https://doi.org/10.7341/20231912>
81. K., Jermstittiparsert, J, Sutduean, & C., Sutduean,. *Role of Entrepreneurial Motivation towards the Entrepreneurial Intentions among Engineering Students: A Mediated Moderated Research Framework*. **Test Engineering & Management**, 82, 2020, 3522-3533
82. I., Syed, J.C., Butler, R. M., Smith, & X, Cao,. *From entrepreneurial passion to entrepreneurial intentions: The role of entrepreneurial passion, innovativeness, and curiosity in driving entrepreneurial intentions*. **Personality and Individual Differences**, 157, 2020, 1-6.
83. S., Jeon,. *What Influences Entrepreneurial Intentions? An Empirical Study Using Data from the Global Entrepreneurship Monitor*. **Academy of Entrepreneurship Journal**, 24(3), 2019, 1-15.
84. A., Biraglia, & V., Kadile,. *The Role of Entrepreneurial Passion and Creativity in Developing Entrepreneurial Intentions: Insights from American Home brewers*. **Journal of Small Business Management**, 55 (1), 2019, 170-188.
85. B., Shi, & T., Wang,. *Analysis of Entrepreneurial Motivation on Entrepreneurial Psychology in the Context of Transition Economy*. **Frontier in Psychology**, 12, 2021, 1-11. doi: 10.3389/fpsyg.2021.680296
86. K., Bogatyreva, F., Edelman, LS. Manolova, O., Osiyevskyy, & G., Shirokova,. *When do Entrepreneurial Intentions Lead to Actions? The Role of National Culture*. **Journal of Business Research**, 96, 2018,309-321. <https://doi.org/10.1016/j.jbusres.2018.11.034>
87. J. Katz & W. Gartner, “*Properties of emerging organizations,*” **Academy of Management Review**, vol. 13, 2019, pp. 429-441
88. V.I.O., Odiri,. *Motivational incentives and firm's performance in Nigeria: An empirical analysis*. **Journal of Academic Research in Economics**, Spirut-Haret University, Romania, 8(1), 2020, 127-134
89. P., Dung & C.C., Tu,. *Research on the impact of university innovation and entrepreneurship education on university students' entrepreneurship willingness based on virtual reality technology*. **Mathematical Problems in Engineering**, 1. 2., 2021, 1–10

90. C., O’Kane, V., Mangematin, J.A., Zhang & J. A., Cunningham,. *How university-based principal investigators shape a hybrid role identity*. **Technology Forecast and Social Change**, 159, 2020, 120–179.
91. M., Wang, D., Soetanto, J., Cai & H., Munir,. *Scientist or entrepreneur identity centrality University entrepreneurial mission and academic entrepreneurial intention*. **Journal of Technology Transfer**. 22, `,, 20221, 12-30.<https://doi.org/10.1007/s10961-021-09845-6>.
92. R., Olurounbi,. *Nigeria’s unemployment rate has risen to 33%, the second highest on the global list*. Retrieved on 21/10/21 from <https://www.bloomberg.com/news/articles/2021-03-15/nigeriaunemployment-rate-rises-to-second-highest-on-global-lis>.
93. NBS. *Labor Force Statistics: Unemployment and Underemployment Report (Q2 2020)*. Retrieved on 21/10/21 from https://www.nigerianstat.gov.ng/pdf/uploads/Q2_2020_Unemployment_Report.pdf
94. P., Egwuatu, P. (2021). *Worsening unemployment: Why jobs are disappearing in Nigeria, by experts*. Retrieved on 21/10/21 from <https://www.vanguardngr.com/2021/04/worsening-unemployment-whyjobs-are-disappearing-in-nigeria-by-experts/>. 2021.
95. T., Anjum, M., Farrukh, P., Heidler & J.A., Díaz Tautiva,. *Entrepreneurial intention: Creativity, entrepreneurship, and university support*. **Journal of Open Innovation: Technology, Market and Complexity**, 7, 1, 2021, 11-30.
96. C., Schlaegel, R.L., Engle, N. F., Richter & P. C.,Taureck,. *Personal factors, entrepreneurial intention, and entrepreneurial status: A multinational study in three institutional environments*. **Journal of International Entrepreneurship**, 4, 2, 2021, 11-30
97. S., Sperber & C., Linder,. *Gender specifics in start-up strategies and the role of the entrepreneurial ecosystem*. *Small Business Economics*, 53(2), 533–546. Tang, J., Kacmar, K. M., & Busenitz, L., (2012). *Entrepreneurial alertness in the pursuit of new opportunities*. **Journal of Business venturing**, 27, 2019, 7–94.
98. A.J.,Jumamil, D. P., Depositario & N. Zapata,. *Factors Influencing the Entrepreneurial Intentions of UPLB Agri-Based Graduates*. De La Salle University. Retrieved on March 7, 2023 from <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2019/EBM/EBM-I-004.pdf> \
99. R.N., Ridha & B.P, Wahyu,. *Entrepreneurship Intention in Agricultural Sector of Young Generation in Indonesia*. **Asia Pacific Journal of Innovation and Entrepreneurship**, Vol. 11 No. 1, pp. 2019, 76-89, <https://doi.org/10.1108/APJIE-04-2017-022>
100. N., Contreras-Barraza, J.F.; Espinosa-Cristia, G.; Salazar-Sepulveda & A.; Vega-Muñoz,. *Entrepreneurial Intention: A Gender Study in Business and Economics Students from Chile*. **Sustainability**, 13, 2021, 46-63. <https://doi.org/10.3390/su13094693>

- ^{101.} M., Taneja, R., Kiran & S.C. Bose,. *Assessing Entrepreneurial Intentions through Experiential Learning, Entrepreneurial Self-Efficacy, and Entrepreneurial Attitude*. **Studies in Higher Education**, 49:1, 2023, 98-118. DOI: 10.1080/03075079.2023.2223219
- ^{102.} M., Al-Shammari & R., Waleed,. *Entrepreneurial Intentions of Private University Students in the Kingdom of Bahrain*. **International Journal of Innovation Science**, Vol. 10 No. 1, 2019, pp. 43-57. <https://doi.org/10.1108/IJIS-06-2017-0058>
- ^{103.} C.A., Cabanada, A. C., Avila & L. A.Valdez,. *Factors Influencing Entrepreneurial Intentions among Students of Cavite State University and Cagayan State University: A Comparative Study*. **International Journal of Advanced Research in Management and Social Sciences**, Vol 11 (6), 2022, 12-30
- ^{104.} M., Farrukh, J.W.C., Lee, M., Sajid & A., Waheed. *Entrepreneurial intentions: The Role of Individualism and Collectivism in Perspective of Theory of Planned Behaviour*. **Education + Training**, Vol. 61 No. 7/8, , 2019, pp. 984-1000. <https://doi.org/10.1108/ET-09-2018-0194>
- ^{105.} S.J., Teixeira, C. M., Casteleiro, R. G., Rodrigues & M. D., Guerra,. *Entrepreneurial Intentions and entrepreneurship in European Countries*. **International Journal of Innovation Science**, Vol. 10 No. 1, 2019, pp. 22-42. <https://doi.org/10.1108/IJIS-07-2017-0062>
- ^{106.} T., Al-Tekreeti, M., Al Khasawneh & A.O., Dandis,. *Factors Affecting Entrepreneurial Intentions among Students in Higher Education Institutions*. **International Journal of Educational Management**, Vol. 38 No. 1, 2024, pp. 115-135. <https://doi.org/10.1108/IJEM-09-2023-0470>
- ^{107.} N.D.R., Aboobaker. *Fostering Entrepreneurial Mindsets: The Impact Of Learning Motivation, Personal Innovativeness, Technological Self-Efficacy, and Human Capital on Entrepreneurial Intention*. **Journal of International Education in Business**, Vol. 16 No. 3, 2023, pp. 312-333. <https://doi.org/10.1108/JIEB-10-2022-0071>
- ^{108.} L., Puerta-Sierra & R. Puente-Díaz. *Co-creation in Entrepreneurship Education: How Autonomy Support Enhances the Intention to Develop Entrepreneurial Ideas*. **Journal of Education for Business**, 98:8, 2023, 443-451, DOI: 10.1080/08832323.2023.2224544
- ^{109.} H., Muzaffar,. *Does Passion Ignite Intentions? Understanding the Influence of Entrepreneurial Passion on the Entrepreneurial Career Intentions of Higher Education Students*. **International Journal for Educational and Vocation Guidance**. 23, 2021, 111–130. <https://doi.org/10.1007/s10775-021-09500-4>
- ^{110.} M.K., Putri, & A. E.Widiyanti,. *Impact of Entrepreneurship Education on Entrepreneurial Intention in Self-Efficacy Mediation* [Paper Presentation]. 5th European International

Conference on Industrial Engineering and Operations Management. Rome, Italy.
<https://ieomsociety.org/proceedings/2022rome/331.pdf>

111. S., Boutaky & A, Sahib Eddine,. *Determinants of Entrepreneurial Intention among Scientific Students: A Social Cognitive Theory Perspective*. **Industry and Higher Education**, 37(2), 2023, 279-293. <https://doi.org/10.1177/09504222221120750>
112. B., Ngek Neneh,. *Entrepreneurial Passion and Entrepreneurial Intention: The Role of Social Support and Entrepreneurial Self-Efficacy*. **Studies in Higher Education**, 47:3,2022, 587-603. DOI: 10.1080/03075079.2020.1770716
113. C.D., Duong,. *Exploring the Link Between Entrepreneurship Education and Entrepreneurial Intentions: The Moderating Role of Educational Fields*. **Education + Training**, Vol. 64 No. 7, 2022, pp. 869-891. <https://doi.org/10.1108/ET-05-2021-0173>
114. G., Hoang, T.T., Luu, T. T., Le, N., Tran & A.K.T., Tran,. *Examining the Effects of Entrepreneurship Education on Entrepreneurial Intentions of Vietnamese Business Students: The roles of Entrepreneurial Alertness and Resilience*. **Journal of Education for Business**, 98:8, 2023, 462-470. DOI: 10.1080/08832323.2023.2232921
115. R.A.M., Sahputri, M.K., Mawardi, T., Yumarni & T., Sujarwoto.. *Entrepreneurship Education, Family Entrepreneurial Orientation and Entrepreneurial Intention among Students in Indonesia*. **Journal of International Education in Business**, Vol. 16 No. 3, 2023, pp. 295-311. <https://doi.org/10.1108/JIEB-02-2022-0010>
116. A., Hassan, I., Anwar, I., Saleem, K.M.B., Islam & S.A., Hussain,. *Individual Entrepreneurial Orientation, Entrepreneurship Education and Entrepreneurial Intention: The Mediating Role of Entrepreneurial Motivations*. **Industry and Higher Education**, 35(4),2021, 403-418. <https://doi.org/10.1177/09504222211007051>
117. A.G., Agu, O.G., Kalu, C.O., Esi-Ubani & P.C. Agu,. *Drivers of Sustainable Entrepreneurial Intentions Among University Students: An Integrated Model from a Developing World Context*. **International Journal of Sustainability in Higher Education**, Vol. 22 No. 3, 2021, pp. 659-680. <https://doi.org/10.1108/IJSHE-07-2020-0277>
118. M.A.D., Cavalcante, J. M, de Sousa-Filho and B.S.. Lessa. *Entrepreneurial Intentions and Education: Effects on Low-Income Students*. **Journal of Education for Business**, 97:4, 2022, 228-236, DOI: 10.1080/08832323.2021.1924602
119. G., Maheshwari. *Factors Influencing Entrepreneurial Intentions the Most for University Students in Vietnam: Educational Support, Personality Traits or TPB Components?* **Education + Training**, Vol. 63 No. 7/8, 2021, pp. 1138-1153. <https://doi.org/10.1108/ET-02-2021-0074>

120. E., Herman,. *Entrepreneurial Intention among Engineering Students and Its Main Determinants*. **Procedia Manufacturing**, 32 2019, 318-324
121. S., Martinez-Gregorio, L., Badenes-Ribera & A., Oliver,. *Effect of Entrepreneurship Education on Entrepreneurship Intention and Related Outcomes in Educational Contexts: A Meta-Analysis*. **The International Journal of Management Education**, Vol. 19, 2021 100545. <https://doi.org/10.1016/j.ijme.2021.100454>
122. F., Awaah, P., Okebukola, J., Shabani, H., Arkorful & D.A., Addo,. *Students' career interests and entrepreneurship education in a developing country*. **Higher Education, Skills and Work-Based Learning**, Vol. 13 No. 1, 2023, pp. 148-160. <https://doi.org/10.1108/HESWBL-05-2022-0110>
123. G., Boldureanu, A.M., Ionescu, M. V., Bercu, A. M., Bedrule-Grigoruta, M. V. & D., Boldureanu,. *Entrepreneurship Education through Successful Entrepreneurial Models in Higher Education Institutions*. **Sustainability**, 12, 2020, 12-27. Doi:10.3390/su12031267
124. I., Anwar, P., Thoudam & I., Saleem,. *Role of Entrepreneurial Education in Shaping Entrepreneurial Intention among University Students: Testing the Hypotheses using Mediation and Moderation Approach*. **Journal of Education for Business**, 97:1, 2022, 8-20, DOI: 10.1080/08832323.2021.1883502
125. B., Pan & G., Lu,. *Study on the Relationship between Entrepreneurship Education and College Students' Entrepreneurial Intention and Entrepreneurial Self-Efficacy*. **Chinese Education & Society**, 55:4-5, 2022, 269-285, DOI: 10.1080/10611932.2022.2136473
126. V.H., Tran, T.N., Vu, H.T., Pham, T.P.T., Nguyen & C.D., Duong,. *Closing the Entrepreneurial Attitude-Intention-Behavior Gap: The Direct and Moderating Role of Entrepreneurship Education*. **Journal of International Education in Business**, Vol. 17 No. 1,2024, pp. 107-132. <https://doi.org/10.1108/JIEB-05-2023-0026>
127. L., Starchenko,. *Impact of Gender Aspects of Sustainable Entrepreneurship on Country Innovative Development*. **Marketing and Management of Innovations**, 4, 2020, 304-311. <http://doi.org/10.21272/mmi.2020.4-25>
128. S., Porkodi & R., Saranya,. *Empirical Study on the Role of Passion, Individual Differences, and Innovativeness between Entrepreneurship Education in Higher Education Institutions and Entrepreneurial Intention: A Moderated Mediating Model*. **Review of Education**, Vol. 11, Issue 2, August 2023 3-12. <https://doi.org/10.1002/rev3.3412>
129. A., Biswas & R.K., Verma. *Attitude and alertness in personality traits: a pathway to building entrepreneurial intentions among university students*. **J Entrepreneurship Studies**, 1 (2), 2020, 1-10 <https://doi.org/10.1177/09713557211025656>

130. P., Tiwari A.K., Bhat J, Tikoria & K., Saha. *Exploring the factors responsible in predicting entrepreneurial intention among nascent entrepreneurs: A field research*. South Asian J Bus Stud. <https://doi.org/10.1, 2020, 10-28/SAJBS-05-2018-0054>
131. J.J., Arnett,. *Emerging adulthood: A theory of development from the late teens through the twenties*. **American Psychologist**, 55(5), 2020, 469-480.
132. J.J., Arnett. *Emerging adulthood: The winding road from the late teens through the twenties*. Oxford University Press, 2019
133. J.J., Arnett & J. L Tanner,. *Emerging adults in America: Coming of age in the 21st century*. American Psychological Association, 2019.
134. B.J., Willoughby, J. S., Carroll & L.J., Nelson,. *The influence of cohabitation on emerging adulthood: Shaping future life pathways*. **Journal of Social and Personal Relationships**, 29(4),2022, 526-547
135. C., Smith & P., Snell,. *Souls in transition: The religious and spiritual lives of emerging adults*. Oxford University Press, 2019.
136. A., Furlong & F., Cartmel. *Young people and social change: New perspectives*. McGraw-Hill Education, 2019.
137. J.M., Twenge,. *Generation Me: Why today's young Americans are more confident, assertive, entitled—and more miserable than ever before*. Free Press, 2019.
138. L.J., Nelson, S., Badger & B., Wu,. *The influence of culture in emerging adulthood: Perspectives of Chinese college students*. **International Journal of Behavioral Development**, 28(1), 2020, 26-36.
139. J.M., Silva,. *Constructing adulthood in an age of uncertainty*. **American Sociological Review**, 77(4), 2022, 506-522.
140. L., Howard, M., Gagné, A.J., & J., Morin. Forest,. *Using bifactor exploratory structural equation modeling to test for a continuum structure of motivation*. **Journal of Management**, 44(7), 2021, 2638–2664. <https://doi.org/10.1177/0149206316645653>
141. Q., Munir, B., Akram & S. A, Abbas,. *Understanding Stock Price Dynamics with Dividend-Related Metrics and Financial Indicators in Pakistan's Non-Financial Sectors*. **Journal of Business and Economic Options**, 7(1), 2024, 1-9.

142. J. A., Bailey. *Self-image, self-concept, and self-identity revisited*. **Journal of the National Medical Association**, 95(5), 2020, 38-43.
143. K., Cherry. What is self-concept: The psychological exploration of “Who am I?” <https://www.verywellmind.com/what-is-self-concept-2795865>, 202
144. M., Ajma & M., Rafique,. *Relationship between academic self-concept and academic achievement of distance learners*. **Pakistan Journal of Distance and Online Learning** 4(2), 2019, 225-244
145. P.N., Gachigi, D., King-White, T., Kinai & E., Kigen,. *Assessing the correlation between academic self-concept and mathematics achievement in secondary schools in Nairobi County, Kenya*. **Journal of Education and Learning**, 8(3), 2019, 102-111. <https://doi.org/10.5539/jel.v8n3p102>
146. C., Obura, T, Kinai & P., Ndanbuki,. *Relationship between achievement goals and academic achievement of form three students in Nairobi County, Kenya*. Thesis, Kenyatta University, <https://hdl.handle.net/10520/EJC-1cfedd4d0e>, 2019
147. C., Cárcamo, A., Moreno & C., Barrio,. *Diferencias de género en matemáticas y lengua: rendimiento académico, autoconcepto y expectativas*. **Suma Psicológica** 27(1), 2020, 27-34. <https://doi.org/10.14349/sumapsi.2020.v27.n1.4>
148. D., Martínez & A., Méndez,. Efectos del modelo TRIAL Classroom en el autoconcepto, el rendimiento académico, la motivación intrínseca y en el aprendizaje basado en competencias. *Revista de Educación de la Universidad de Granada*, 27, 2020, 211-232. <http://doi.org/10.30827/reugra.v27i0.158>
149. I., Giner, L., Navas, F.P., Holgado & J. A., Soriano,. *Actividad física extraescolar, autoconcepto físico, orientaciones de meta y rendimiento académico*. **Revista de Psicología del Deporte**, 28(2), 2019, 107–116.
150. M., Sánchez, J., Cachón, D., Sanabrias & M.L., Zagalaz,. *Análisis de la relación entre autoconcepto y violencia escolar (bullying) en los últimos cursos de Educación Primaria*. **Publicaciones**, 49(5), 2019, 39–51. <http://dx.doi.org/10.30827/publicaciones.v49i5.15113>
151. A.E., Lagarda, J., Tanori & J.A., Vera,. Influencia del autoconcepto y la satisfacción con la vida en el rendimiento académico de estudiantes de secundarias públicas. En P. Sánchez-Escobedo (Ed.), *La psicología y el proceso educativo: Análisis, reflexiones y experiencias en México: ¿Qué nos aporta el concepto psicológico al entendimiento del proceso educativo?* (pp.38-51). Centro de Estudios, Clínica e Investigación Psicoanalítica S.C. y Red Mexicana de Investigación en Psicología Educativa, 2021

152. M., Chávez-Becerra & P., Castillo-Nava., *El autoconcepto en universitarios y su relación con rendimiento escolar*. **Revista de Educación y Desarrollo**, 53, 2020, 37-47
153. T., Van Canegem, M., Van Houtte & J., Demanet., *Grade retention and academic self-concept: A multilevel analysis of the effects of schools' retention composition*. **British Educational Research Journal**, 47(5), 2021, 1340-1360. <http://dx.doi.org/10.1002/berj.3729>
154. R., García, L., Canuto & A., Palomares-Ruiz., *El autoconcepto en la etapa de Educación Primaria: incidencia en los alumnos más capaces*. **MLS-Educational Research**, 3(2), 2019, 33-46. <https://doi.org/10.29314/mlser.v3i2.194>
155. L., Herrera, M., Al-Lal & L., Mohamed., *Academic achievement, self-concept, personality and emotional intelligence in primary education: Analysis by gender and cultural group*. **Frontiers in Psychology**, 10, 2020, Article 3075. <https://doi.org/10.3389/fpsyg.2019.03075>
156. P., Perret, M., Ayad, B., Dauvier & A., Congard. *Self- and parent-rated measures of personality are related to different dimensions of school adjustment*. **Learning and Individual Differences**, 70, 2019, 182-189. <https://doi.org/10.1016/j.lindif.2019.02.007>
157. D., Sewasew & U., Schroeders., *The developmental interplay of academic self-concept and achievement within and across domains among primary school students*. **Contemporary Educational Psychology**, 58, 2019, 204-212. <https://doi.org/10.1016/j.cedpsych.2019.03.009>
158. C., Peperkorn & C., Wegner., *The big-five-personality and academic self-concept in gifted and non-gifted students: A systematic review of literature*. **International Journal of Research in Education and Science**, 6(4), 2020, 649-667.
159. J., Stocker, M., Abu-Hilal, E., Hermena, M., AlJassmi & M., Barbato., *Internal/external frame of reference model and dimensional comparison theory: A novel exploration of their applicability among Arab high school students*. **Educational Psychology**, 41(4), 2021, 483-501. <https://doi.org/10.1080/01443410.2021.1887455>
160. Wolff, F., Nagy, N., Helm, F., & Moller, J. (2018). *Testing the Internal/External Frame of Reference Model of academic achievement and academic self-concept with open self-concept reports*. **Learning Instruction**, 55, 2018, 58-66. <https://doi.org/10.1016/j.learninstruc.2017.09.006>
161. M.M., Abu-Hilal, S., Al-Maamari, I. S., Al-Harthy, J., Stocker & H.Z, Al-Nabhani., *Achievement and self-concept relation: An evidence of the adequacy of the I/E model with a*

short version of the self- description questionnaire-II among school students in Oman. **Italian Journal of Sociology of Education**, 11(3), 2019, 194-211

- ^{162.} B., Hannover & L., Zander,. *How personal and social selves influence the development of children and adolescents at school.* **Zeitschrift für Pädagogische Psychologie**, 34(2), 2020, 65-85. <https://doi.org/10.1024/1010-0652/a000261>
- ^{163.} Z., Sen Akcay & N., Senemoğlu,. *Prediction of physics lesson learning level by students' characteristics and teaching-learning process.* **International Journal of Education in Mathematics, Science, and Technology**, 9(4), 2021, 625-654. <https://doi.org/10.46328/ijemst.1754>
- ^{164.} H., Wu, Y., Guo, Y., Yang, L., Zhao & C., L Guo,. *A Meta-analysis of the longitudinal relationship between academic self-concept and academic achievement.* **Educational Psychology Review**, 33, 2021, 1749-1778. <https://doi.org/10.1007/s10648-021-09600-1>
- ^{165.} S.S., Posavac & H. D., Posavac, . *Adult Separation Anxiety Disorder Symptomology as a Risk Factor for Thin-Ideal Internalization: The Role of Self-Concept Clarity.* *Psychological reports*, 123(3), 2020, 674–686
- ^{166.} H., Tuominen, M., Niemivirta, K., Lonka & K., Salmela-Aro,. *Motivation across a transition: Changes in achievement goal orientations and academic well-being from elementary to secondary school.* *Learning and Individual Differences*, 79, 2020, Article 101854.
- ^{167.} J., Mojtaba. *Assessing gender differences in the physics academic self-concept model.* 29:2020, 81-102
- ^{168.} S., Wimmer, K., Lackner, I., Papousek & M., Paechter,. *Influences of different dimensions of academic self-concept on students' cardiac recovery after giving a stressful presentation.* *Psychology Research and Behavior Management*, 12, 2019, 1031-1040
- ^{169.} R., Verma. *Academic Self -Concept (ASC) and Well-Being of Students in Hongkong: An Exploratory Study.* **Journal of Psychological Science and Research**. 2, 1, 2022, 12-30
- ^{170.} C.C., Chen, P. C., Greene & A., Crick,. *Does entrepreneurial self-efficacy distinguish entrepreneurs from managers?* **Journal of Business Venturing**, 13(4), 2018, 295–316. Retrieved from [https://doi.org/10.1016/S0883-9026\(97\)00029-3](https://doi.org/10.1016/S0883-9026(97)00029-3)
- ^{171.} Lee, L., P.K., Wong, & M.D., Foo. *Antecedents of entrepreneurial propensity: findings from Singapore, Hong-Kong, and Taiwan*, MPRA paper No, 2615 retrieved online at <http://mpra.ub.uni-muenchen.de/2615>

172. L., Okoye. *Psychosocial predictors of entrepreneurial intention among Nigerian graduates*. **International Journal of Psychology and Counselling**, 8(6), 73-80.
173. A.R., Artino. *Academic self-efficacy: from educational theory to instructional practice*. *Perspectives on medical education*, 1, 2019, 76-85.
174. A., Bandura. *Toward a psychology of human agency: Pathways and reflections*. **Perspectives on Psychological Science**, 13(2), 2018, 130–136. <https://doi.org/10.1177/1745691617699280>.
175. A., Fakhrou & L.H. Habib,. *The relationship between academic self-efficacy and academic achievement in students of the department of Special Education*. **International Journal of Higher Education**, 2(2), 2021, 1-12.
176. H.M., Hill, J., Zwahr-Castro & A., Gonzalez,. *Evaluating research self-efficacy in undergraduate students: Experience matters*. **Journal of the Scholarship of Teaching and Learning**, 22(1), 2022,67-80
177. M., Waldman. *Freshmen's use of library Electronic resources and self-efficacy*. CUNY Academic work. <http://academicworks.Cuny.edu/bb-pubs>, 2023/.
178. H.W., Tseng, Y; Tang & B. Morris,. *Distance Learners' Self –efficacy on information seeking and preferences of resources selection*. <http://www.researchgate.net/>, 2023.
179. J.F., Tan, Z.W., Ma, & L.I., XI. *Global self-esteem mediates the effects of general self-efficacy on Chinese undergraduates' general procrastination* **Journal of social behaviour and personality an International journal** 43-8, 2020, 1265–1271.
180. N.A., Mamari, E.L., Usher, C.R, LI, D.R., Economy & M.S., Kennedy, *Measuring undergraduate students' self-efficacy*.**Journal of Educational Foundation**. Vol 1 (2), 2019, 112-120
181. A.A., Afolabi & S.A., Balogun. *Impacts of psychological security, Emotional intelligence and self-efficacy on undergraduates' life satisfaction: Psychological thought*. *Psycy.psychopen.eu*, 2019.
182. A.G., Balogun & S.O., Adebayo,. *Role of computer self-efficacy and gender in computer-based test anxiety among undergraduates in Nigeria* **Psychological Thought** 9, 2020 58-66 [doi:10.5964/psycht.viil.160](https://doi.org/10.5964/psycht.viil.160).
183. F., Fesharaki,. *Entrepreneurial passion, self-efficacy, and spiritual intelligence among Iranian SME owner–managers*. **Psychological Studies**, 64(4), 2019, 429-435. <https://doi.org/10.1007/s12646-019-00507-0>

184. M.N., Ferreira-Neto, J. L., de Carvalho Castro, J. M., de Sousa-Filho & B., de Souza Lessa. *The role of self-efficacy, entrepreneurial passion, and creativity in developing entrepreneurial intentions.* **Frontiers in Psychology**, 1 (4). 2023 doi: 10.3389/fpsyg.2023.1134618
185. A., Chiu, A. Hsu & B., Lin,. *The impact of entrepreneurial education on entrepreneurial intentions: A meta-analysis of 30 years of research.* **Journal of Business Venturing**, 30(5), 2019, 613-628.
186. S., Kumar, & S.,Das,. *An extended model of theory of planned behaviour: Entrepreneurial intention, regional institutional infrastructure and perceived gender discrimination in India.* **Journal of Entrepreneurship in Emerging Economies**, 11(3), 2019, 369-391. <https://doi.org/10.1108/JEEE-09-2018-0089>
187. A., Newman, M., Obschonka, S., Schwarz, M., Cohen, & I., Nielsen,. *Entrepreneurial self-efficacy: A systematic review of the literature on its antecedents and outcomes, and an agenda for future research.* **Journal of Vocational Behavior**, 110(B), 2019, 403-419. Retrieved from <https://doi.org/10.1016/j.jvb.2018.05.012>
188. C., Camelo-Ordaz, J.P., Diáñez-González, N., Franco-Leal & J.,Ruiz-Navarro. *Recognition of entrepreneurial opportunity using a socio-cognitive approach.* **International Small Business Journal: Researching Entrepreneurship**, 38(8), 2020 718–745. <https://doi.org/10.1177/0266242620939843>
189. H.E., Nwosu, P. C., Obidike, J. N., Ugwu, C. C., Udeze, & U.C., Okolie,. *Applying social cognitive theory to placement learning in business firms and students' entrepreneurial intentions.* **International Journal of Management Education**, 20(1), 2022, 100602. <https://doi.org/10.1016/j.ijme.2022.100602>
190. H., Abdullah Alnemer,. *Predicting start-up intention among the females of Saudi Arabia using social cognitive theory.* **World Journal of Entrepreneurship, Management and Sustainable Development**, 17(4), 2021, 889–906. <https://doi.org/10.1108/WJEMSD-05-2021-0085>
191. T., Kushev, M.K., Ahuja & R. E., Carter,. *A Social Cognitive Perspective on Opportunity Evaluation.* **Journal of Entrepreneurship**, 28(1), 2019, 35–67. <https://doi.org/10.1177/0971355718810570>
192. W., Chiengkul, T., Tantipanichkul, W., Boonchom, W., Phuangpornpitak, & K., Suphan,. *Social entrepreneurship of small and medium-sized entrepreneurs in Thailand: influence of institutional environment, entrepreneurial passions, and entrepreneurial self-efficacy.* **Social Enterprise Journal**, 19(4), 2023, 370–389. <https://doi.org/10.1108/SEJ-01-2023-0005>
193. G., Maheshwari & K.L., Kha,. *Investigating the relationship between educational support and entrepreneurial intention in Vietnam: The mediating role of entrepreneurial self-efficacy in the theory of planned behavior.* **International Journal of Management Education**, 20(2), 2022, 12-30. <https://doi.org/10.1016/j.ijme.2021.100553>

194. M., Tantawy, K., Herbert, J.J., McNally, T., Mengel, P., Piperopoulos & D., Foord,. *Bringing creativity back to entrepreneurship education: Creative self-efficacy, creative process engagement, and entrepreneurial intentions*. **Journal of Business Venturing Insights**, 15(3), 2021, 1-11. <https://doi.org/10.1016/j.jbvi.2021.e00239>
195. W.S., Ciptono, G., Anggadwita & N., Indarti,. *Examining prison entrepreneurship programs, self-efficacy and entrepreneurial resilience as drivers for prisoners' entrepreneurial intentions*. **International Journal of Entrepreneurial Behaviour and Research**, 29(2), 2021, 408–432. <https://doi.org/10.1108/IJEER-06-2022-0550>
196. C.H., Yeh, H. H., Lin, Y. M., Wang, Y. S., Wang & C. W., Lo,. *Investigating the relationships between entrepreneurial education and self-efficacy and performance in the context of internet entrepreneurship*. **International Journal of Management Education**, 19(3), 2021, 100565. <https://doi.org/10.1016/j.ijme.2021.100565>
197. A., Bandura. *Toward a psychology of human agency: Pathways and reflections*. **Perspectives on Psychological Science**, 13(2), 2018, 130–136. <https://doi.org/10.1177/1745691617699280>.
198. J., Zhang & J., Huang,. *Entrepreneurial self-efficacy mediates the impact of the post-pandemic entrepreneurship environment on college students' entrepreneurial intention*. **Frontiers in Psychology**, 12, 2021, 643184. <https://doi.org/10.3389/fpsyg.2021.643184>
199. W., Nowiński, M.Y., Haddoud, D., Lančarič, D., Egerová & C., Czeglédi,. *The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries*. **Studies in Higher Education**, 44(2), 2019, 361–379. <https://doi.org/10.1080/03075079.2017.1365359>
200. P., Piperopoulos & D., Dimov,. *Bringing creativity back to entrepreneurship education: Creative self-efficacy, creative process engagement, and entrepreneurial intentions*. **Journal of Business Venturing Insights**, 1(5), 2021, 1-20. <https://doi.org/10.1016/j.jbvi.2021.e00239>
201. N., Al-Qadasi & Z., Gongyi,. *Entrepreneurship in crisis situations: Determinants of entrepreneurial intentions among University students in Yemen*. **African Journal of Business Management**, 14(7), 2020, 196–208. <https://doi.org/10.5897/AJBM2020.9017>
202. A.I., Abd,-Muhammad,. *Academic self-efficacy as predictor of academic achievement*. **Jurnal Pendidikan Indonesia**, 9(1), 2022, 163-168
203. G.K., Ali, M.B., Wan, B.A. & W.J., Nobaya,. *Relationship between academic self-efficacy belief of college students and academic performance*. **Iosr Journal Of Humanities And Social Science**, 22(1), 2019, 75-80

204. P., Dung & C.C., Tu., *Research on the impact of university innovation and entrepreneurship education on university students' entrepreneurship willingness based on virtual reality technology*. **Mathematical Problems in Engineering**, 1. 2., 2021, 1–10
205. P.A., Thoits., *Social support as coping assistance*. **Journal of Consulting and Clinical Psychology**, 54(4), 2018, 416–423. Retrieved from <http://dx.doi.org/10.1037/0022-006X.54.4.416>
206. D.N., Annisa, F., Tentama & K., Bashori., *The role of family support and internal locus of control in entrepreneurial intentions of vocational high school students*. **International Journal of Evaluation and Research in Education (IJERE)**, 10(2), 2021, 38-51.
207. C.K., Malecki & M.K., Demaray., *Measuring perceived social support: Development of the child and adolescent social support scale (CASSS)*. **Psychology in the Schools**, 39(1), 2018, 1–18.
208. S., Cobb, *Social support as a moderator of life stress*. **Psychosomatic Medicine**, 38(5), 2018, 300–314. Retrieved from <http://dx.doi.org/10.1097/00006842-197609000-00003>
209. T., Thompson, M., Pérez, M., Kreuter, J., Margenthaler, G., Colditz, & D.B., Jeffe., *Perceived social support in African American breast cancer patients: Predictors and effects*. **Social Science & Medicine**, 192, 2019, 134–142. <https://doi.org/10.1016/j.socscimed.2017.09.03>
210. A., Kagee, R., Roomaney & N., Knoll., *Psychosocial predictors of distress and depression among South African breast cancer patients*. **Psycho-oncology**, 27(3), 2018, 908–914. <https://doi.org/10.1002/pon.4589>
211. L., Ambrosio, M.C., Portillo, C., Rodriguez-Blazquez, J.M., Rojo, & P. C., Martinez-Martin., *Influencing factors when living with Parkinson's disease: A cross-sectional study*. **Journal of Clinical Nursing**, 28(17–18), 2019, 3168–3176. <https://doi.org/10.1111/jocn.14868>
212. N.F., Aldawsari, K. S., Adams, L. E., Grimes & S., Kohn., *The effects of cross-cultural competence and social support on international students' psychological adjustment: Autonomy and environmental mastery*. **Journal of International Students**, 8(2), 2019, 901–924. <https://doi.org/10.32674/jis.v8i2.120>
213. S., Fatima & T., Jibeen. *Interplay of self-efficacy and social support in predicting quality of life in cardiovascular patients in Pakistan*. **Community Mental Health Journal**, 55(5), 2019, 855–864. <https://doi.org/10.1007/s10597-018-0361-6>

214. A., Kurtović & H., Ivančić,. *Predictors of depression and life satisfaction in visually impaired people*. **Disability and Rehabilitation**, 41(9), 1012–1023. <https://doi.org/10.1080/09638288.2017.1417497>
215. M, Chhabra, R., Gera, R., Hassan & S., Hasan,. *An exploratory study of cognitive, social and normative dimensions of female entrepreneurship within transition economies: Evidence from India and Vietnam*. **Pakistan Journal of Commerce and Social Sciences**, 14(4), 2020,1012-1042
216. A., Haque, N., Anwar, Y.F, Yasmin & M.A., Islam,. *An exploratory study toward understanding social entrepreneurial intention*. **Journal of International Business and Management**, 1(3), 2019, 1-16.
217. A.T., Nguyen, T. H., Do, T. B., Vu, K. A., Dang & H.L., Nguyen,. *Factors affecting entrepreneurial intentions among youths in Vietnam*. **Children and Youth Services Review**, 99, 2019, 186-193. <https://doi.org/10.1016/j.childyouth.2019.01.039>
218. Y.H., Al-Mamary, M., Abdulrab, M.A., Alwaheeb & N. G., Alshammari,. *Factors impacting entrepreneurial intentions among university students in Saudi Arabia: Testing an integrated model of TPB and EO*. **Education + Training**, 62(7/8), 2019, 779-803. <https://doi.org/10.1108/et-04-2020-0096>
219. K., Harsch & M., Festing,. *Dynamic talent management capabilities and organizational agility—A qualitative exploration*. **Human Resource Management**, 59(1), 2019, 43-61. <https://doi.org/10.1002/hrm.21972>
220. R., Maymon, C., Hall, & J.M., Harley,. *Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being*. **Student Success**, 10(3), 2019, 64. <https://doi.org/10.5204/ssj.v10i3.1407>
221. C.S., Conley, J. B., Shapiro, B. M., Huguene, & A. C., Kirsch. *Navigating the college years: Developmental trajectories and gender differences in psychological functioning, cognitive-affective strategies, and social well-being*. **Emerging Adulthood**, 8(2), 2020, 103–117. <https://doi.org/10.1177/216769681879160>
222. D., Wu, T., Yang, R., Rockett, L., Yu, S., Peng, & S., Jiang,. *Uncertainty stress, social capital, and suicidal ideation among Chinese medical students: Findings from a 22 university survey*. **Journal of Health Psychology**, 26(2), 2021, 214–225. <https://doi.org/10.1177/1359105318805820>
223. S., Mishra,. *Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on ‘underrepresented’ students*. **Educational Research Review**, 29, 2020, 100307. <https://doi.org/10.1016/j.edurev.2019.100307>

224. A., Poots, & T., Cassidy. *Academic expectation, self-compassion, psychological capital, social support and student wellbeing*. **International Journal of Educational Research**, 99, 2020,101506. <https://doi.org/10.1186/s40359-020-00409-1>
225. J., Brailovskaia, T., Teismann, & J., Margraf. *Positive mental health, stressful life events, and suicide ideation*. 41, 2020, 383–388. <https://doi.org/10.1027/0227-5910/a000652>
226. M., Scanlon, P., Leahy, H., Jenkinson, & F., Powell. ‘*My biggest fear was whether or not I would make friends*’: *Working-class students’ reflections on their transition to university in Ireland*. **Journal of Further and Higher Education**, 44(6), 2020, 753–765. <https://doi.org/10.1080/0309877X.2019.1597030>
227. E., Cage, E., Jones, G., Ryan, G., Hughes, & L., Spanner,. *Student mental health and transitions into, through and out of university: Student and staff perspectives*. *Journal of Further and Higher Education*, 2021, 1–14. <https://doi.org/10.1080/0309877X.2021.1875203>
228. R., Kent de Grey B, Uchino T, Trettevik S, Cronan & J, Hogan. *Social support*. Oxford Bibliogr Psychol. 2018.
229. B.R., Sarason IG, Sarason & GR, Pierce. *Social support: an interactional view*. A Wiley-interscience publication. Hoboken, NJ: Wiley; 2019
230. B.N., Uchino. *Understanding the links between social support and physical health: a life-span perspective with emphasis on the Separability of perceived and received support*. **Perspect Psychol Sci**.;4(3):2019, 236–55.
231. I., Ajzen & M., Fishben,. *The influence of attitudes on behaviour*. **The Handbook of Attitudes**, 2011, 173-221.
232. I., Ajzen,. *The theory of planned behaviour*. In *Advances in experimental social psychology* (Vol. 46, pp. 1-63). Academic Press, 2012
233. I. Ajzen, “The theory of planned behavior,” *Organizational Behavior and Human Decision Processes*, vol. 50,2018, pp. 179-211.
234. . Ajzen, “Attitudes, traits and actions: Dispositional prediction of behaviour in personality and social psychology,” **Advances in Experimental Social Psychology**, vol. 20, 2019, pp. 1-63
235. M. Fishbein & I. Ajzen, *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research*, Reading, MA: Addison-Wesley, 2019.
236. I., Ajzen,. *Theory of planned behavior diagram*. Retrieved from <https://people.umass.edu/ajzen/tpb.diag.html>, 2019

237. S.A., Qalati, N. A., Qureshi, D., Ostic, & M.A.B.A., Sulaiman,. *An extension of the theory of planned behavior to understand factors influencing Pakistani households' energy-saving intentions and behavior: A mediated–moderated model*. **Energy Efficiency**, 15(6), 2022, 20-40. <https://doi.org/10.1007/s12053-022-10050-z>
238. A., George & Y.T, Ernest,. *Does past failure inhibit future entrepreneurial intent? Evidence from Ghana*. **Journal of Small Business and Enterprise Development** 25(5), 2019, 849-863
239. L., Otache, K., Umar, Y., Audu & U., Onalo,. *The effects of entrepreneurship education on students' entrepreneurial intentions: A longitudinal approach*. **Education+ Training**, 2019
240. A.T., Nguyen, T. H., Do, T. B., Vu, K. A., Dang & H.L., Nguyen,. *Factors affecting entrepreneurial intentions among youths in Vietnam*. **Children and Youth Services Review**, 99, 2019, 186-193. <https://doi.org/10.1016/j.childyouth.2019.01.039>
241. Y, Arafat & M.I.M., Ibrahim,. *The use of measurements and health behavioral models to improve medication adherence*. In *Social and administrative aspects of pharmacy in low-and middle-income countries* (pp. 53-69). 2018, Academic Press
242. A., Acheampong, S., George, & R., ErnestYaw Tweneboah-Koduah. *Does past failure inhibit future entrepreneurial intent? Evidence from Ghana*. **Journal of Small Business and Enterprise Development** 25: 2019,849–63. [CrossRef]
243. G., Maheshwari & K.L., Kha,. *Investigating the relationship between educational support and entrepreneurial intention in Vietnam: The mediating role of entrepreneurial self-efficacy in the theory of planned behavior*. **International Journal of Management Education**, 20(2), 2022, 12-30. <https://doi.org/10.1016/j.ijme.2021.100553>
244. D., Wach, P., Kruse, S., Costa & J.,Antonio Moriano,. *Exploring social and commercial entrepreneurial intentions from theory of planned behaviour perspective: a cross-country study among Namibian and German students*. **Journal of Social Entrepreneurship**, 14(2), 2023, 226-247.
245. H.A., Bazkiaei, L. H., Heng, N. U., Khan, B. A., Saufi & R. S. R., Kasim, . *Do entrepreneurial education and big-five personality traits predict entrepreneurial intention among universities students? Cogent Business and Management*, 7(1), 2020, 12-32. <https://doi.org/10.1080/23311975.2020.1801217>
246. A., Permatasari & A., Agustina,. *Entrepreneurial Behaviour Among Undergraduate Business, Social and Engineering Students: a Case Study of a Private Indonesian University*. **Jurnal Manajemen Indonesia**, 18(2), 2018, 94. <https://doi.org/10.25124/jmi.v18i2.1172>

247. J.A., Schumpeter. *The Theory of Economic Development*, tenth printing 2004, Transaction Publishers, New Brunswick, New Jersey, 1912
248. J.A., Schumpeter, *The theory of economic development: an inquiry into profits, capital, credit, interest and the business cycle*, Harvard Economic Studies, Vol. 46, Harvard College, Cambridge, MA, 1934.
249. J.A., Schumpeter,, *Business Cycles: A theoretical, historical and statistical analysis of the capitalist process*, 2 vol, New York: McGraw-Hill, 1939.
250. M.E., Porter, & S., Stern,. *The new challenge to America's prosperity: Findings from the innovation index*, council on competitiveness, Washington, DC, 2009
251. J.A., Schumpeter. *Economic theory and entrepreneurial history* in Wohl, R.R. (ed.), *Change and the entrepreneur: postulates and the patterns for entrepreneurial history*, Research Center in Entrepreneurial History, Cambridge, Massachusetts: Harvard University Press.1959
252. A. Bandura, *The social foundations of thought and action*, Englewood Cliffs, NJ: Prentice-Hall, 2017.
253. A., Bandura. *Toward a psychology of human agency: Pathways and reflections. Perspectives on Psychological Science*, 13(2), 2018, 130–136.<https://doi.org/10.1177/1745691617699280>.
254. S., Boutaky & A, Sahib Eddine,. *Determinants of Entrepreneurial Intention among Scientific Students: A Social Cognitive Theory Perspective. Industry and Higher Education*, 37(2), 2023, 279-293. <https://doi.org/10.1177/09504222221120750>
255. H.E., Nwosu, P. C., Obidike, J. N., Ugwu, C. C., Udeze, & U.C., Okolie,. *Applying social cognitive theory to placement learning in business firms and students' entrepreneurial intentions. International Journal of Management Education*, 20(1),2022, 100602. <https://doi.org/10.1016/j.ijme.2022.100602>
256. H., Abdullah Alnemer,. *Predicting start-up intention among the females of Saudi Arabia using social cognitive theory. World Journal of Entrepreneurship, Management and Sustainable Development*, 17(4), 2021, 889–906. <https://doi.org/10.1108/WJEMSD-05-2021-0085>
257. T., Kushev, M.K., Ahuja & R. E., Carter,. *A Social Cognitive Perspective on Opportunity Evaluation. Journal of Entrepreneurship*, 28(1), 2019, 35–67. <https://doi.org/10.1177/0971355718810570>
258. Fragoso, R., Rocha-Junior, W., & Xavier, A. (2020). *Determinant factors of entrepreneurial intention among university students in Brazil and Portugal. Journal of Small Business & Entrepreneurship*, 32(1), 2020, 33-57.

259. I., Anwar, P., Thoudam & I., Saleem,. *Role of Entrepreneurial Education in Shaping Entrepreneurial Intention among University Students: Testing the Hypotheses using Mediation and Moderation Approach*. **Journal of Education for Business**, 97:1, 2022, 8-20, DOI: 10.1080/08832323.2021.1883502
260. S., Mukhtar, L.W., Wardana, A., Wibowo & B.S., Narmaditya,. *Does Entrepreneurship Education and Culture Promote Students' Entrepreneurial Intention? The Mediating Role of Entrepreneurship Mindset* (pp. 1-18). Cogent Education, 2021.
261. D.D., Kusumojanto, A., Wibowo, J. Kustiandi & B.S. Narmaditya,. *Do Entrepreneurship Education and Environment Promote Students' Entrepreneurial Intention? The Role of Entrepreneurial Attitude*. Cogent Education, 2022
262. M., Turulja. *Entrepreneurial Universities: Self-concept Impacts of Academic Entrepreneurship in a European Region*. **Journal of Gender and Society**, 27(1), 2021, 25-28. <https://doi.org/10.1177/0891242412471973>
263. W. A. Norwinski,. *Self-concept: An overview of African entrepreneurship and small business research*. **Journal for Small Business and Entrepreneurship**, 18, 2019, 101-200.
264. D.I., Yordanova & M. A., Tarrazon,. *Gender differences and Selfconcept in entrepreneurial intentions: Evidence from Bulgaria*. **Journal of Developmental Entrepreneurship**, 3(2), 2020, 20-69. <https://doi.org/10.1142/S1084946710001543>
265. W.F., Mungai & N.J., Ogot,. *Self-Concept: Entrepreneurial education's and Entrepreneurial role models' influence on career choice*. **Journal of Human Resource Management**, 8(5), 2019, 34-50
266. A.G., Steenkamp, S.P.; Van der Merwe & R. Athayde,. *An investigation into youth entrepreneurship in selected South African secondary schools: An exploratory study*. **Southern African Business Review**, 15(3), 2021, 46-75.
267. F., Wilson, J., Kickul, D., Marlino, S.D., Barbosa & M. D. Griffiths,. *An analysis of the role of gender and self-efficacy in developing female entrepreneurial interest and behaviour*. **Journal of Developmental Entrepreneurship**, 4(5), 2019, 25-41. <https://doi.org/10.1142/S1084946709001247>
268. D., Loayza,. *Autoconcepto, una revisión del constructo*. *Revista científica de acceso abierto de la Universidad Seminario Evangélico de Lima*, 1(1), 2019, 29-33..
269. D., Mansilla, M., Cheuquilán, L., Pillancari & L., Espinoza,. *Autoconcepto y rendimiento académico: una revisión de la literatura hispana*. **Revista INTEREDU**, 1(2), 2021, 109-131.

270. J., Möller, S., Zitzmann, F., Helm, N., Machts & F., Wolff,. *A Meta-Analysis of Relations Between Achievement and Self-Concept*. **Review of Educational Research**, 90(3), 2020, 376-419.
271. C., Cárcamo, A., Moreno & C., Barrio,. *Diferencias de género en matemáticas y lengua: rendimiento académico, autoconcepto y expectativas*. **Suma Psicológica** 27(1), 2020, 27-34. <https://doi.org/10.14349/sumapsi.2020.v27.n1.4>
272. L., Herrera, M., Al-Lal & L., Mohamed,. *Rendimiento escolar y autoconcepto en educación primaria. Relación y análisis por género*. **Revista INFAD de Psicología**, 3(1), 2019, 315-326. <https://doi.org/10.17060/ijodaep.2017.n1.v3.1000>
273. I., Giner, L., Navas, F.P., Holgado & J. A., Soriano,.. *Actividad física extraescolar, autoconcepto físico, orientaciones de meta y rendimiento académico*. **Revista de Psicología del Deporte**, 28(2), 2019, 107–116
274. G., Nabi & F.,Liñán,. *Does entrepreneurial education enhance entrepreneurial intention? A meta-analytic review*. **Academy of Management Learning & Education**, 16(3), 2019, 333-356.
275. M., Chand & R., Kaur,. *The role of entrepreneurial education in enhancing entrepreneurial intention: A study of undergraduate students*. **Journal of Entrepreneurship Education**, 21(1), 2019, 1-15.
276. M., Kalyoncuoğlu,. *The effect of entrepreneurship education on entrepreneurial intention: An experimental study on undergraduate business students*. **Journal of Management Research**, 18(4),2019, 427- 443.
277. M., Von Graevenitz, M., Uhlener & U., Yaman,. *The impact of entrepreneurship education on entrepreneurial intention: The UAE context*. **Journal of International Entrepreneurship**, 16(1), 2019, 124- 147.
278. R., Martin,. *The impact of entrepreneurship education on entrepreneurial intention: A meta-analysis*. **Journal of Business Venturing**, 29(3), 2019, 329-358
279. A., Chiu, A. Hsu & B., Lin,. *The impact of entrepreneurial education on entrepreneurial intentions: A meta-analysis of 30 years of research*. **Journal of Business Venturing**, 30(5), 2019, 613-628.
280. A., Fayolle, F., Liñán & J.A., Moriano,. *The impact of entrepreneurship education on entrepreneurial intentions: A meta-analysis of effects on intention to start a business and intention to manage a business*. **European Journal of Education**, 49(1), 2019, 73-91.

281. T., Tarus, A., Kemboi, D., Okemwa & K., Otiso,. *Determinants of Entrepreneurial Intention: Selected Kenyan Universities Service Sector Perspective*. **International Journal of Small Business and Entrepreneurship Research**, 4(6),2019, 1-52
282. C., Ojiaku, D., Nkamnebe & C., Nwaizugbo,.*Determinants of entrepreneurial intentions among young graduates: perspectives of push-pull-mooring model*. **Journal of Global Entrepreneurship Research**, 12, 2019, 8-24.
283. A., Ojewumi, J., Oyeleke, F., Agberotimi & O., Adedayo,. *The Influence of Gender and Self- Efficacy on Entrepreneurial Intentions among Obafemi Awolowo University Undergraduate Students*. *Africology: The Journal of Pan African Studies*, 11 (2), 2019, 169-185.
284. L., Okoye. Psychosocial predictors of entrepreneurial intention among Nigerian graduates. **International Journal of Psychology and Counselling**, 8(6), 2018, 73-80.
285. K., Kuehn,. Entrepreneurial intentions research: Implications for entrepreneurship education. **Journal of Entrepreneurship Education**, 11, 2023, 87-98.
286. A., Ali, K.J., Topping & H.R., Tariq,. *Entrepreneurial attributes among postgraduate students of a Pakistani university, US-China*. **Education Review**, 7(5), 2020, 66-77.
287. S.T., Akanbi,. *Familial Factors, Personality Traits and Self-Efficacy as Determinants of Entrepreneurial Intention among Postgraduate Students in Nigerian Universities: Conceptual Review Intention among Vocational Based College Of Education Students in Oyo State, Nigeria*. An unpublished P.hd Thesis from the department of education, University of Ibadan, Nigeria, 2023.
288. F., Zhao. *Exploring the synergy between entrepreneurship and innovation*. **International Journal of Entrepreneurial Behavior and Research**, 11 (1), 2021, 25-41
289. J, Lent. *The Entrepreneurial Propensity of Women*. **Entrepreneurship Theory and Practice**, 31, 2022, 341-364.
290. R., Passaro, I., Quinto & A., Thomas,. *The impact of higher education on entrepreneurial intention and human capital*. **Journal of Intellectual Capital**, 19(1), 2018, 135–156. Retrieved from <https://doi.org/10.1108/JIC-04-2017-0056>
291. S.T., Lee, H K., Lee, H. S., Ki, & G.Y., Gim,. *An influence on online entrepreneurship education platform utilization and self-deterministic to college students' entrepreneurial intention*. *International Conference on Computer and Information Science 2019*, (pp. 189–211). Cham: Springer

292. X., Qiao & J.H., Huang. *Effect of College Students' Entrepreneurial Self-Efficacy on Entrepreneurial Intention: Career Adaptability as a Mediating Variable*. **International Journal of Educational Methodology**, 5(3), 2019, 305-313. Retrieved from <https://doi.org/10.12973/ijem.5.3.305>
293. F.M., Oftedal, T. A., Iakovleva & L., Foss,. *University context matter: An institutional perspective on entrepreneurial intentions of students*. **Education + Training**, 60(7/8), 2019, 873–890. Retrieved from <https://doi.org/10.1108/ET-06-2016-0098>
294. M.R.M., Barral, F.G., Ribeiro & M.D., Canever. *Influence of the university environment in the entrepreneurial intention in public and private universities*. **RAUSP Management Journal**, 53(1), 2019, 122–133. Retrieved from <https://doi.org/10.1016/j.rauspm.2017.12.009>
295. Y., Engel, N.C., Dimitrova, S. N., Khapova & T., Elfring,. *Uncertain but able: Entrepreneurial self-efficacy and novices' use of expert decision-logic under uncertainty*. **Journal of Business Venturing Insights**, 1, 2019, 12–17. Retrieved from <https://doi.org/10.1016/j.jbvi.2014.09.002>
296. N.G., Boyd, & G.S., Vozikis,. *The influence of self-efficacy on the development of entrepreneurial intentions and actions*. **Entrepreneurship Theory and Practice**, 18(4), 2020, 63–77. Retrieved from <https://doi.org/10.1177/104225879401800404>
297. A., Newman, M., Obschonka, S., Schwarz, M., Cohen, & I., Nielsen,. *Entrepreneurial self-efficacy: A systematic review of the literature on its antecedents and outcomes, and an agenda for future research*. **Journal of Vocational Behavior**, 110(B), 2019, 403-419. Retrieved from <https://doi.org/10.1016/j.jvb.2018.05.012>
298. C.C., Chen, P. C., Greene & A., Crick,. *Does entrepreneurial self-efficacy distinguish entrepreneurs from managers?* **Journal of Business Venturing**, 13(4), 2018, 295–316. Retrieved from [https://doi.org/10.1016/S0883-9026\(97\)00029-3](https://doi.org/10.1016/S0883-9026(97)00029-3)
299. L.Z., Han & H., Fu,. *The development of a measuring scale for undergraduates' self-efficacy in starting an undertaking*. **Journal of Nanjing Normal University (Social Science Edition)**, 2019, 113–118. Retrieved from http://en.cnki.com.cn/Article_en/CJFDTOTAL-NJSS200901021.htm
300. W., Fan & Z.M., Wang,. *The study of entrepreneurial intention and its determinants*. **PSYCHOLOGICAL SCIENCE-SHANGHAI-**, 27(5; ISSU 151), 2018, 1087-1090. Retrieved from <https://doi.org/10.16719/j.cnki.1671-6981.2004.05.016>
301. H., Zhao, S.E., Seibert & G. E., Hills,. *The mediating role of self-efficacy in the development of entrepreneurial intentions*. **Journal of Applied Psychology**, 90(6), 2018, 267–296. Retrieved from <http://dx.doi.org/10.1037/0021-9010.90.6.1265>

302. B., Urban. *Entrepreneurship in the rainbow nation: Effect of cultural values and ESE on intentions*. **Journal of Developmental Entrepreneurship**, 11(3), 2018, 171–186. Retrieved from <http://dx.doi.org/10.1142/S1084946706000386>
303. J., Kickul, L.K., Gundry, S. D., Barbosa & I. Whitcanack,. *Intuition versus analysis? Testing differential models of cognitive style on entrepreneurial self-efficacy and the new venture creation process*. **Entrepreneurship Theory and Practice**, 33(2), 2019, 439–453. Retrieved from <https://doi.org/10.1111/j.1540-6520.2009.00298.x>
304. A., Naktiyok, C., Karabey, & A.C., Gulluce,. *Entrepreneurial self-efficacy and entrepreneurial intention: the Turkish case*. **International Entrepreneurship and Management Journal**, 6(4), 2020, 419-435. Retrieved from <https://doi.org/10.1007/s11365-009-0123-6>
305. X., Qiao, & J., Huang. *Effect of college students' entrepreneurial self-efficacy on entrepreneurial intention: Career adaptability as a mediating variable*. **International Journal of Educational Methodology**, 5(3), 2020, 305–313.<https://doi.org/10.26803/ijlter.18.9.10>
306. F. Jr. Krueger, M. D, Reilly, & A. L. Carsrud, “*Competing models of entrepreneurial intentions*,” **Journal of Business Venturing**, vol. 15, no. 5-6, 2020, pp. 411-432.
307. C. Chen, P. G. Greene, & A. Crick, “*Does entrepreneurial self-efficacy distinguish entrepreneurs from managers?*” **Journal of Business Venturing**, vol. 13, no. 4, 2019, pp. 295-316.
308. H., Zhao, S.E., Seibert & G. E., Hills,. *The mediating role of self-efficacy in the development of entrepreneurial intentions*. **Journal of Applied Psychology**, 90(6), 2018, 267–296. Retrieved from <http://dx.doi.org/10.1037/0021-9010.90.6.1265>
309. D., Wu, T., Yang, R., Rockett, L., Yu, S., Peng, & S., Jiang. *Uncertainty stress, social capital and suicidal ideation among Chinese medical students: Findings from a 22 university survey*. **Journal of Health Psychology**, 26(2), 2021, 214–225. <https://doi.org/10.1177/1359105318805820>
310. R.A., Baron & K.M., Hmieleski,. *Essentials of entrepreneurship second edition: Changing the world, one idea at a time*. Edward Elgar Publishing, 2019
311. J., Martínez-González, A., Kobylinska, U.,F.J., García-Rodríguez, & L Nazarko. *Antecedents of Entrepreneurial Intention among Young People: Model and Regional Evidence*. **Sustainability (Switzerland)**, 11(24), 2019, 1–29. <https://doi.org/10.3390/su11246993>
312. S.J., Teixeira, C. M., Casteleiro, R. G., Rodrigues & M. D., Guerra,. *Entrepreneurial Intentions and entrepreneurship in European Countries*. **International Journal of**

Innovation Science, Vol. 10 No. 1, 2019, pp. 22-42. <https://doi.org/10.1108/IJIS-07-2017-0062>

313. J, Lent, *The Entrepreneurial Propensity of Women*. **Entrepreneurship Theory and Practice**, 31, 2022, 341-364.
314. D., Lee & E., Tsang, *The effects of entrepreneurial personality, background and network activities on venture growth*. **Journal of Management Studies**, 38(4), 2020, 583 – 602
315. M. Obschonka, R. K. Silbereisen, & E. Schmitt-Rodermund, “*Entrepreneurial intention as developmental outcome*,” **Journal of Vocational Behavior**, vol. 77, no. 1, 2020, pp. 63-72.
316. D.C., Doanh, & T., Bernat. *Entrepreneurial self-efficacy and intention among Vietnamese students: A meta-analytic path analysis based on the theory of planned behaviour*. **Procedia Computer Science**, 159, 2447–2460. <https://doi.org/10.1016/j.procs.2019.09.420>
317. U.N., Saraih, A. Z., Aris, S. A., Mutalib, T.S., Ahmad, S., Abdullah, & M.H., Amlus,. *The influence of self-efficacy on entrepreneurial intention among engineering students*. MATEC Web of Conference, 150, 2018, 1–6. <https://doi.org/10.1051/matec/conf/201815005051>
318. A., Naktiyok, C., Karabey, & A.C., Gulluce,. *Entrepreneurial self-efficacy and entrepreneurial intention: the Turkish case*. **International Entrepreneurship and Management Journal**, 6(4), 2020, 419-435. Retrieved from <https://doi.org/10.1007/s11365-009-0123-6>
319. P., Dung & C.C., Tu,. *Research on the impact of university innovation and entrepreneurship education on university students’ entrepreneurship willingness based on virtual reality technology*. **Mathematical Problems in Engineering**, 1. 2., 2021, 1–10
320. D.N., Annisa, F., Tentama & K., Bashori,. *The role of family support and internal locus of control in entrepreneurial intentions of vocational high school students*. **International Journal of Evaluation and Research in Education (IJERE)**, 10(2), 2021, 38-51.
321. H., Budiyo & R., Setyawasih,. *Entrepreneurial intentions among entrepreneurship course students are shaped by individual effects and family support*. In Proceedings of the 1st international conference on recent innovations (ICRI 2018) 2020, 2109–2119.
322. A.K., Lingappa, A., Shah & A.O., Mathew,. *Academic, family, and peer influence on entrepreneurial intention of engineering students*. **SAGE Open**, July-September, 2020, 1–12.
323. T., Shen, A.E., Osorio & A., Settles. *Does family support matter? The influence of support factors on entrepreneurial attitudes and intentions of college students*. **Academy of Entrepreneurship Journal**, 23(1), 2019, 24–43.

324. T.A., Mohd, M., Yunus, F., Hairi, N., Hairi, & Y., Choo,. *Social support and depression among community dwelling older adults in Asia: A systematic review*. **BMJ Open** 9, 2019, e026667. doi: 10.1136/bmjopen-2018-026667
325. A., Bedaso, J., Adams, W., Peng, & D., Sibbritt. *The relationship between social support and mental health problems during pregnancy: a systematic review and meta-analysis*. **Reprod. Health** 18, 2021, 1–23
326. J., Wang, F., Mann, B., Lloyd-Evans, R., Ma, & S., Johnson,. *Associations between loneliness and perceived social support and outcomes of mental health problems: a systematic review*. **BMC Psychiatry** 18:5., 2019 doi: 10.1186/s12888-018-1736-
327. E., Priego-Cubero, V., Orgeta, C., López-Martínez, & R., del-Pino-Casado. *The relationship between social support and anxiety symptoms in informal carers: A systematic review and meta-analysis*. **J. Clin. Med** 12:2023, 12-34.
328. R.J., Watson, A. H., Grossman, & S. T., Russell,. *Sources of social support and mental health among LGB youth*. **Youth Soc.** 51, 2019, 30–48
329. U.C., Okafor-Agbala & E. C., Okigbo,. *Relationship between self-efficacy and academic performance of students in mathematics in Anambra State, Nigeria*. **South Eastern Journal of Research and Sustainable Development**, 6(1), 2021, 58-74.
330. K., Klyver, & J., Brinckmann,. *Revising entrepreneurial action in response to exogenous shocks: Considering the COVID-19 pandemic*. **Journal of Business Venturing Insights**, 14, 2020, e00186. <https://doi.org/10.1016/j.jbvi.2020.100186>
331. B.N., Neneh,. *Entrepreneurial passion and entrepreneurial intention: the role of social support and entrepreneurial self-efficacy*. **Studies in Higher Education**, 47(3), 2022, 587-603. <https://doi.org/10.1080/03075079.2020.1770716>
332. C.K., Malecki & M.K., Demaray,. *Measuring perceived social support: Development of the child and adolescent social support scale (CASSS)*. **Psychology in the Schools**, 39(1), 2018, 1–18. Retrieved from
333. M.A., Abebe, A., Gangadharan & J., Sutanonpaiboon,. *Perceived social support and social status as drivers of entrepreneurial career intentions between Caucasian and Mexican-American young adults*. **Journal of Entrepreneurship Education**, 17, 2020, 63–81. Retrieved from <https://sbe.sonoma.edu/research/perceived-social-support-and-social-status-drivers-entrepreneurial-career-intentions>
334. B.H., Xu, Y. G., Wang, & Y. M., Li. *The moderating effects of social support on relationship between job stress and job burnout among teachers in vocational colleges*. **Zhejiang Preventive Medicine**, 25, 2018, 1–3. Retrieved from <http://dx.doi.org/10.19485/j.cnki.issn1007-0931.2013.09.001>

335. Y., Sun, D., Zhang, Y., Yang, M., Wu, H., Xie, J., Zhang & Y., Su., *Social support moderates the effects of self-esteem and depression on quality of life among Chinese rural elderly in nursing homes. Archives of Psychiatric Nursing*, 31, 2019, 197–204. Retrieved from <https://doi.org/10.1016/j.apnu.2016.09.015>
336. J., Viseu, R., Leal, S.N., de Jesus, P., Pinto, P., Pechorro & E., Greenglass., *Relationship between economic stress factors and stress, anxiety, and depression: Moderating role of social support. Psychiatry Research*, 268(October), 2018, 102–107. Retrieved from <http://dx.doi.org/10.1016/j.psychres.2018.07.008>
337. T., Mahfud, M.B., Triyono, P., Sudira & Y., Mulyani., *The influence of social capital and entrepreneurial attitude orientation on entrepreneurial intentions: The mediating role of psychological capital. European Research on Management and Business Economics*, 26(1), 2020, 33-39. <https://doi.org/10.1016/j.iedeen.2019.12.005>
338. M., Gubbins, M., Harrington, D. & P., Hines., *Social support for academic entrepreneurship: Definition and conceptual framework. Journal of Management Development*, 39(5), 2020, 619-643. <https://doi.org/10.1108/jmd-11-2019-0456>
339. M., Molino, V., Dolce, C.G., Cortese & C., Ghislieri. *Personality and social support as determinants of entrepreneurial intention. Gender differences in Italy. PLOS ONE*, 13(6), 2019, 12-30.e0199924. <https://doi.org/10.1371/journal.pone.0199924>
340. M.S., Farooq. *Modelling the significance of social support and entrepreneurial skills for determining entrepreneurial behaviour of individuals. World Journal of Entrepreneurship, Management and Sustainable Development*, 14(3), 2022, 242-266. <https://doi.org/10.1108/wjemsd-12-2017-0096>
341. B., Hoogendoorn, P., Van der Zwan, & R., Thurik., *Sustainable entrepreneurship: The role of perceived barriers and risk. Journal of Business Ethics*, 157(4), 2019, 1133-1154. <https://doi.org/10.1007/s10551-017-3646-8>
342. S. Shane & S. Venkataraman, “*The promise of entrepreneurship as a field of research*,” **Academy of Management Review**, vol. 25, no. 1, 2020, pp.217-226.
343. R., Brown, S., Mawson & A., Rowe., *Start-UPS, entrepreneurial networks and equity crowd funding: A processual perspective. Industrial Marketing Management*, 80, 2019, 115-125. <https://doi.org/10.1016/j.indmarman.2018.02.003>
344. H.M., Gelaidan & A.O, Abdullateef., *Entrepreneurial intentions of business students in Malaysia. Journal of Small Business and Enterprise Development* 24(1), 2019, 54-67. <https://doi.org/10.1108/jsbed-06-2016-0078>

- ^{345.} F., Edelman, L. S., Manolova, O., Osiyevskyy, & G., Shirokova,. *When do Entrepreneurial Intentions Lead to Actions? The Role of National Culture*. **Journal of Business Research**, 96, 2018, 309-321. <https://doi.org/10.1016/j.jbusres.2018.11.034>
- ^{346.} B., Urban & F., Ratsimanetrimanana,. *Access to finance and entrepreneurial intention*. *Journal of Enterprising Communities: People and Places in the Global Economy*, 13(4), 2019, 455-471. <https://doi.org/10.1108/jec-12-2018-0106>
- ^{347.} S., Ryu, S., Kim & S., Lee,. *The effect of entrepreneurship education on entrepreneurial intention: The role of entrepreneurial self-efficacy*. **Entrepreneurship & Regional Development**, 31(3- 4), 2019, 227-249.
- ^{348.} M. Zhu & Y., Zhang,. *The effect of entrepreneurship education on entrepreneurial intention: A meta-analysis of mediating mechanisms*. **Journal of Small Business Management**, 57(1), 2019, 144-165.

Chapter Three

Methodology

The methodology applied in conducting this study is expressed in this chapter with the following sub-headings: research design, the area of study, population of the study, sampling technique,

sample of the study, instrument for data collection, validation of instrument, reliability of instrument; administration of the instrument and methods of data analysis.

3.1 Research Design

This study adopted the descriptive research design of survey type and made use of the quantitative approach with a questionnaire named ‘Academic Self-concept, Self-efficacy, Social Support and Entrepreneurial Intention Questionnaire (ASSSSEIQ) to collect data for the study. It is a type of design that researcher usually has no control over the variables of interest being investigated and therefore cannot manipulate them. Usually, data are collected as phenomena under investigation even take place. The researcher only described events as they occurred. This implies that the variables were not manipulated by the researcher because he did not have direct control of them.

3.2 Population of the Study

The population of the study comprised of 9000 private university undergraduates in their 300 level of study in South-west, Nigeria.

Table 3.1: Population of 300 Level Students in Private Universities in South-west, Nigeria

Private University	Number of 300 Level Students
Lead City University, Ibadan	1459
Kola Daisi University, Ibadan	180
Dominican University, Ibadan	56

Ajayi Crowther University, Oyo	674
Covenant University, Ota	1912
Crawford University, Igbesa	124
Crescent University, Abeokuta	158
Hallmark University, Ijebu-Itele	176
Augustine University, Ilara-Epe	191
Caleb University, Imota , Lagos	203
Anchor University, Ayobo, Lagos	204
Eko University of Medical and Health Sciences, Ijanikin, Lagos	101
Precious Cornerstone University, Ibadan	52
Dominion University, Ibadan	121
Achievers University, Owo	177
Elizade University, Ilara-Mokin	144
Wesley University of Science and Technology, Ondo	45
Afe Babalola University, Ekiti State	280
Chrisland University, Owode	137
Mountain Top University, Ibafo	158
Mcpherson University, Seriki Sotayo, Ajebo	311
Babcock University, Ilishan Remo	806
Bells University of Technology, Ota	393
South-western University, Okun-Owa	164
Trinity University, Yaba	179
Bowen University, Iwo	775
Redeemer's University, Ede	273
Fountain University, Oshogbo	98
Joseph Ayo Babalola University, Ikeji-Arakeji	209
Kings University, Ode-Omu	75
Adeleke University, Ede	172
Pan Atlantic University, Lagos	32
Total= 33	Total=9439

Source: ICT Units of the Private Universities, 2023

3.3 Sample and Sampling Techniques

The sample used for this study consisted of 1,305 male and female emerging adults in 300 level of study in private universities in South-west, Nigeria. A sample of 1,305 male and female 300 level students was selected as participants for the study, using the multistage sampling procedure.

These 1,305 300 level students were selected from the 9 private universities in three states (Ogun, Ondo and Oyo) selected from the South-west, Nigeria through the use of the Multistage sampling procedure. Regarding selection through multistage sampling procedure, first stage involved selecting three out of six states using the Simple random sampling technique (Basket method), these states are Ogun, Ondo and Oyo States. At the second stage, simple random sampling technique was also used in selecting three private universities in each of the three states. This is because Ondo State has only three private universities as at the time of the field work. Three was used as a benchmark to pick the number of private universities in each of the three randomly selected states. A sample of 1,305 male and female 300 level students were finally selected using the Taro Yamane formula¹. The sample size used in the study is appropriate as it is in agreement with specific population parameters such as population size, margin of error, and confidence level. The sample was got using Taro Yamane standard method for sample size calculation. The Taro Yamane method for sample size calculation was propounded by the statistician Taro Yamane in 1967 to determine the sample size from a given population¹. Below is the mathematical illustration for the Taro Yamane method: $n=N/ (1+N (e)^2)$ where:

n = signifies the sample size

N = signifies the population under study

e= signifies the margin error (it could be 0.10, 0.05, or 0.01)

Therefore, with the total population of 300 level students in private universities in determining the sample size it will be thus:

$n=N/ (1+N (e)^2)$ where:

n = signifies the sample size

N = signifies the population under study

e= signifies the margin error which 0.05

Sample Size Selection for 300 Level Students in Lead City University

$$n=N/1+N(e)^2$$

n= sample size

N= Population

$$e= 0.05$$

$$n= 1459/1+1459(0.05)^2$$

$$n=1459/1+1459 (0.0025)$$

$$n= 1459/1+3.65$$

$$n= 1459/4.65$$

$$n= 314$$

Sample Size Selection for 300 Level Students in Kola Daisi University

$$n=N/1+N(e)^2$$

n= sample size

N= Population

$$e= 0.05$$

$$n= 180/1+180(0.05)^2$$

$$n=180/1+180 (0.0025)$$

$$n= 180/1+0.45$$

$$n= 180/1.45$$

$$n= 125$$

Sample Size Selection for 300 Level Students in Ajayi Crowther University

$$n=N/1+N(e)^2$$

n= sample size

N= Population

$$e= 0.05$$

$$n= 308/1+308(0.05)^2$$

$$n=308/1+308(0.0025)$$

$$n= 308/1+0.77$$

$$n= 308/1.77$$

$$n= 174$$

Sample Size Selection for 300 Level Students in Achievers University

$$n=N/1+N(e)^2$$

n= sample size

N= Population

$$e= 0.05$$

$$n= 177/1+177(0.05)^2$$

$$n=177/1+177(0.0025)$$

$$n= 177/1+0.44$$

$$n= 177/1.44$$

$$n= 123$$

Sample Size Selection for 300 Level Students in Elizade University

$$n=N/1+N(e)^2$$

n= sample size

N= Population

$$e= 0.05$$

$$n= 144/1+144(0.05)^2$$

$$n=144/1+144(0.0025)$$

$$n = 144/1 + 0.36$$

$$n = 144/1.36$$

$$n = 106$$

Sample Size Selection for 300 Level Students in Wesley University

$$n = N/1 + N(e)^2$$

n= sample size

N= Population

$$e = 0.05$$

$$n = 45/1 + 45(0.05)^2$$

$$n = 45/1 + 45(0.0025)$$

$$n = 45/1 + 0.11$$

$$n = 45/1.11$$

$$n = 41$$

Sample Size Selection for 300 Level Students in Macpherson University

$$n = N/1 + N(e)^2$$

n= sample size

N= Population

$$e = 0.05$$

$$n = 211/1 + 21(0.05)^2$$

$$n = 211/1 + 211(0.0025)$$

$$n = 211/1 + 0.53$$

$$n = 211/1.53$$

$$n = 138$$

Sample Size Selection for 300 Level Students in Bells University

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 393 / (1 + 393(0.05)^2)$$

$$n = 393 / (1 + 393(0.0025))$$

$$n = 393 / 1.98$$

$$n = 393 / 1.98$$

$$n = 199$$

Sample Size Selection for 300 Level Students in Crescent University

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 108 / (1 + 108(0.05)^2)$$

$$n = 108 / (1 + 108(0.0025))$$

$$n = 108 / 1.27$$

$$n = 108 / 1.27$$

$$n = 85$$

Table 3.2: Sampling Frame of 300 level Students in Private Universities in South-west, Nigeria.

Private University	Number of 300 level Students
Lead City University, Ibadan	314
Kola Daisi University, Ibadan	125

Ajayi Crowther University, Oyo	174
Achievers University, Owo	123
Elizade University, Ilara Mokin	106
Wesley University of Sci. & Tech. Ondo	41
Mcpherson University, Seriki Sotayo, Ajebo	138
Bells University of Technology, Ota	199
Crescent University, Abeokuta	85
Total = 9	Total = 1,305

Source: ICT Units of the Private Universities, 2023

3.4 Instrument used for the Study

The instrument used to collect empirical data for this study was a Questionnaire named Emerging Adults Entrepreneurial Intention Questionnaire (EAEIQ). The questionnaire has five sections with four sub-scales. Section A contains the demographic data of the respondents; section B to E contained Entrepreneurial Intention, Academic Self-concept, Self-efficacy and Social Support Scales respectively.

Entrepreneurship Intention Questionnaire was used to measure entrepreneurial intentions of emerging adults used for the study. Entrepreneurship Intention Questionnaire constitutes the explanatory context of intention based on entrepreneurial intention, professional attraction and entrepreneurial capacity that will make individuals' desired intention to becoming an entrepreneur more credible. This questionnaire is considered to be quite appropriate and an adequate model for analyzing university students' intention to become an entrepreneur. It has 16 items that are rated on a scale from 1 ("not at all true") to 4 ("exactly true") and its internal reliability is between .86

and .90². The scale was adopted and used to measure the intention of emerging adults to become entrepreneurs.

The Academic Self Concept Questionnaire (ASCQ) was designed to assess students' academic self-concept in Singapore. It was adapted and used to measure the academic self-concept of emerging adults in the study. The development of the ASCQ reflects the conceptualisation of academic self-concept as a hierarchical model consists of one overarching higher order factor, academic self-concept, (20 items) and two first-order factors (academic confidence) and (academic effort). Academic confidence assesses students' feelings and perceptions about their academic competence while academic effort investigates students' commitment to and involvement and interest in schoolwork. Answers to the individual items were rated on a four-point scale ranging from 'strongly agree' (1) to 'strongly disagree' (4). The validity and reliability of the ASCQ have been established in previous studies in Singapore with Cronbach's alpha (α) ranging between 0.71 and 0.89³.

The General Self-Efficacy Scale (GSE) is a self-report measure of self-efficacy. It has become a widely used instrument for measuring general self-efficacy, and it was found suitable for this study. The scale was therefore adopted to measure the general self-efficacy of the emerging adults. The GSE assesses a broad and stable sense of personal competence to deal effectively with a variety of stressful situations. It consists of 10 items that are rated on a scale from 1 ("not at all true") to 4 ("exactly true"). The GSE sum score is calculated by summing the item scores, and ranges between 10 (lowest GSE) and 40 (highest GSE). The scale has been used in research with college students and population cohorts, as well as with clinical populations. The General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety. Internal reliability for GSE = Cronbach's alphas between .76 and .90⁴.

Multidimensional Scale of Perceived Social Support (MSPSS) is a 12-item scale designed to measure perceived social support from three sources: Family, Friends, and a Significant Other. This scale has three different subscales designed to measure three dimensions of perceived social support. These dimensions are: 1) Appraisal Support 2) Belonging Support 3) Tangible Support. Each dimension is measured by 4 items on a 4-point scale ranging from 'strongly agree' (1) to 'strongly disagree' (4). It has internal reliability Coefficient of between 0.81 and 0.87⁵. The scale was adapted and used in measuring the social support that emerging adults enjoy from family friends and significant others.

3.5 Validity of the Research Instrument

The scales have been validated and their psychometric properties established. The face, content and construct validity have been ascertained. These were established through the judgment of experts in psychometrics, tests and measurement, with inputs from the researcher's supervisor. It was ensured that items on the instrument are suitable, appropriate and adequate to elicit needed information from respondents. The research instrument was subjected to validation with the assistance of the supervisor in order to ensure that the instrument sub-scales actually measure what they are expected to measure.

3.6. Reliability of the Research Instrument

The reliability of the instrument was determined with the use of Cronbach's alpha in SPSS v.23 software, in order to assess and establish the reliability, or internal consistency of the sub-scales and items. Cronbach's alpha was used in the study to assess the inter-correlation of the items of

the scales. A pilot study was conducted to establish the reliability coefficients of the scales. Thirty copies of the study questionnaire were administered on thirty male and female emerging adults from Bowen University, Iwo, Osun State, Nigeria. The results revealed Entrepreneurial intention scale ($\alpha = .83$), Academic Self-concept scale ($\alpha = .85$), General Self-efficacy scale ($\alpha = .74$) and the Perceived Social Support Scale ($\alpha = .75$). the average Cronbach alpha coefficient was ($\alpha = .79$).

3.7 Administration of the Research Instrument

The researcher introduced himself with a letter from the Department of Arts and Social Science Education, Lead City University, Ibadan to the appropriate authorities in the private universities from which respondents were sampled. This was to facilitate collection of data for the study. The data collection exercise was carried out by the researcher with the help of three research assistants who were engaged and trained to assist in the administration and collection of the questionnaires across the selected private universities in South-west, Nigeria. The participants in the study consented to filling the questionnaire and willingly did so. They were met mostly after lectures in general courses and had large numbers. The questionnaires were retrieved on the spot. The data collection exercise lasted three months.

3.8 Method of Data Analysis

Demographic data and the research questions were analyzed using percentage, frequency counts, mean and standard deviation, while, the Pearson's product moment correlation analytical tool, multiple regression analysis and T-test statistics at 0.05 alpha level.

Endnotes

1 T. Yamane. *Statistics: An Introductory Analysis*. 2nd Ed., New York: Harper and Row. 1967

- 2 F. Liñán & Y. Chen. *Testing the entrepreneurial intention model on a two-country sample*: Research Gate, 2006.
- 3 W. Liu & C. D. J. Wang & E. J. Parkins. *A longitudinal study of students' academic self-concept in a streamed setting: The Singapore context*. **British Journal of Educational Psychology**, 74(4), 2005, 567.
- 4 R. Schwarzer & M. Jerusalem. *Generalized Self-Efficacy scale. Measures in health psychology: A user's portfolio*. Causal and Control Beliefs, 1995, 35-37).
- 5 G. Zimet. *Multidimensional Scale of Perceived Social Support (MSPSS) - Scale Items and Scoring Information*. Research Gate., 2016.

Lead City University Ibadan DO NOT COPY

Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of findings; the answers to the research questions and results of tested hypotheses are presented. The analysis of data and discussion of findings were presented in this chapter in the following order:

4.1 Questionnaire Return Rate

Table 4.1 Questionnaire Return Rate

Number Distributed	Number Returned	Percentage
1305	1103	84.5%

Source: Field Survey, 2023

4.2 Analysed Demographic Information

Table 4.2.1 Gender of Respondents

S/N	Gender	Frequency	Percentage
1	Male	492	44.6
2	Female	611	55.4
	Total	1103	100

Source: Field survey, 2023

Demographic information presented in Table 4.2.1 highlights the gender identity of respondents that participated in the survey. Result obtained shows that out of the 1103 respondents, 492 (44.6%) were male, while 611 (55.4%) were female. The data suggests that there are more female students than male students in private universities in South-west, Nigeria.

S/N	Age	Frequency	Percentage
	18-20	754	68.4
	21-25	349	31.6
	Total	1103	100

Source: Field survey, 2023

Demographic information presented in Table 4.2.2 presents age distribution of male and female undergraduates in private universities in South-west Nigeria who participated in the survey. The table contains two age categories within the emerging adulthood range of 18-25, each with its frequency and percentage. From the table, we can see that the majority of the undergraduates are between the ages of 18 and 20. This connotes that emerging adults in private universities in South-west, Nigeria are early emerging adults.

4.3 Answers to Research Questions

Research Question One: What is the level of entrepreneurship intention among emerging adults of private universities in South-west, Nigeria?

Table 4.3.1: Level of Entrepreneurship Intention among Emerging Adults of Private Universities in South-West, Nigeria

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean (\bar{x})	SD.
1	I am ready to make anything to be an entrepreneur	487 (44.2%)	396 (35.9%)	154 (14.0%)	66 (6.0%)	3.18	0.888
2	My professional goal is to become an entrepreneur	245 (22.2%)	418 (37.9%)	264 (23.9%)	176 (16.0%)	2.66	0.994
3	I will make every effort to start and run my own firm	553 (50.1%)	242 (21.9%)	154 (14.0%)	154 (14.0%)	3.08	1.093
4	I am determined to create a firm in the future	685 (62.1%)	88 (8.0%)	132 (12.0%)	198 (18.0%)	3.14	1.200
5	I have very serious thought of starting a firm	597 (54.1%)	418 (37.9%)	66 (6.0%)	22 (2.0%)	3.44	0.697
6	I have got intention to start a firm some day	641 (58.1%)	242 (21.9%)	44 (4.0%)	176 (16.0%)	3.22	1.100
7	A career as entrepreneur is attractive for me	421 (38.2%)	462 (41.9%)	154 (14.0%)	66 (6.0%)	3.12	0.864
8	If I had the opportunity and resources, I would like to start a firm	553 (50.1%)	396 (35.9%)	88 (8.0%)	66 (6.0%)	3.30	0.854
9	Being an entrepreneur would entail great satisfaction for me	597 (54.1%)	264 (23.9%)	198 (18.0%)	44 (4.0%)	3.28	0.895
10	Among various options, I would rather be an entrepreneur	267 (24.2%)	396 (35.9%)	110 (10.0%)	330 (29.9%)	2.54	1.154
11	To start a firm and keep it working would be easy for me	377 (34.2%)	462 (41.9%)	154 (14.0%)	110 (10.0%)	3.00	0.939
12	I am prepared to start a viable	333	418	154	110	2.80	1.059

	firm	(30.2%)	(37.9%)	(14.0%)	(10.0%)		
13	I can control the creation process of a new firm	157 (14.2%)	418 (37.9%)	132 (12.0%)	396 (35.9%)	2.30	1.103
14	I know the necessary practical details to start a firm	135 (12.2%)	264 (23.9%)	462 (41.9%)	242 (21.9%)	2.26	0.938
15	I know how to develop an entrepreneurial project	69 (6.3%)	132 (12.0)	374 (33.9)	528 (47.9)	1.77	0.891
16	If I try to start a firm, I would have a high probability of succeeding	465 (42.2%)	418 (37.9%)	132 (12.0%)	88 (8.0%)	3.14	0.917

Weighted Average Mean (\bar{x}) = 2.89

Threshold: mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

Decision- the level of entrepreneurial intention of emerging adults of private universities in South-west, Nigeria is high.

Source: Field survey, 2023

From the result in table 4.3.1, it is revealed that the level of entrepreneurial intention among emerging adults who is high with the weighted average mean (\bar{x}) score of 2.89. The result implies that undergraduates in private universities in South-west, Nigeria have high tendency to own businesses and enterprises. As it is observed before the study was carried out, and confirmed in this study, many private universities have entrepreneurship as their focal points whereby their graduate become enterprising, owning businesses even while they are still in school. Many students in the private universities are full or partly self-sponsored through small and medium scale enterprises that they own.

Research Question Two: What is the level of academic self-concept among emerging adults of private universities in South-west, Nigeria?

Table 4.3.2: Level of Academic Self-concept among Emerging Adults of Private Universities in South-west, Nigeria

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean (\bar{x})	SD
1	I can follow the lectures easily.	377 (34.2%)	286 (25.9%)	198 (18.0%)	242 (21.9%)	2.72	1.150
2	I day dream a lot in class.	465 (42.2%)	66 (6.0%)	330 (29.9%)	242 (21.9%)	2.68	1.225
3	I am able to help my course mates with their term papers if permitted.	201 (18.2%)	242 (21.9%)	88 (8.0%)	572 (51.9%)	2.07	1.210
4	I often do my assignment without thinking	465 (42.2%)	418 (37.9%)	44 (4.0%)	176 (16.0%)	3.06	1.047
5	If I work hard I think I can graduate with a good grade from the university	707 (64.1%)	176 (16.0%)	154 (14.0%)	66 (6.0%)	3.38	0.935
6	I pay attention to the lecturers during lectures	641 (58.1%)	264 (23.9%)	66 (6.0%)	132 (12.0%)	3.28	1.020
7	Most of my course mates are smarter than I am	421 (38.2%)	462 (41.9%)	198 (18.0%)	22 (2.0%)	3.16	0.784
8	I study hard for my tests	663 (60.1%)	330 (29.9%)	88 (8.0%)	22 (2.0%)	3.48	0.728
9	My lecturers feel that I am poor in my work	267 (24.2%)	220 (19.9%)	418 (37.9%)	198 (18.0%)	2.50	1.046
10	I am usually interested in my course work	443 (40.2%)	198 (18.0%)	242 (21.9%)	220 (19.9%)	2.78	1.172
11	I often forget what I have learnt.	619 (56.1%)	264 (23.9%)	132 (12.0%)	88 (8.0%)	3.28	0.960
12	I am willing to do my best to pass all the courses	861	44	154	44	3.56	0.875

		(78.1%)	(4.0%)	(14.0%)	(4.0%)		
13	I get frightened when I am asked a question by the lecturers.	355 (32.2%)	396 (35.9%)	198 (18.0%)	154 (14.0%)	2.86	1.021
14	I often feel like quitting school.	465 (42.2%)	176 (16.0%)	264 (23.9%)	198 (18.0%)	2.82	1.161
15	I am good in most of my university courses	553 (50.1%)	308 (27.9%)	132 (12.0%)	110 (10.0%)	3.18	0.994
16	I am always waiting for the lectures to end.	685 (62.1%)	88 (8.0%)	176 (16.0%)	154 (14.0%)	3.18	1.143
17	I always do poorly in tests	201 (18.2%)	66 (6.0%)	286 (25.9%)	550 (49.9%)	1.93	1.133
18	I am not willing to put in more effort in my course work	157 (14.2%)	308 (27.9%)	550 (49.9%)	88 (8.0%)	2.48	0.833
19	I am able to do better than my friends in most courses	487 (44.2%)	286 (25.9%)	88 (8.0%)	242 (21.9%)	2.92	1.181
20	I am not willing to put in more effort in my course work	135 (12.2%)	242 (21.9%)	528 (47.9%)	198 (18.0%)	2.28	0.899

Weighted Average Mean (\bar{x}) = 2.88

Threshold: mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

Decision- the level of academic self-concept among emerging adults of private universities in South-west, Nigeria is high.

Source: Field survey, 2023

From the result in table 4.3.2, it is revealed that the level of academic self-concept among emerging adults is high with the weighted average mean (\bar{x}) score of 2.88. The result implies that undergraduates in private universities in South-west, Nigeria see themselves highly from the lens

of self-perception of academic prowess. These students rate themselves highly regarding academic confidence and they have a positive evaluation of their own view in relation to activities on campus geared towards good academic outcomes. High academic self-concept among emerging adults connotes strong view of themselves regarding self-perceptions when it pertains to academic competence.

Research Question Three: What is the level of self-efficacy among emerging adults of private universities in South-west, Nigeria?

Table 4.3.3: Level of Self-efficacy among Emerging Adults of Private Universities in South-west, Nigeria

		General Self-Efficacy Scale (GSE)				Mean	SD
S/N	Items	Not at all true	Hardly true	Moderately true	Exactly true	(\bar{x})	
1	I can always manage to solve difficult problems if I try hard enough	465 (42.2%)	264 (23.9%)	198 (17.9%)	176 (15.9%)	2.23	1.227
2	If someone opposes me, I can find the means and ways to get what I want.	458 (41.5%)	376 (34.1%)	144 (13.1%)	125 (11.3%)	2.08	1.235
3	It is easy for me to stick to my aims and accomplish my goals.	308 (27.9%)	520 (47.1%)	100 (9.1%)	175 (15.9%)	2.48	1.325
4	I am confident that I could deal efficiently with unexpected events.	500 (45.3%)	432 (39.2%)	64 (5.8%)	107 (9.7%)	1.72	0.964
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.	351 (31.8%)	320 (29%)	200 (18.2%)	232 (21%)	2.54	0.917
6	I can solve most problems if I invest the necessary effort.	329 (29.8%)	411 (37.3%)	200 (18.2%)	163 (14.7%)	2.31	1.243
7	I can remain calm when facing difficulties because I can rely on my coping abilities.	412 (37.4%)	241 (21.8%)	210 (19%)	240 (21.8%)	2.49	0.876

8	When I am confronted with a problem, I can usually find several solutions.	469 (42.5%)	311 (28.2%)	223 (20.2%)	100 (9.1%)	2.22	0.912
9	If I am in trouble, I can usually think of a solution	422 (38.2%)	400 (36.3%)	117 (10.6%)	164 (14.9%)	2.17	0.897
10	I can usually handle whatever comes my way.	442 (40.1%)	300 (27.2%)	234 (21.2%)	127 (11.5%)	2.13	0.162

Weighted Average Mean (\bar{x}) = 2.24

Threshold: mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

Decision- the level of self-efficacy of emerging adults of private universities in South-west, Nigeria is Low.

Source: Field survey, 2023

The result in table 4.3.3 showed that the level of self-efficacy among emerging adults is low with the weighted average mean (\bar{x}) score of 2.24. The result implies that undergraduates in private universities in South-west, Nigeria have a poor judgment of their capabilities to accomplish task and achieve goals in life. These students' beliefs in themselves to be able to navigate life's difficulties are adjudged to be poor and weak.

Research Question Four: What is the level of perceived social support among emerging adults of private universities in South-west, Nigeria?

Table 4.3.4: Level of Perceived Social Support among Emerging Adults of Private Universities in South-west, Nigeria

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean (\bar{x})	SD
1	There is a special person who is around when I am in need	707 (64.1%)	264 (23.9%)	88 (8.0%)	44 (4.0%)	3.48	0.806
2	There is a special person with whom I can share joys and sorrows	597 (54.1%)	286 (25.9%)	154 (14.0%)	66 (6.0%)	3.28	0.917
3	My family really tries to help me	817 (74.1%)	198 (18.0%)	22 (2.0%)	66 (6.0%)	3.60	0.800
4	I get the emotional help and support I need from my family	641 (58.1%)	330 (29.9%)	66 (6.0%)	66 (6.0%)	3.40	0.848
5	I have a special person who is a real source of comfort to me	663 (60.1%)	330 (29.9%)	66 (6.0%)	44 (4.0%)	3.46	0.780
6	My friends really try to help me	619 (56.1%)	374 (33.9%)	22 (2.0%)	88 (8.0%)	3.38	0.869
7	I can count on my friends when things go wrong	399 (36.2%)	352 (31.9%)	198 (18.0%)	154 (14.0%)	2.90	1.045
8	I can talk about my problems with my family	487 (44.2%)	418 (37.9%)	110 (10.0%)	88 (8.0%)	3.18	0.910
9	I have friends with whom I can share my joys and sorrows	553 (50.1%)	396 (35.9%)	44 (4.0%)	110 (10.0%)	3.26	0.934
10	There is a special person in my life who cares about my feelings	465 (42.2%)	374 (33.9%)	198 (18.0%)	66 (6.0%)	3.12	0.909
11	My family is willing to help me make decisions	641	264	154	44	3.36	0.866

		(58.1%)	(23.9%)	(14.0%)	(4.0%)		
12	I can talk about my problems with my friends	487	396	44	176	3.08	1.055
		(44.2%)	(35.9%)	(4.0%)	(16.0%)		

Weighted Average Mean (\bar{x}) = 3.29

Threshold: mean value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

Decision- the level of perceived social support of emerging adults of private universities in South-west, Nigeria is high.

Source: Field survey, 2023

Table 4.3.4 revealed that the level of perceived social support among emerging adults of private universities in South-west, Nigeria is high with the weighted average mean (\bar{x}) score of 3.29. From the result, it can be seen that students in private universities perceived that they are supported. The result implies that family (parents, siblings and relatives), friends and significant others in emerging adults' lives form a strong support system and help them navigate life with resources for the present time and the assurance of continued support in the nearest future.

4.4 Tests of Hypotheses

H₀₁: There will be no significant joint influence of academic self-concept, self-efficacy and social support on entrepreneurial intentions of emerging adults in South-west, Nigeria

Table 4.4.1: Summary of Regression Analysis Showing Significant Joint Influence of Academic Self-concept, Self-efficacy and Social Support on Entrepreneurial Intentions of Emerging Adults in South-West, Nigeria

R	R²	Adj. R²	STD Error of the Estimate			
.998	.995	.987	1.023			

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	230191.660	3	76730.553	73269.990	.000 ^b
	Residual	1150.906	1099	1.047		
	Total	231342.566	1102			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Social Support, Self-efficacy, Academic Self-concept

Source: Field survey, 2023

Table 4.4.1 displays the results of the regression analysis, indicating a strong fit of the model with an adjusted R Square of .987. This suggests that approximately 98.7% of the variance in entrepreneurial intention among emerging adults of private universities in South-west, Nigeria can be explained by the combined influence of academic self-concept, self-efficacy and social support. The other percentage is caused by other variables that are extraneous to this study. The ANOVA results further confirm the statistical significance of the regression model, with a high F-value of 73269.990 and a p-value (Sig.) of .000, which is below the conventional alpha level of .05. These findings imply that there is a significant joint influence of academic self-concept, self-efficacy and social support on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria.

Furthermore, the table reveals that the predictors, including academic self-concept, self-efficacy and social support, collectively account for a significant amount of variance in entrepreneurial intention, as reflected by the regression sum of squares of 230191.660 and a mean square of

76730.553. Overall, based on the available data, the null hypothesis H₀₁ is rejected, which posits that there will be no significant joint influence of academic self-concept, self-efficacy and social support on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. The results suggest that these factors do indeed have a significant joint influence on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria.

H₀₂: There will be no significant relative influence of academic self-concept, self-efficacy and social support on entrepreneurial intentions among emerging adults of private universities in South-west, Nigeria

Table 4.4.2: Summary of Regression Analysis Showing Relative Influence of Academic Self-concept, Self-efficacy and Social Support on Entrepreneurial Intention among Emerging Adults of Private Universities in South-west, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.526	.775		17.460	.000
	Academic Self Concept	.268	.015	.544	28.689	.000
	Self-efficacy	.393	.015	.193	17.582	.000
	Social Support	.417	.015	.277	26.757	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Field survey, 2023

Table 4.4.2 presents the results of hypothesis two, which posits that there will be no significant relative influence of academic self-concept, self-efficacy and social support on entrepreneurial intentions among emerging adults of private universities in South-west, Nigeria. The coefficients in the table represent the unstandardised coefficients, indicating the magnitude of the effect of each independent variable (academic self-concept, self-efficacy and social support) on the dependent variable (entrepreneurial intention) in the regression model. The results reveal that all three independent variables, namely academic self-concept, self-efficacy and social support, have

statistically significant influences on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. This is evident from the low p-values (less than .05) in the "Sig." column, indicating that the results are statistically significant at a 95% confidence level.

The standardised coefficients (β) reflect the relative influence of each independent variable on the dependent variable, after accounting for differences in the the variables. The standardised coefficients are interpreted as the change in the dependent variable associated with a one-unit change in the independent variable, while holding all other variables constant. Based on the results, academic self-concept has the highest influence on entrepreneurial intention ($t= 28.689$; $\beta = .544$). This is followed by social support ($t=26.757$; $\beta =.277$), while self-efficacy contributed the least relative influence on entrepreneurial intention ($t= 17.582$; $\beta = .193$). The findings suggest that academic self-concept, social support and self-efficacy have significant relative influence on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria, in different magnitude contradicting the null hypothesis (H_0 2).

H_0 3: There will be no significant relationship between academic self-concept and entrepreneurship intention of emerging adults in South-west, Nigeria

Table 4.4.3: Pearson Product Moment Correlation Showing Relationship between Academic Self-concept and Entrepreneurial Intention among Emerging Adults of Private Universities in South-West, Nigeria

Descriptive Statistics

	Mean (\bar{x})	Std. Deviation	N
Academic Self-concept	59.32	17.317	1103
Entrepreneurial Intention	42.97	10.286	1103
Correlations			
		Academic Self-concept	Entrepreneurial Intention
Academic Self-concept	Pearson Correlation	1	.724*
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	421134.612	245191.160
	Covariance	472.749	221.234
	N	1103	1103
Entrepreneurial Intention	Pearson Correlation	.724*	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	245191.160	178334.296
	Covariance	221.234	196.521
	N	1103	1103

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey, 2023

Table 4.4.3 presents evidence that led to the rejection of hypothesis H₀₃, which stated that there will be no significant relationship between academic self-concept and entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. The strong positive correlation coefficient of 0.724*, along with the significant level of 0.000, indicates that there is a significant relationship between these two variables.

The descriptive statistics provide valuable insights into the central tendency and variability of the data. The mean score of 59.32 for academic self-concept suggests that, on average, the emerging adults perceive a relatively academic self-concept. Similarly, the mean score of 42.97 for entrepreneurial intention indicates that, on average, the emerging adults exhibit a favourable level of entrepreneurial intention. However, it's important to note that the standard deviations of 17.317 for academic self-concept and 10.286 for entrepreneurial intention suggest some variability in the data.

The Pearson correlation coefficient of 0.724* depicts a strong positive relationship between academic self-concept and entrepreneurial intention. This implies that as the academic self-concept increases, emerging adults are more likely to engage in entrepreneurial ventures and endeavours that allow them make positive impact in the society and attain self-actualisation. The significance level (Sig.) of 0.000 indicates that the relationship between academic self-concept and entrepreneurial intention is statistically significant at the 0.05 level (2-tailed), which provides strong evidence to reject the null hypothesis. This implies that the observed relationship between these variables is unlikely to occur by chance.

It is important to note that although, correlation does not imply causation, and there may be other factors that could influence the relationship between academic self-concept and entrepreneurial intention but the findings are based on a large sample size of 1103, which enhances the reliability of the results. However, the results are limited to emerging adults of private universities in South-west, Nigeria, and may not be generalisable to other populations or contexts.

Moreover, the results of the correlation analysis provide evidence that there is a significant positive relationship between academic self-concept and entrepreneurial intention among

emerging adults of private universities in South-west, Nigeria. These findings have implications for university management and policymakers in the education sector, as they highlight the importance of improving the academic self-concept to foster high and favourable entrepreneurial intention among emerging adults. Further research is warranted to gain a deeper understanding of the underlying mechanisms and potential causal relationships between these variables in this specific context.

H₀₄: There will be no significant gender difference in entrepreneurship intention of emerging adults of private universities in South-west, Nigeria

Table 4.4.4: Significant Gender Difference in Entrepreneurial Intention among Emerging Adults of Private Universities in South-West, Nigeria

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurial Intention of male	492	3.21	1.073	.048
Entrepreneurial Intention of female	611	3.02	.940	.038

One-Sample Test						
Test Value = 0						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Entrepreneurial Intention of male	64.353	492	.000	3.212	3.02	3.21
Entrepreneurial Intention of female	79.376	611	.000	3.018	2.94	3.09

Source: Field survey, 2023

Based on the analysis presented in table 4.4.4, the statistical results of entrepreneurial intention among male and female emerging adults of private universities in South-west, Nigeria indicate a significant gender disparity. This is evident from the markedly low p-values (0.000) for both male

and female groups, providing substantial evidence to reject the null hypothesis (H_04). Moreover, the substantial t-values for both male (64.353) and female (79.376) groups signify that the observed distinctions between the means are highly improbable to be attributed to chance. Therefore, it is reasonable to infer that the differences in entrepreneurial intention between male and female emerging adults are substantial and not a random occurrence. Consequently, the comprehensive statistical analysis strongly supports the conclusion that there exists a significant gender disparity in entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. These findings emphasise the importance of understanding and addressing gender-specific factors that influence entrepreneurial intention in the university campuses. However, from the t-test, it can be concluded that both males and females exhibit entrepreneurial intention significantly higher than the test value of 0, with extremely low p-values for both genders. However, the mean entrepreneurial intention for males is higher (3.21) than that for females (3.02).

H_05 : There will be no significant gender difference in self-efficacy of emerging adults in South-west, Nigeria

Table 4.4.5: Significant Gender Difference in Self-efficacy of Emerging Adults in South-West, Nigeria

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Self-efficacy of male	492	2.30	1.110	.032
Self-efficacy of female	611	2.17	.872	.024

One-Sample Test

Test Value = 0						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Self-efficacy of male	53.213	492	.000	2.301	2.986	2.82
Self-efficacy of female	61.208	611	.000	2.172	2.219	2.64

Source: Field survey, 2023

Based on the analysis presented in table 4.4.5, the statistical results of self-efficacy among male and female emerging adults of private universities in South-west, Nigeria indicate a significant gender disparity. This is evident from the markedly low p-values (0.000) for both male and female groups, providing substantial evidence to reject the null hypothesis (H_0). Moreover, the substantial t-values for both male (53.213) and female (61.208) groups signify that the observed distinctions between the means are highly improbable to be attributed to chance. Therefore, it is reasonable to infer that the differences in self-efficacy between male and female emerging adults are substantial and not a random occurrence. Consequently, the comprehensive statistical analysis strongly supports the conclusion that there exists a significant gender disparity in self-efficacy among emerging adults of private universities in South-west, Nigeria. These findings emphasise the importance of understanding and addressing gender-specific factors that influence self-efficacy in the university campuses. However, from the t-test, it can be concluded that both males and females exhibit self-efficacy significantly higher than the test value of 0, with extremely low

p-values for both genders. However, the mean self-efficacy for males is higher (2.30) than that for females (2.17).

4.5 Discussion of Findings

The result of the first research question in this study regarding the level of entrepreneurial intention among emerging adults of private universities in South-west, Nigeria showed that the level of entrepreneurial intention is high. This finding highlights the importance of considering academic self-concept, self-efficacy and social support in understanding and fostering entrepreneurial intention among students in the university. This result suggests that university student between the ages of 18 and 25 have a high tendency to become entrepreneurs. This implies that they do want to own business, become employers of labour and contribute to the economy of Nigeria in the nearest future. From the researcher's observations, many of these emerging adults already have small and medium scale enterprises SMEs as they are in school doing businesses. Observably also, the businesses are not only product based, but also services. Further, many of these businesses are online and virtual while many are even on the university campuses. This could be a probable reason the level of entrepreneurial intention among emerging adults is high.

Another probable reason for that could be the state of the economy in Nigeria: the and double figure inflation, unemployment, underemployment, employability issues and other myriads of challenges bedevilling the Nigerian economy. These emerging adults could see a way out and thus step in to create jobs or chains of employment opportunities. This has been done in may developed countries where SMEs are the main stay of the nation's viable economy with government consolidating their efforts, providing enabling environment, infrastructure, favourable policies and international linkages to help business owners. Another probable reason

could be due to the fact that emerging adults have a developmental task of becoming economically productive and preparing for financial freedom in the future. This task among young adults is the reason many are in school or in one vocation or the other. Emerging adults have future career aspirations and so they must be futuristic in their thinking, which would precede action as in the case of entrepreneurial intention. The intention to own businesses and create jobs for oneself and others should be in the mind of emerging adults in the present time because they are internet savvy, digitally inclined and smart in their thoughts and actions.

Another probable reason why the level of entrepreneurial intention among emerging adults is high could be because entrepreneurship intention serves as a catalyst that promotes both economic and sustainable developments¹. Also, their desire to have good quality of life and attaining this may depend on their level of creativity, productivity, sources of livelihood and economic independence. Also, engaging in entrepreneurial activities could make them have high feeling of adequacy, high self-worth, subjective happiness and sense of accomplishment due to their ability to contribute positively to their personal lives, family wellbeing and national development and this development is quite unquantifiable. Interestingly, this result is consistent with a recent report of University of New Hampshire which affirmed that with the present radical global economic crisis that has led to immense shortage of employment opportunities and the only opportunity through which emerging adults' can transform their lives positively and attain state of self-fulfilment and economic independence is through engaging in entrepreneurial activities². Also, the expressed entrepreneurial intention of undergraduates studying in Enugu state, Nigeria studying diverse disciplines corroborates the findings of this study. Their intentions were verified in line with the postulated perceptual views of planned behaviour theory. Outcome of this study's' investigation revealed varied factors that influence undergraduates entrepreneurial

intentions consisted of attitude, knowledge, skills, effective entrepreneurial education system, structural and relational support and undergraduates ability to mindfully control their behaviour and dispositions in the conduct of their life space activities. Findings of this study revealed among other that the identified factors correlates positively in diverse degrees with undergraduates' entrepreneurial intention₃.

The second research question revealed that the level of academic self-concept among emerging adults is high. This means that undergraduates that are budding adults in private universities in South-west, Nigeria have a high view of their own academic competence in terms of perception. The emerging adults in 300 levels perceive their academic ability to be high. The probable reason for this result could be due to the level of student-lecturer relationship and student support enjoyed in private universities. These could indeed foster academic confidence and achievement motivation. Students in private universities may be enjoying warm student-lecturer relationship and school connectedness more than their counterparts in public universities. This may help them see their own academic ability from a positive lens and increase their level of self-concept. In support, research report affirmed that overtime, research has essentially revealed that learners' academic self-concept is a significant predictor of their achievement in learning than other forms of motivational paradigms and this suggest that academic self-concept could be termed as one of the most vital constructs that motivates learners' to attain their peak performance₄. Thus, academic self-concept is seeing to have associated educational and social outcomes. For example, as observed a students' academic self-concept relates with their desired determination to always study hard, pay attention in classroom teaching and learning experience, concentrate while learning, positively engaged in classroom learning activities, complete their homework, engage in student-teacher consultation, motivated to learn, prepare well for class test and often set target for

high achievement in learning tasks⁵. Furthermore, the findings of this study correlate with the assertion that academic self-concept is a construct that projects student personal views of their academic ability and competence in comparison to their colleagues while considering their perceptual view of their intellectual and attitudinal dispositions, and feelings about their focus and orientations towards success. Thus, students' academic self-concept helps them develop the capacity to understand themselves better, distinguish self from based on their level of academic attained accomplishment. Therefore, the ability to comprehend and have a good perception of one's academic dexterity and intellectual competence in been able to successfully accomplish academic concern positively boost students' academic self-concept level⁶. The postulation of Theory of Planned Behaviour reinforces this fact as it affirms that intention of individuals to be engaged in entrepreneurship activities are primarily influenced by different factors such as the ability to self-regulate and appropriately control behavioural and attitudinal dispositions and subjective norms. These identified factors are important constituents of human self-concept⁷.

The answer to the third research question which asked 'what is the level of self-efficacy among emerging adults of private universities in South-west, Nigeria?' revealed that there is a low level of self-efficacy among the participants. This finding suggests that emerging adults lacked the belief in their capabilities to execute plans and achieve goals. The probable reason for this result could be the participants are still in school and do not yet have real life experiences in the outside society. Emerging adults who are budding in academics, career and life may be lost somewhat regarding where to believe in their general capabilities. Unlike academic self-concept, the participants could have been broad-minded as to where to base their beliefs on. Just like the result depicts, the emerging adults in this study could have truly had low efficacy in a domain specific area. Self-efficacy which stems from mastery experience, vicarious experience, verbal persuasion

and physiological/emotional reactions may not be high among people who are not motivated to succeed in life. Self-efficacy is like faith and belief in success even if experience, qualification or expertise is lacking in an individual. This development is in congruence with the finding of a 2021 study conducted among young graduates in Nigeria that investigated the direct effect of entrepreneurial self-efficacy on entrepreneurial intention and indirect effect on the independent relationship between the variables that used questionnaire method approach to collect data from two hundred and thirty five young graduates and the collected data were analyzed with partial least square structural equation model. The result revealed that self-efficacy of young graduates did not significantly affect the expressed level of their entrepreneurial intention⁸. Also, the result of this research question supports the assertion that self-efficacy is a potent belief that can practically affect the attitude of people in every area of diverse human endeavour because by having a determining belief system, a person would be self-motivated and persuasive to competently face challenges and make reasonable choices. These effects can occur in view of the multifaceted and multilevel measures of self-efficacy beliefs that play a vital compelling role that creatively influences how people think, feel and coordinate their ability to perform and excel in different situations. This implies that self-efficacy beliefs are intertwined with peoples' competencies, attained life experiences, and developmental tasks they get engage with in different domains at different stages of their lives⁹.

Regarding the research question about the level of social support as perceived by emerging adults of private universities in South-west, Nigeria, the answer is that there is high level of perceived social support among the participants. The result connotes that participants in this study enjoy high level of social support. This further suggests that they have strong social support system in their families, friends and significant others. In many private universities, students are from

resourceful and supportive homes, and the people around them observably show care and are involved in their learning. In many private universities, parental involvement exists. Many parents of students in private universities appear to, more often than not, monitor and follow-up on their children's progress is a typical practice in private universities. These could be the reason social support as perceived by emerging adults is high. Ideally, social support may either be real or perceived. When it is perceived, it then means that the recipients are affected positively by the support from the people around them. In the same vein, it is of note that social support is a tangible resource for development of entrepreneurship intention as it influences emerging adults desire to engage in entrepreneur activities.

Social support can be said to imply tangible influences individuals receives from, friends, mentors, family members and environment. This support motivates people that receive them to aspire for greater height in pursuit of success and stability. For example, it is established in a study in Nigeria among a total of 1383 students studying across federal government universities within south-eastern region of Nigeria that entrepreneurship intentions of students' has significant positive relationship with students' innovative ability, readiness to act, and support attain from family members. This is an indication that social support received by individual from family, friends and environment, help to shape their tendency to think creatively and be innovative in their perception of risk as a measure to enhance autonomy and foster entrepreneurship intention, resilience and high level of productivity¹⁰.

This finding is consistent with that of a recent study in China that adopted the perspectives of planned behaviour theory and have support for student capacity to develop innovative entrepreneurial intention found that university support significantly enhanced university students' expression of positive attitude toward engaging in entrepreneurship activities, and this

development highlights the vital roles universities' can play in developing spirited entrepreneurial intentions in students. Further, university support has significant impact on students' ability to self-regulate their behaviour. However, the impact of university support has higher effect on university students' attitude toward developing their entrepreneurship capabilities and becoming entrepreneurs than their behavioural control¹⁶⁶. This implies that social support given to people can be dignified as the awareness that a person has relative assistance available based on the extent to which the person is actually integrated within a specified supportive social network. Received social support can be referred to as the quality of material and psychological help people are provided by their social network to help them cope significantly with daily stress encountered. Such socially expressed support might be given to people in diverse forms, and it could involve: Helping to give quality financial assistance an individual who is ill, or have challenges navigating daily task and equally giving advice to a person facing problematic condition and providing empathic care in an appreciable manner beclouded with love¹¹.

The result of the first hypothesis in this study is that there is a significant joint influence of academic self-concept, self-efficacy and social support on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. The result suggests that all the three independent variables exert significant influence on entrepreneurial intention, considering the variation level of almost 99%. The three independent variables are confirmed to strongly influence the dependent variable. This implies that their joint influence has significant capacity to positively foster the development of innovative entrepreneurial intention of emerging adults used for the study. This result further suggests that for actual entrepreneurial ventures among young people especially, academic self-concept, self-efficacy and social support should be ingredients

present in them. Even if other characteristics must be present in young entrepreneurs, these three features must be present in them.

The finding of this study corroborates the findings of previous research studies. For example, academic self-concept was found to boost entrepreneurship intentions, entrepreneurs' self-knowledge and the desire to invest¹². Also, the importance of academic self-concept in enhancing entrepreneurship intention, diligence in business operations and developing ideal business identity has been recognized by researchers^{13,14}. Similarly, in connection to entrepreneurship intention, it was affirmed that significant interactions exist between entrepreneurial performance and academic self-concept. Specifically, it was acknowledged that a strong relational link exist between acquisition of skills, level of training, knowledge that reinforces positive inclination towards entrepreneurship, positive perceptual views towards entrepreneurship, better intention towards developing business ventures and entrepreneurs' academic self-concept¹⁵.

As Regards active participation in entrepreneurial creative and innovative activities, research established a significant positive interactive relationship between entrepreneurial managers' level of self-concept, educational attainment and the involvement of their organizations in research related developmental and productive activities¹⁶. Likewise, recently researchers in Malaysia found that entrepreneurial self-efficacy enhanced entrepreneurial intentions of Malaysian students' to start their own business enterprises¹⁷. It was also found that structural family support has significant positive influence on university students' attitude towards entrepreneurship and their entrepreneurial intention in the transitional economic context of Vietnam¹⁸. Thus, this development indicates that a key constituent of entrepreneurship intention is the extent to which diverse factors could influence it to stimulate people to act in an economically beneficial manner

in pursuit of specific goals and objectives that would engineer the formation, sustenance and success of a business enterprise.

Result of the second hypotheses of the study revealed significant relative influence of the independent variables on entrepreneurial intention of emerging adults in this study with the three independent variables exerting relative influence independently of diverse magnitude significant enough to be noticeable. According to the result, academic self-concept is the highest influencer, followed by social support, while self-efficacy contributed the least. This result corroborates the results of the research questions as the first higher influencers have high levels among the participants. Self-efficacy level is low, and it also has the least influence on entrepreneurial intention. This could be aligned to the fact that academic self-concept is an important need for human beings as it serves as a vital base for human identity formation and typical basis for appraisal of self-worth and dignity. Undoubtedly, high academic self-concept encourages and fosters student's entrepreneurial behaviour and nurtures their mind-set towards creating new ventures. Thus, competencies associated with students' entrepreneurial success has been found to correlate significantly with students' academic self-concept.

In support is the report of a study in Romania conducted among business students to determine if students' level of academic self-concept has relationship with their intentions to become entrepreneurs' which found that significant relationship exist between students' level of academic self-concept and their intention to engage in entrepreneurial business activities in future. This finding projects the fact that Romanian business students that are high in academic self-concept were creatively concern of being independently able to make decision(s), take decision(s), accountable for their actions, take risk and be productively responsible to self and environment without parental interference¹⁹. Literature also report that family social support environment often

serve as a good model that often encourage people in diverse communities to develop innovative business entrepreneurship ideas to create economic sense of purpose, new businesses and employment for others to benefit. This can be ignited in the consciousness of people through creative observations of the gains of their parents' entrepreneur career paths as this is known to practically influence the intention of some people to engage in similar parental entrepreneur activities²⁰. Thus, relational family support, individuals' attitudinal dispositions, appraised social status, educational attainment, and institutional social support are found to be key factors that can foster the tendency of people to have positive orientation to develop concrete entrepreneurial intentions and this has been found to positively have significant influence on Ethiopian engineering students' development of entrepreneurship intentions before graduating. Similarly it was reported that students' attitudinal dispositions, their educational attainment and the kind of relational support they get from their environment significantly predicts the development of entrepreneurial intention of 5% of students²¹.

The result of the third hypothesis showed that there is a significant relationship between academic self-concept and entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. The result means that the higher the academic self-concept of emerging adult who are undergraduates, the higher their tendencies to own businesses in present and future times. This finding depicts that academic self-concept is a protective factor for entrepreneurial intention. This means that societies and universities looking to enhance or foster sense of self-actualisation, independence, autonomy, economic viability, contribution to societal growth and high commitment to financial freedom among their young ones and students on the campuses, must attend to the issues around academic self-concept and sense of self regarding perception of academic ability.

If entrepreneurial intention must be improved upon, then academic self-concept must be enhanced, fostered at all cost by any concerned stakeholder in human development. Academic self-concept is a huge construct in educational and developmental psychology which signals a vast sense of competence, ability of one's school life experiences. Academic self-concept indeed is a variable that has the dimensions of view of academic competence and ability which may show great promise for any academic or professional development among emerging adults in the school environment. Academic self-concept also has the index of self-discovery, identity, and self-awareness, which are so important to undergraduates while learning for professional development on university campuses. The variable is observed to assess how young people see themselves in their academic lens, which can help them in further academic journey or in any other professional or vocational area. Sense of self in academic pursuit is at par with whether an undergraduate may own businesses or excel in white collar jobs later in life.

Academic prowess is not at variance with entrepreneurship after all as it is confirmed in this study that having high academic self-concept is not opposed to the entrepreneurial orientation, intention and even actual entrepreneurship engagement of emerging adults. It is justifiable that a construct as academic self-concept is found to be highly related to entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. Similarly, the report of a study on entrepreneurial intention conducted on three hundred and seventy-two final year international business students in Viet Nam using multiple regressions and exploratory factor analysis in examining their responses affirmed that students attitude towards entrepreneurship, their perceived level of behaviour control and academic self-concept related positively with their level of entrepreneurial intentions²².

Result of the fourth hypotheses revealed that there is a significant gender difference in entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. This means that male and female emerging adults differ in their entrepreneurial intention. This result could be gender socialisations even from early years about certain domains of career different for boys and girls. Another justification for this result could be that just as in many other fields, be it academic or professional, some are gender stereotyped. There are so many business areas perceived as only meant for boys and vice versa. In this study the male emerging adults have higher entrepreneurial intention than their female counterparts. Thus, the report of some literature affirmed that entrepreneurship is predominantly dominated by men with its associated characteristics of engaging in competitive strive, risk bearing, stress of leadership, employing creative and innovative ideas. For example, it was reported that in United States of America, the engagement of women in entrepreneurship activities is quite low compare to men as they barely initiate the intent of been entrepreneurs²³.

Also, studies on entrepreneurship enterprise investment with in the field of business opportunities have recognized the advantages that exist for male and female entrepreneurs. For example, it was reported that societal roles associated with male functionality reinforce their continual search for success in their business enterprise activities. With respect to entrepreneurial abilities, advantages have been projected for women¹⁴¹. However, some other research studies findings affirmed that men do express better intention to develop their entrepreneurial business ventures. One probable reason for this difference is that women do have a lower perception of their self-concept than men^{24, 25, 26}.

Also, result of the fifth hypotheses indicates that there is significant gender difference in self-efficacy with male emerging adults having higher self-efficacy beliefs in their capabilities to

navigate life and deal with challenges and uncertainties. In this study the male emerging adults have higher self-efficacy than their female counterparts. The reason for this can be adjourned to the fact that women are always frightened of venturing into entrepreneurship activity as they are majorly concern of failure and tend to asked more questions about probable losses they could encounter in their business, while often men are only interested in asking pertinent questions concerning prospective advantages they can attain in their business of interest and this development has establish significant difference in their business level self-efficacy and outcome of their engagement in entrepreneurial activities. A study that looked into issues of gender, innovation and entrepreneurial intentions expresses how the belief in the competency of men to engage in high level business risk and aggressive business competition has made men stand advantageous over women in entrepreneurial business enterprise activities than women.

Also, the capability of employing strong sense of creative innovation of the input of models into business operational activities has a positive and stronger effect on the appraisals of men's entrepreneurial capability compared to that of women. Consequently, the continual expression of fear of failure by women when they desire to engage in entrepreneurial activities has been put in clear perspective in the postulation of Social Feminist Theory as averred in the assertions of Robb and Watson that naturally men and women are fundamentally different from each other and observable differences due to the interplay of nature rather than the much more speculated concern of discrimination against women is the reason most women tend to associate with less risk in business activities than men²⁷.

Endnotes

1. R. B. Bouncken, A. Lapidus & Y. Qui. *Organizational sustainability identity: 'New Work' of home offices and co-working spaces as facilitators*. **Journal of Sustainable Technology and Entrepreneurship**, 1(2), 2022.
2. University of New Hampshire Report. *What is emerging adulthood? Psychological & Counselling Services*: <https://www.unh.edu/pacs/emerging-adulthood>, 2024.
3. C. C. Ugwuanyi, P. I. Nwagbo & I. J. Attamah. *Structural equation test of entrepreneurial education and entrepreneurial intentions among Nigerian undergraduate students*: **Unizik Journal of Business**: 3 (2), 2020, 56-70.
4. G. Basarkod & H. W. Marsh. *Academic Self-Concept In: Motivation Science*. Edited by: Mimi Bong, Johnmarshall Reeve, and Sung-il Kim, Oxford University Press: Oxford University Press, 2023.
5. T. Keller, J. Kim & F. Elwert. *Peer effects on academic self-concept: a large randomized field experiment*: **European Sociological Review**, 39(5), 2023, 759–774.
6. Q. Gui, W. Chen & X. Zhang. *Impact of entrepreneurial self-construction on entrepreneurial intention: Moderating role of institutions*. **Journal of Human Resource and Sustainability Studies**, 9, 2021, 212-230.
7. G M. Zhu and Y., Zhang. *The effect of entrepreneurship education on entrepreneurial intention: A meta-analysis of mediating mechanisms*. **Journal of Small Business Management**, 57(1), 2019, 144-165.
8. V. Osadolor, E. K. Agbaeze, E.E. Isichei & S. T. Olabosinde. *Entrepreneurial self-efficacy and entrepreneurial intention: The mediating role of the need for independence*. **Journal of Entrepreneurship, Management, and Innovation** 17(4), 2021, 91-119.
9. A. Bandura, *Self-efficacy mechanism in physiological activation and health-promoting behavior*. In J. Madden, IV (Ed.), *Neurobiology of Learning, Emotion and Affect* (229- 270). New York: Raven, 1991a.
10. A. U. Ugwueze, O. O. Ike & L. I. Ugwu. *Responding to social change: innovativeness, entrepreneurial alertness, and entrepreneurial intention in Nigeria: the role of family support*: **Entrepreneurship Education** 5(1), 2022.
11. R. C. Sims, S. Levy, D. T. Mwendwa, C. O. Callender & A. L. Campbell. *The influence of functional social support on executive function in middle-aged African Americans*. **Ageing, Neuropsychology, and Cognition** (18)1–18, 2011.
12. T. Lans, H. Biemans, M. Mulder & J. Verstegen. *Self-awareness of mastery and improbability of entrepreneurial competence in small businesses in the agrifood sector*. **Human Resource Development Quarterly**, 21(2), 2010, 147-168.

13. H. Hoang & J. Gimeno. *Becoming a founder: How founder role identity affects entrepreneurial transitions and persistence in founding*. **Journal of Business Venturing** 25(1), 2010, 41-53.
14. J. R. Mitchell & D. A. Shepherd. **To thine own self be true: Images of self, images of opportunity, and entrepreneurial action**. *Journal of Business Venturing* 25(1), 2010, 138-154.
15. B. C. Martin, J. J. McNally & M. J. Kay. *Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes*. **Journal of Business Venturing** 28(2), 2013, 211-224.
16. G. Barrera-Verdugo & E. Bisama-Castillo. *Características del gerente general relacionadas con investigación y desarrollo en empresas de Chile*. **Journal of Technology Management & Innovation** 11(4), 2016, 65-74.
17. O. Saoula, A. Shamim, M. J. Ahmad & M. F. Abid. *Do entrepreneurial self-efficacy, entrepreneurial motivation, and family support enhance entrepreneurial intention? The mediating role of entrepreneurial education*, **Asia Pacific Journal of Innovation and Entrepreneurship** 17(1), 2023, 20-45.
18. T. Trang & D. Doanh. *The role of structural support in predicting entrepreneurial intention: Insights from Vietnam*. **Management Science Letters**, 9(11), 2019, 1783-1798.
19. B. Ioane, N. Bibu & L. Brancu. *Self-efficacy and entrepreneurial intention among business students in Romania*: In book: *Innovation in Sustainable Management and Entrepreneurship* (95-110), 2020.
20. F. Ilevbare, O. E. Ilevbare, C. M. Adelowo & F. P. Oshorenua. *Social support and risk-taking propensity as predictors of entrepreneurial intention among undergraduates in Nigeria*: **Asia Pacific Journal of Innovation and Entrepreneurship** 16(3), 2022.
21. M. A. Mesfin. *Multilevel analysis of entrepreneurial intention of engineering graduating students in Ethiopia*, **Journal of Applied Economics**, 24:1, 2021, 366-391.
22. C. Nguyen. *Entrepreneurial intention of international business students in Viet Nam: a survey of the country joining the Trans-Pacific*. **Journal of Innovation and Entrepreneurship** 6(7), 2017, 1-13.
23. S. Thébaud. *Status beliefs and the spirit of capitalism: Accounting for gender biases in entrepreneurship and innovation*. **Social Forces** 94(1), 2015 61– 86.
24. D. J. Kelley, S. Singer & M. Herrington. *The global entrepreneurship monitor - 2011 Global Report*, 2012.
25. S. L. Mueller & M. C. Dato-on. *A cross cultural study of gender-role orientation and entrepreneurial self-efficacy*. **International Entrepreneurship and Management Journal** 9(1), 2013, 1-20.

^{26.} I. Verheul, R. Thurik, I. Grilo & van der P. Zwan. *Explaining preferences and actual involvement in self-employment: Gender and the entrepreneurial personality*. **Journal of Economic Psychology** 33(2), 2012, 325-341.

^{27.} A. M. Robb & J. Watson. *Gender differences in firm performance: evidence from new ventures in the United States*: **Journal of Business Venturing** 27(5), 2012, 544-558.

Lead City University Ibadan DO NOT COPY

Chapter Five

Conclusion

This chapter deals with the summary of findings of the study, conclusion reached owing to the findings of the study, recommendations made, the contributions of the study to knowledge, and suggestions for further researches to advance the frontiers of knowledge in this area of research inquiry.

5.1 Summary of Findings

The findings of this study are summarised thus:

The level of entrepreneurial intention among emerging adults of private universities in South-west, Nigeria is high, with weighted average mean (\bar{x}) of 2.89;

There is a high level of academic self-concept among emerging adults of private universities in South-west, Nigeria, with weighted average mean (\bar{x}) of 2.88;

The level of self-efficacy among emerging adults of private universities in South-west, Nigeria is low, with weighted average mean (\bar{x}) of 2.24;

The level of perceived social support among emerging adults of private universities in South-west, Nigeria is high, with weighted average mean (\bar{x}) of 3.29

There is a joint influence of the three independent variables (academic self-concept, self-efficacy and social support) on entrepreneurial intention and it is significant at 0.05 alpha level. According to the table, there is significant joint influence of academic self-concept, self-efficacy and social support on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. $p < 0.05$. Therefore, the null hypothesis was rejected. It was also revealed that 98.7

percentage of the observed variation is accounted for by the independent variables (academic self-concept, self-efficacy and social support) when considered together;

There is a significant relative influence of academic self-concept, self-efficacy and social support on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. Academic self-concept has the highest relative contribution with $\beta = 0.544$ ($t=28.689$), followed by, social support with $\beta = 0.277$ ($t=26.757$) and self-efficacy with $\beta = 0.193$ ($t=17.582$);

There is a significant positive relationship between academic self-concept and entrepreneurial intention among emerging adults in private universities South-west, Nigeria. This connotes that the higher the level of academic self-concept among emerging adults of private universities, the higher the level of their entrepreneurial intention and vice-versa. The strong positive correlation coefficient of 0.724^* , along with the significant level of 0.000 , indicates that there is indeed a significant relationship between these two variables. In this sense, academic self-concept is a protective factor for entrepreneurial intention among the growing population, particularly undergraduates in private universities since $p < 0.05$. Therefore, the null hypothesis was rejected;

There is a significant gender difference in entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. The substantial t-values for both male (64.353) and female (79.376) groups signify that the observed distinctions between the means are highly improbable to be attributed to chance. Both males and females exhibit entrepreneurial intention significantly higher than the test value of 0 , with extremely low p-values for both genders. However, the mean entrepreneurial intention for males is higher (3.21) than that for females (3.02);

There is a significant gender difference in self-efficacy among emerging adults of private universities in South-west, Nigeria. The substantial t-values for both male (53.213) and female

(61.208) groups signify that the observed distinctions between the means are highly improbable to be attributed to chance. Both males and females exhibit self-efficacy significantly higher than the test value of 0, with extremely low p-values for both genders. However, the mean self-efficacy for males is higher (2.30) than that for females (2.17).

5.2 Conclusion

The following conclusions are drawn based on the findings of this study:

Emerging adults of private universities in South-west, Nigeria have a high level of entrepreneurial intention.

There is a high level of academic self-concept among emerging adults of private universities in South-west, Nigeria.

The level of self-efficacy among emerging adults of private universities in South-west, Nigeria is low.

The level of social support as perceived by emerging adults of private universities in South-west, Nigeria is high.

Academic self-concept, self-efficacy and social support have significant joint and relative influence on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria, with academic self-concept contributing the most, while self-efficacy contributed the least.

There is a significant gender difference in entrepreneurial intention among emerging adults of private universities in South-west, Nigeria.

There is a significant gender difference in self-efficacy among emerging adults of private universities in South-west, Nigeria.

5.3 Recommendations

The following recommendations are made based on the findings of the study:

1. Academic self-concept should be fostered among emerging adults of private universities to ensure entrepreneurial intention. Academic self-concept is a protective factor for entrepreneurial intention, thus critical stakeholders like parents, lecturers and students themselves should work to develop and sustain this positive self-perception of academic competence which would translate to good academic outcome and favourable future career aspiration in the corporate and business worlds.
2. Counselling/personnel psychologists should organise periodic programmes to assist emerging adult in improving entrepreneurial intention which is hoped to affect positively actual entrepreneurial ventures and action oriented decisions to contribute to the economy of Nigeria. With the current global and national economic situations, emerging adults with digital skills, academic prowess, youth energy and strength of character are needed to provide workable solutions to help all and sundry in the society.
3. Behaviour therapists should work to foster self-efficacy of emerging adults and organise ego bolstering training for emerging adults in schools in order to wake the 'can-do spirit' in them. The general sense of self-belief should be fostered among young people to help them courageously face the daunting present world order. They should be helped with therapy and training to believe in themselves to work out solutions in healthy ways and avoid negative or injurious ways of dealing with life stressors.
4. There should be continuous social support for emerging adults by parents, family and even lecturers as this is seen to help young people greatly. The period of emerging adulthood has certain peculiarities, and in order to reduce the pressures of growing up,

virtual and real social world, there should be a strong social support system for these individuals. Social support by family friends and significant others in emerging adults' lives would also assist them in contending with their developmental tasks.

5. All hands of critical stakeholders should be on deck to ensure equal gender socialisations and self-beliefs in academics, professional areas and life matters generally. Male and female members of the society should be equally assisted to able to contribute their own quota to the sustainable development of their society.

5.4 Contributions to Knowledge

This study has contributed to knowledge in the following areas:

1. Academic self-concept, self-efficacy and social support have a significant joint influence on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria.
2. Academic self-concept, self-efficacy and social support have a significant relative influence on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria. Academic self-concept has the highest influence on entrepreneurial intention among emerging adults of private universities in South-west, Nigeria.
3. Academic self-concept is a protective factor for entrepreneurial intention as it shows high and positive relationship with entrepreneurial intention. This is an indication that view of an emerging adult about their academic competence will work best in the interest of academic outcome and vocational areas.
4. Gender, being a male or female has a lot to do in entrepreneurial intention and self-efficacy beliefs especially among emerging adults of private universities in South-west,

Nigeria. Male and female emerging adults differ in entrepreneurial intention and general self-efficacy.

5. There is an established conceptual model of academic self-concept, self-efficacy, social support and entrepreneurial intention among emerging adults of private universities in South-west, Nigeria.
6. This study has implications for counselling/developmental psychologists' practice in the area of offering professional services for good academic outcome, entrepreneurship and attainment of self-actualisation among emerging adults.

5.5 Suggested Areas for Further Studies

This study employed the descriptive survey, future studies in this area of research inquiry can use other designs like causal comparative and ex post facto designs to mention but a few. Further, a path-analytical study can be carried out on dispositional and contextual factors determining entrepreneurial intention among emerging adults across different zones in Nigeria. The methodology used in this study was quantitative (the use of questionnaires) method of research. Qualitative or mixed method can be used by researchers in future studies. The researcher is suggesting that further studies be carried out using emerging adults in public universities, emerging adults in colleges of education as well as those in polytechnics and monotechnics can be used as participants in further studies. The study setting/area was the South-west region of Nigeria. Other geo-political zones in Nigeria can be used for future studies. Other variables such as socio-demographics (age, socio-economic status, marital status) can be used by other researchers in relation to entrepreneurial intention.

Bibliography

Journal

- Abu, I. G. Kazi, H. R. Mond, F. Y. Abdullah, A. M. Aminul, I & Abdul, R. *Mediating role of entrepreneurial intention on the relationship between entrepreneurship education and employability: A study on university students from a developing Country*: **Journal of Cogent Business & Management**, 11(1), 2024.
- Adekola, O. A & Ishola., A. A. *Impact of agribusiness entrepreneurial training on entrepreneurial attitudes among students of Oyo state College of Agriculture and Technology, Igboora, Oyo state, Nigeria*: **Agricultural Socio-Economic Journal**, 20(2), 2020, 117-128.
- Ajzen, I & Fishbein, M. *Attitude and behaviour Relations: A theoretical analysis and review of empirical research*. **Psychological Bulletin** 84(5), 1977, 888-918.
- Al-Halbusi, H. P. Soto-A. & Popa., S. *Entrepreneurial passion, role models and self-perceived creativity as antecedents of e-entrepreneurial intention in an emerging Asian economy: The moderating effect of social media*: **Asia Pacific Journal of Management**, 15(2), 2022.
- Allgower, A, Wardle, J, & Steptoe, A. *Depressive symptoms, social support, and personal health behaviours in young men and women*: **Health Psychology**, 20(3), 2001, 223–227.
- Amofah, K. Saladrignes, R. & Akwaa-Sekyi, E. K. *Entrepreneurial intentions among MBA students*: **Journal of Cogent Business and Management** 7(1), 2020.
- Anjum, T. Amoozegar, A. Farrukh, M. & Heidler, P. *Entrepreneurial intentions among business students: the mediating role of attitude and the moderating role of university support"*, **Education and Training**, 65(4), 2023, 587-606.
- Annisa, D. N. Tentama, F. & Bashori, K. *The role of family support and internal locus of control in entrepreneurial intention of vocational high school students*: **International Journal of Evaluation and Research in Education (IJERE)**, 10(2), 2021, 381-388.
- Arnett, J. J. *Emerging adults in America, coming of age in the 21st century*. **American Psychological Association**, 2006.
- Arnett, J. J. *Emerging adulthood: A theory of development from the late teens through the twenties*: **American Psychologist**: 55(5), 2000, 477.
- Arnett. J. J. *Emerging adulthood: A theory of development from the late teens through the twenties*: **American Psychologist**: 55(5), 2000, 477
- Ashour. S. *Social and business entrepreneurship as career options for university students in the United Arab Emirates: The drive–preparedness gap*. **Cogent Education**, 2016.

- Aure. P. A. H. *Exploring the social entrepreneurial intentions of senior high school and college students in a Philippine University: A PLS-SEM approach.* **Journal of Legal, Ethical and Regulatory Issues**, 21(2), 2018, 1–11.
- Ayalew, M. M. & Zeleke, S. A. *Modelling the impact of entrepreneurial attitude on self-employment intention among engineering students in Ethiopia:* **Journal of Innovation and Entrepreneurship**, 7(8) 2018.
- Baber., H. *Gender differences among university students towards sustainable entrepreneurship:* **Small Enterprise Research**, 2023.
- Barrera-Verdugo, G & Bisama-Castillo, E. *Características del gerente general relacionadas con investigación y desarrollo en empresas de Chile.* **Journal of Technology Management & Innovation**, 11(4), 2016, 65-74.
- Benton, S. A. Robertson, J. M. Tseng, W. C. Newton, F. B. & Benton, S. L. *Changes in counseling client problems over 13 years: Professional psychology:* **Research and Practice** (34), 2003, 66–72.
- Biraglia, A. & Kadile. A. *The role of entrepreneurial passion and creativity in developing entrepreneurial intentions: Insights from American home brewers:* **Journal of Small Business Management**, 55(1), 2017, 170-188.
- Botha, M & Taljaard, A. *Exploring the entrepreneurial intention-competency model for nascent entrepreneurs: Insights from a developing country context:* **Journal of Organizational Psychology**, (12), 2021.
- Bouncken, R. B. Lapidus, A & Qui., Y. *Organizational sustainability identity: ‘New Work’ of home offices and co-working spaces as facilitators.* **Journal of Sustainable Technology and Entrepreneurship**, 1(2), 2022.
- Chen., X. Zhao, H & Zhang, D. *Effect of teacher support on adolescents positive academic emotion in China: Mediating role of psychological suzhi and general self-efficacy.* **International Journal of Environmental Research and Public Health**, 2022, 19(24) 16635.
- Côté. J. *Emerging adulthood as an institutionalized moratorium: Risks and benefits to identity formation.* In J. J. Arnett & J. L. Tanner (Eds) *Emerging adults in America: Coming of age in the 21st century.* **American Psychological Association.** 2006.
- Douglas. E. *Reconstructing entrepreneurial intentions to identify predisposition for growth:* **Journal of Business Venturing**, (28), 2013, 633-651.
- Douglass, C. B. *From duty to desire: Emerging adulthood in Europe and its consequences.* **Child Development Perspectives** (1), 2007, 101–108.
- Duong, C. Ngo, H. N., Nguyen, T. V. & Nguyen, T. *The impact of individual and environmental characteristics on students’ entrepreneurial intention.* **Management Science Letters**, 10(3), 2020, 599-608.

- Farashah, A. D. *The effects of demographic, cognitive and institutional factors on development of entrepreneurial intention: Toward a socio-cognitive model of entrepreneurial career: Journal of International Entrepreneurship*, 13: 2015, 452-476.
- Farrukh, M. Alzubi, Y. Shahzad, I. A. Waheed, A & Kanwal. N. *Entrepreneurial intentions: The role of personality traits in perspective of theory of planned behaviour: Asia Pacific Journal of Innovation and Entrepreneurship*, 12(3), 2018, 399-414
- Fayolle, A. & Liñán., F. *The future of research on entrepreneurial intentions: Journal of Business Research*, 67(5), 2014, 663–666.
- Fini R. & Toschi, L. *Academic logic and corporate entrepreneurial intentions: A study of the interaction between cognitive and institutional factors in new firms: International Small Business Journal* 34(5), 2016, 637-659.
- Ghafari, R. Mirghafourvand, M. Rouhi M. & Osouli Tabrizi S. *Mental health and its relationship with social support in Iranian students during the COVID-19 pandemic: BMC Psychol.*, 2021, 9:81.
- Gui, Q, Chen, W. & Zhang, X. *Impact of entrepreneurial self-construction on entrepreneurial intention: Moderating role of institutions. Journal of Human Resource and Sustainability Studies*, 9, 2021, 212-230.
- Hoang, H & Gimeno, J. *Becoming a founder: How founder role identity affects entrepreneurial transitions and persistence in founding. Journal of Business Venturing*, 25(1), 2010, 41-53.
- Abu, I. G. Kazi, H. R. Mond, F. Y. Abdullah, A. M., Aminul I. & Abdul. R. *Mediating role of entrepreneurial intention on the relationship between entrepreneurship education and employability: A study on university students from a developing country: Journal of Cogent Business & Management*, 11(1), 2024.
- Ilevbare, F. O., Ilevbare, E., Adelowo, C. M. & Oshorenuwa, F. P. *Social support and risk-taking propensity as predictors of entrepreneurial intention among undergraduates in Nigeria: Asia Pacific Journal of Innovation and Entrepreneurship* 16(3), 2022.
- Ioane, B. Bibu, N. & Brancu, L. *Self-efficacy and entrepreneurial intention among business students in Romania: In book: Innovation in Sustainable Management and Entrepreneurship*, (95-110), 2020.
- Ismail, N. Jaffar, N. & Hooi, T. S. *Using EAO model to predict the self-employment intentions among the universities' undergraduates in Malaysia. International Journal of Trade, Economics and Finance*, 4(5), 2013, 90–97.
- Jannesari. M. T. *Predictors of international entrepreneurial intention among young adults: Social Cognitive Theory: Frontiers Journal of Organisational Psychology*, 13, 2022.
- Jian, J., X, H., Fan, J. S., Zhao, Y. & Zhou., D. *Business creation, innovation, and economic growth: evidence from China's economic transition. Econ. Model.* 96, 2021, 371–378.

- Jiatong, W. Murad, M. C. Li, S. Gill, A & Ashraf. S. F. *Correction: Linking cognitive flexibility to entrepreneurial alertness and entrepreneurial intention among medical students with the moderating role of entrepreneurial self-efficacy: A second-order moderated mediation model.* **PLOS ONE** 16(10), 2021.
- Keller, T. Kim, J. & Elwert. F. *Peer effects on academic self-concept: a large randomized field experiment.* **European Sociological Review**, 39 (5), 2023, 759–774.
- Kolvereid, L. & Isaksen, E. *Expectations and achievements in new firms.* **Journal of Small Business and Enterprise Development** 24(3), 2017, 649-668.
- Laguna. M. *Self-efficacy, self-esteem and entrepreneurship among the unemployed.* **Journal of Applied Social Psychology**: 43(2), 2013.
- Lans, T. Biemans, H. Mulder, M. & Verstegen, J. *Self-awareness of mastery and improvability of entrepreneurial competence in small businesses in the agrifood sector.* **Human Resource Development Quarterly**, 21(2), 2010, 147-168.
- Lent, R. W. & Hackett, G. *Career self-efficacy: Empirical status and future directions.* **Journal of Vocational Behaviour**, (30), 1987, 347-382.
- Lerner. R. M. *Relative plasticity, integration, temporality, and diversity in human development: A developmental contextual perspective about theory, process, and method.* **Developmental Psychology** 32(4), 1996, 781.
- Li-Yu, W & Jian-Hao, H. *Effect of entrepreneurial self-efficacy on the entrepreneurial intentions of students at a University in Hainan Province in China: Taking social support as a moderator.* **International Journal of Learning, Teaching and Educational Research**, 18(9), 2019.
- Marsh, H. W. & Martin, A. J. *Academic self-concept and academic achievement: Relations and causal ordering.* **British Journal of Educational Psychology**, 81(1), 2011, 59–77.
- Martin B. C., McNally, J. J. & Kay. M. J. *Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes.* **Journal of Business Venturing**, 28(2), 2013, 211-224.
- Mesfin., M. A. *Multilevel analysis of entrepreneurial intention of engineering graduating students in Ethiopia.* **Journal of Applied Economics**, 24(1), 2021, 366-391.
- Miao, C. Qian, S. & Ma, D. *The relationship between entrepreneurial self-efficacy and firm performance: A meta-analysis of main and moderator effects.* **Journal of Small Business Management**, 55(1), 2017, 87-107.
- Mitchell, J. R. & Shepherd, D. A. *To thine own self be true: Images of self, images of opportunity, and entrepreneurial action.* **Journal of Business Venturing**, 25(1), 2010, 138-154.
- Molino, M., Dolce, V., Cortese, C. G. & Ghislieri., C. *Personality and social support as determinants of entrepreneurial intention. Gender differences in Italy.* **Plos One**, 13(6), 2018.

- Moorthy, R. & Annamalah, S. *Consumers' perceptions towards motivational intentions of social entrepreneurs in Malaysia*. **Integrative Business and Economics Research**, 3(1), 2014, 257-287.
- Moriano, J. A., Laguna, M. M., Stephan, U. & Zarafshani., K. A. *Cross cultural approach to understanding entrepreneurial intention*. **Journal of Career Development**, 39(2), 2012, 162-185.
- Mueller S. L. & Dato-on. M. C. *A cross cultural study of gender-role orientation and entrepreneurial self-efficacy*. **International Entrepreneurship and Management Journal**, 9(1), 2013, 1-20.
- Ndofirepi., T. M. *Relationship between entrepreneurship education and entrepreneurial goal intentions: psychological traits as mediators*, **Journal of Innovation and Entrepreneurship**, 9(2), 2020.
- Nguyen. C. *Entrepreneurial intention of international business students in Viet Nam: a survey of the country joining the Trans-Pacific*. **Journal of Innovation and Entrepreneurship**, 6(7), 2017, 1-13
- Niehuis, S & Alan, R. *Extending the five psychological features of emerging adulthood into established adulthood*. **Journal of Adult Development**: 30(1), 2022, 6–20.
- Ojewumi. K. A. *Entrepreneurial intention among polytechnic students in Nigeria: the role of self- efficacy and social networks*: **African Journal for the Psychological Studies of Social Issues**: 22(1), 2019.
- Ommundsen, Y. Haugen, R. & Lund, T. *Academic self-concept, implicit theories of ability, and self-regulation strategies*: **Scandinavian Journal of Educational Research**, 49(5), 2005, 461-474.
- Osadolor, V. Agbaeze, E. K. Isichei, E. E & Olabosinde, S. T. *Entrepreneurial self-efficacy and entrepreneurial intention: The mediating role of the need for independence*. **Journal of Entrepreneurship, Management, and Innovation** 17(4), 2021, 91-119.
- Osakede, U. A. Lawanson, A. O. & Sobowale. D. A. *Entrepreneurial interest and academic performance in Nigeria: evidence from undergraduate students in the University of Ibadan*. **Journal of Innovation and Entrepreneurship** 6(19), 2017, 1-15.
- Peng, Z. Lu, G & Kang, H. *Entrepreneurial intentions and its influencing factors: a survey of the university students in Xian China*, **Creative Education** 3(8), 2012, 95-100
- Porfirio, J. J. Felício, A Carrilho., T. & Jardim., J. *Promoting entrepreneurial intentions from adolescence: The influence of entrepreneurial culture and education*. **Journal of Business Research**, 156, 2022.
- Priego-Cubero, E. Orgeta, V. López-Martínez, C. & del-Pino-Casado, R. *The relationship between social support and anxiety symptoms in informal carers: A systematic review and meta-Analysis*: **J. Clin. Med.**, (12), 2023, 12-44.

- Qadasi, A. Zhang, G. Awlaqi. A. A. Alshebami S. & Aamer. A. *Factors influencing entrepreneurial intention of university students in Yemen: The mediating role of entrepreneurial self-efficacy*: **Frontiers in Psychology**, (14), 2023.
- Rayner, C. J. & Belal, N. *A systematic literature review of the influence of the university's environment and support system on the precursors of social entrepreneurial intention of students*: **Journal of Innovation and Entrepreneurship** 9(4), 2020.
- Reuven, S & Robert, G. *Causality in the Theory of Planned Behaviour*: **Personality and Social Psychology Bulletin** 45(6), 2019, 920–933.
- Robb, A. M. & Watson, J. *Gender differences in firm performance: evidence from new ventures in the United States*: **Journal of Business Venturing**, 27(5), 2012, 544–558.
- Rost, D. H. & Feng, X. *Academic self-concept wins the race: The prediction of achievements in three major school subjects by five subject-specific self-related variables*: **Behav. Sci.**, 14(1), 2024.
- Saoula, O. Shamim, A. Ahmad, M. J. & Abid M. F. *Do entrepreneurial self-efficacy, entrepreneurial motivation, and family support enhance entrepreneurial intention? The mediating role of entrepreneurial education* **Asia Pacific Journal of Innovation and Entrepreneurship**, 17(1), 2023, 20-45.
- Schlaegel C & Koenig. M. *Determinants of entrepreneurial intent: A meta-analytic test and integration of competing models*: **Entrepreneurship Theory and Practice** (38), 2014, 291-332.
- Shinnar, R. S. Giacomini, O & Janssen, F. *Entrepreneurial perceptions and intentions: The role of gender and culture*. **Entrepreneurship Theory and Practice**, 36(3), 2012, 465-493.
- Sims, R. C. Levy, S. Mwendwa, D. T. Callende, C. O. & Campbell., A. L. *The influence of functional social support on executive function in middle-aged African Americans*. **Aging, Neuropsychology, and Cognition**, (18), 2011, 1–18.
- Sniechotta. F. F. *An experimental test of the theory of planned behaviour*. **Applied Psychology: Health and Well-Being**. 1(2), 2009, 257–270.
- Su, Y. Zhu, Z. Chen, J. Jin, Y. Wang, T. Lin, C. L. & Xu. D. *Factors influencing entrepreneurial intention of university students in China: Integrating the perceived university support and theory of planned behaviour*. **Sustainability**, (13), 2021, 4519.
- Thébaud, S. *Status beliefs and the spirit of capitalism: Accounting for gender biases in entrepreneurship and innovation*. **Social Forces**, 94(1), 2015, 61– 86.
- Thorsteinsson, E. B. & Brown, R. F. *Mediators and moderators of the stressor-fatigue relationship in nonclinical samples*: **Journal of Psychosomatic Research**. 66 (1), 2008, 21–29.
- Tian, J., Zhang., M., Wu, Y. & Zhou, H. *Gender-based differences in the relationships among proactive personality, perceived entrepreneurial support and entrepreneurial intention of*

- Chinese private college students: A moderated mediation model:* **Educational Psychology**, 12, 2022.
- Trang T. & Doanh. D. *The role of structural support in predicting entrepreneurial intention: Insights from Vietnam.* **Management Science Letters**, 9(11), 2019, 1783-1798.
- Tsang, S. K. M., Hui, E. K. P & Law, B. C. M. *Self-Efficacy as a Positive Youth Development Construct: A Conceptual Review:* **Scientific World Journal**, 2012.
- Tshikovhi, N. & Shambare. R. *Entrepreneurial knowledge, personal attitudes, and entrepreneurship intentions among South African Enactus students.* **Problems and Perspectives in Management**, 13(1), 2015, 152–158.
- Ugwuanyi, C. C. Nwagbo , P. I. & Attamah., I. J. *Structural equation test of entrepreneurial education and entrepreneurial intentions among Nigerian undergraduate students.* **Unzik Journal of Business**: 3(2), 2020, 56-70
- Ugwueze, A. U., Ike, O. O & Ugwu, L. I. *Responding to social change: innovativeness, entrepreneurial alertness, and entrepreneurial intention in Nigeria: the role of family support.* **Entrepreneurship Education**, 5(1), 2022.
- Valentine, J. C. DuBois, D. L. & Cooper., H. *The relation between self-beliefs and academic achievement: A meta-analytic review.* **Educational Psychologist**, (39), 2004, 111-133.
- Venugopal, S. Viswanathan, M. & Jung. K. *Consumption constraints and entrepreneurial intentions in subsistence marketplaces:* **Journal of Public Policy & Marketing**, 34(2), 2015, 235-251
- Verheul, I. Thurik, R. Grilo I. & Van der , Z. P. *Explaining preferences and actual involvement in self-employment: Gender and the entrepreneurial personality.* **Journal of Economic Psychology**, 33(2), 2012, 325-341.
- Wigfield, A. Guthrie, J. T. Tonks, S. & Perencevich, K. C. *Children's motivation for reading: Domain specificity and instructional influences.* **Journal of Educational Research**, 97(6), 2004, 299-309.
- Wood, R. E. & Bandura, A. *Social cognitive theory of organizational management.* **Academy of Management Review**, 14, 1989, 361-384.
- Wu, L. Jiang, S. Wang, X. Yu, L. Wang, Y & Pan., H. *Entrepreneurship education and entrepreneurial intentions of college students: The mediating role of entrepreneurial self-efficacy and the moderating role of entrepreneurial competition experience:* **Front. Psychol**, 2022.
- Wuepper, D & Lybbert, T. J. *Perceived self-efficacy, poverty and economic development: Annual Review of Resource Economics.* 9(1), 2017, 383–404.
- Yaghmaei, O. & Ghasemi, I. *Effects of Influential Factors on Entrepreneurial Intention of Postgraduate Students in Malaysia,* **International Letters of Social and Humanistic Sciences**, (51), 2015, 115-124.

Yang, Q. Al Mamun, A. Jingzu, G. Siyu, L & Masud. M. M. *Social entrepreneurial intention among working adults: An emerging country context*: **Frontier Journal of Organizational Psychology** (4), 2023.

Yuan, C.-H., Wang, D., Mao, C & Wu., F. *An empirical comparison of graduate entrepreneurs and graduate employees based on graduate entrepreneurship education and career development*. **Sustain. For.** 12(10563), 2020.

Zaidatol, A. L. P & Afsaneh, B. *Self-Efficacy and entrepreneurial intention: The mediation effect of self-regulation*: **Journal of Vocation and Learning**, (6), 2013, 385-401.

Zhang, J. P. & Huang, J. H. *Entrepreneurial self-efficacy mediates the impact of the post-pandemic entrepreneurship environment on college students' entrepreneurial intention*. **Front. Psychol.**, 2021.

Zheng, Y. Manson, J. E. Yuan, C. Liang, M. Grodstein, H. F. Stampfer, M. J. Willett W. C & Hu, F. B. *Associations of weight gain from early to middle adulthood with major health outcomes later in life*. **JAMA**, 318(3), 2017, 255-272.

Online

Alphaville. *Forever young*: YouTube. Retrieved December 9, 2020.

Beck., M. *Delayed Development: 20-Somethings Blame the Brain*: Retrieved from <https://www.wsj.com/articles>, 2012.

Ferreira, N. M. *15 ways to entrepreneur*: <https://ng.oberlo.com/blog/what-is-entrepreneurship>, 2023.

Liñán, F. & Chen, Y. *Testing the entrepreneurial intention model on a two-country sample*: Research Gate, 2006.

Liu, W. C. Wang, D. J. & Parkins, E. J. *A longitudinal study of students' academic self-concept in a streamed setting: The Singapore context*. **British Journal of Educational Psychology**, 74(4), 2005, 567.

Schwarzer, R. & Jerusalem, M. *Generalized Self-Efficacy scale. Measures in health psychology: A user's portfolio*. Causal and Control Beliefs, 1995, 35-37).

T. Yamane. *Statistics: An Introductory Analysis*. 2nd Ed., New York: Harper and Row. 1967

University of New Hampshire Report. *What is emerging adulthood? Psychological & Counselling Services*: <https://www.unh.edu/pacs/emerging-adulthood> 2024.

Villacci., J. *What is the definition of entrepreneurship? Babson thought and action*: <https://entrepreneurship.babson.edu/entrepreneurship-definition>, 2023.

Zimet, G. *Multidimensional Scale of Perceived Social Support (MSPSS) - Scale Items and Scoring Information*. Research Gate, 2016.

Text Book

- Ajzen, I. "The theory of planned behaviour". *Organizational Behaviour and Human Decision Processes*. 50(2), 1991 179–211.
- Arnett, J. J & Schwab, J. *The Clark University poll of emerging adults: Thriving, Struggling, & Hopeful: Worcester, MA: Clark University, 2012.*
- Arnett, J. J & Tanner. J. L. *Themes and variations in emerging adulthood across social classes. In Arnett, J. J., Kloep, M., Hendry, L. B, & Tanner, J. L, Debating emerging adulthood: Stage or Process? New York: Oxford University Press, 2011.*
- Arnett, J. J. *Emerging Adulthood: Oxford University Press, 2014.*
- Arnett, J. J. *Emerging Adulthood: The winding road from the late teens through the twenties, Second Edition. Oxford University Press, 2014.*
- Arnett, J. J., Kloep, M. Hendry, L. B & Tanner, J. *Debating Emerging Adulthood: Stage or Process? New York: Oxford University Press, 2011.*
- Arnett., J. J. *Adolescence and emerging adulthood: A cultural Approach. (5th ed). Pearson Education, 2012, 493.*
- Ayalew, M. M & Zeleke S. A. *Modelling the impact of entrepreneurial attitude on self-employment intention among engineering students in Ethiopia, 2018.*
- Azizi, Y. *Relationship between self-concepts and personality and students' academic performance in selected secondary schools: 11 (2), 2009.*
- Bandura, A. *Self-Efficacy: The exercise of control. New York, NY: W. H. Freeman, 1997.*
- Bandura, A. *Social cognitive theory of mass communication. In J. Bryant & M. B. Oliver (Eds.), Media Effects: Advances in Theory and Research 2008, 94-124.*
- Bandura, A. *Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall, 1986.*
- Bandura. A. *Self-regulation of motivation through anticipatory and self-regulatory mechanisms. In R. A. Dienstbier (Ed.), Perspectives on motivation: Nebraska Symposium on Motivation (38), 1991b, 69-164.*
- Bandura. A. *Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall, 1986.*
- Basarkod, G. & Marsh, H. W. *Academic self-concept: A central motivational construct. In Motivation Science: Controversies and Insights; 2023.*
- Bird, B. *Implementing entrepreneurial ideas, The Case for Intention: 1988, 442-453.*
- Côté. J. E. *Arrested Adulthood: The changing nature of maturity and identity. NYU Press, 2000.*

- Côté., J. E. *Emerging adulthood as an institutionalized moratorium: Risks and benefits to identity formation*. In J. J. Arnett & J. L. Tanner (Eds.), *Emerging adults in America: Coming of age in the 21st century*. 2006, 85–116.
- Drageset. J. *Social Support: Health Promotion in HealthCare: Vital Theories and Research*, 2021.
- Eisenberg. M. E. *Sex in Emerging Adulthood: A decade in the sexual gap*. Changing Sea, 2010.
- Erikson. E. *Identity, Youth and Crisis*. New York, NY: Norton, 1968.
- Gurung. R. A. R. *Coping and Social Support: Health Psychology: A Cultural Approach*. Belmont, CA: Thomson Wadsworth: 2006, 131–171.
- Hendry, L. B. & Kloep. M. *Conceptualizing emerging adulthood: Inspecting the emperor's new clothes? Child Development Perspectives*, 1(2), 2007a, 74-79.
- Kelley, D. J. Singer, S & Herrington, M. *The global entrepreneurship monitor - Global Report*, 2012.
- Kolbe., K. *Self-efficacy results from exercising control over personal cognitive strengths*, 2009.
- Lally, M & Valentine-French, S. *Physical development in early and emerging adulthood*, 2023.
- Lopez-Garrido, M. *Bandura's Self-Efficacy theory of motivation in psychology: Simply Psychology*, 2023.
- McAlister, A. L. Perry, C. L. & Parcel, G. S. *How individuals, environments, and health behaviours interact: social cognitive theory. Health Behaviour and Health Education: Theory, Research, and Practice* (4th ed.). San Francisco, CA: John Wiley & Sons, Inc. 2008, 169–188.
- Moriano, et al. *A cross cultural approach to understanding entrepreneurial intention*. 2012, 162-185.
- Newton., R. *Human growth and development*, 2022.
- Nexford University Report. *What is Entrepreneurship: How to become an entrepreneur*, 2024.
- Nichols. H. *Weight gain in early adulthood linked to health risks later in life*. Medical News Today, 2017.
- Parker-Pope., T. *The 8 Health Habits Experts Say You Need in Your 20s*. NY Times, 2016.
- Perry. W. G. *Forms of ethical and intellectual development in the college years: A Scheme*. New York, NY: Holt, Rinehart, and Winston, 1970.
- Ridha, R. N & Wahyu, B. P. *Entrepreneurship intention in agricultural sector of young generation in Indonesia: 2017*, 76-89.

- Schumpeter, J. A. *Ten Great Economists: from Marx to Keynes*. New York Oxford: Oxford University Press, 1951.
- Shunk, D. Pintrich, P. & Meece, J. *Motivation in education: Theory, Research, and Application*, Pearson, New Jersey, EU, 2008.
- Shapero, A & Sokol, L. *The sociology of entrepreneurship*. Encyclopedia of Entrepreneurship. Englewood Cliffs, NJ: Prentice-Hall, 1982.
- Shapero, A. & Sokol, L. *The sociology of entrepreneurship*. Encyclopedia of Entrepreneurship. Englewood Cliffs, NJ: Prentice-Hall., 1982.
- Thelen, E & Smith. L. B. *A dynamic systems approach to the development of perception and action*. Cambridge, MA: Bradford Books/MIT Press, 1994.
- Uchino. B. *Understanding the links between social support and physical health: A life-span perspective with emphasis on the separability of perceived and received support: Perspectives on Psychological Science*.4 (3), 2017, 236–255.
- University of New Hampshire Report. *What is emerging adulthood? Psychological and Counselling Services*, 2024.
- Verdugo. G. A. B. *Innovative Self-concept of Micro-entrepreneurs: Perception of Barriers and Intention to Invest: Brazilian Administrative Review: 15(2)*, 2018.

Appendix I

Lead City University, Ibadan, Nigeria
Department of Arts and Social Science Education
Questionnaire
Academic Self-concept, Self-efficacy, Social Support and Entrepreneurial Intention
Questionnaire (ASSSSEIQ)

Dear Respondent,

This questionnaire is designed to collect information on academic self-concept, self-efficacy, social support and entrepreneurial intentions. Your sincere responses would be appreciated, as your responses would be used only for research purposes only and treated with utmost confidentiality. Kindly respond to all the items carefully, as this will be used for research purpose.

Thank you for your time.

Section A: Bio-data

Respondent's Sex: Male [] Female []

Respondent's Age (in years): _____

Entrepreneurship Intention Scale					
S/N	Items	SA	A	D	SD
1	I am ready to make anything to be an entrepreneur				
2	My professional goal is to become an entrepreneur				
3	I will make every effort to start and run my own firm				
4	I am determined to create a firm in the future				
5	I have very serious thought of starting a firm				
6	I have got intention to start a firm some day				
7	A career as entrepreneur is attractive for me				
8	If I had the opportunity and resources, I would like to start a firm				
9	Being an entrepreneur would entail great satisfaction for me				
10	Among various options, I would rather be an entrepreneur				
11	To start a firm and keep it working would be easy for me				
12	I am prepared to start a viable firm				
13	I can control the creation process of a new firm				
14	I know the necessary practical details to start a firm				
15	I know how to develop an entrepreneurial project				
16	If I try to start a firm, I would have a high probability of succeeding				

Academic Self Concept Questionnaire (ASCQ)					
S/N	ITEMS	Strongly agree	Agree	Disagree	Strongly disagree
1	I can follow the lectures easily.				
2	I day dream a lot in class.				
3	I am able to help my course mates with their term papers if permitted.				
4	I often do my assignment without thinking				
5	If I work hard I think I can graduate with a good grade from the university				

- 6 I pay attention to the lecturers during lectures
 - 7 Most of my course mates are smarter than I am
 - 8 I study hard for my tests
 - 9 My lecturers feel that I am poor in my work
 - 10 I am usually interested in my course work
 - 11 I often forget what I have learnt.
 - 12 I am willing to do my best to pass all the courses
 - 13 I get frightened when I am asked a question by the lecturers.
 - 14 I often feel like quitting school.
 - 15 I am good in most of my university courses
 - 16 I am always waiting for the lectures to end.
 - 17 I always do poorly in tests
 - 18 I am not willing to put in more effort in my course work
 - 19 I am able to do better than my friends in most courses
 - 20 I am not willing to put in more effort in my course work
-

		General Self-Efficacy Scale (GSE)			
S/N	ITEMS	Not at all true	Hardly true	Moderately true	Exactly true
1	I can always manage to solve difficult problems if I try hard enough				
2	If someone opposes me, I can find the means and ways to get what I want.				

- 3 It is easy for me to stick to my aims and accomplish my goals.
 - 4 I am confident that I could deal efficiently with unexpected events.
 - 5 Thanks to my resourcefulness, I know how to handle unforeseen situations.
 - 6 I can solve most problems if I invest the necessary effort.
 - 7 I can remain calm when facing difficulties because I can rely on my coping abilities.
 - 8 When I am confronted with a problem, I can usually find several solutions.
 - 9 If I am in trouble, I can usually think of a solution
 - 10 I can usually handle whatever comes my way.
-

Multidimensional Scale of Perceived Social Support

S/N	ITEMS	SA	A	D	SD
1	There is a special person who is around when I am in need				
2	There is a special person with whom I can share joys and sorrows				
3	My family really tries to help me				
4	I get the emotional help and support I need from my family				
5	I have a special person who is a real source of comfort to me				
6	My friends really try to help me				
7	I can count on my friends when things go wrong				
8	I can talk about my problems with my family				
9	I have friends with whom I can share my joys and sorrows				
10	There is a special person in my life who cares about my feelings				
11	My family is willing to help me make decisions				
12	I can talk about my problems with my friends				

Appendix II

Reliability Statistics

RELIABILITY

/VARIABLES=EIS1 EIS2 EIS3 EIS4 EIS5 EIS6 EIS7 EIS8 EIS9 EIS10 EIS11 EIS12 EIS13
EIS14 EIS15 EIS16

Reliability

Case Processing Summary			
		N	%
Cases	Valid	16	100.0
	Excluded ^a	0	0.0
	Total	16	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
.824	.831	16

RELIABILITY

/VARIABLES=ASCS1 ASCS2 ASCS3 ASCS4 ASCS5 ASCS6 ASCS7 ASCS8 ASCS9
ASCS10 ASCS11 ASCS12 ASCS13 ASCS14 ASCS15 ASCS16 ASCS17 ASCS18 ASCS19
ASCS20

Reliability

Case Processing Summary			
		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	0.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
.846	.852	20	

Lead City University Ibadan DO NOT COPY

RELIABILITY

/VARIABLES= ASES1 ASES2 ASES3 ASES4 ASES5 ASES6 ASES7 ASES8 ASES9 ASES10

Reliability

Case Processing Summary			
		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	0.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
.759	.741	10	

RELIABILITY

/VARIABLES= PSSS1 PSSS2 PSSS3 PSSS4 PSSS5 PSSS6 PSSS7 PSSS8 PSSS9 PSSS10 PSSS11 PSSS12

Reliability

Case Processing Summary			
		N	%

Cases	Valid	12	100.0
	Excluded ^a	0	0.0
	Total	12	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
.763	.757	12	

Lead City University Ibadan DO NOT COPY

Appendix III

9th January, 2023

The Registrar,

.....
.....
Dear Sir/Madam,

PERMISSION TO ADMINISTER QUESTIONNAIRE IN YOUR UNIVERSITY

I write to introduce Mr. Tunde Sunday Olakunle, a Postgraduate student of the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan to you. He is carrying out a research on Academic Self-concept, Self-efficacy and Social Support as Determinants of Entrepreneurial Intention among Emerging Adults of Private Universities in Southwest, Nigeria. I hereby request your permission for him to administer the research instrument on 300 level students between ages 18 and 25 in your university.

I assure that all the responses will be used for research purpose only and treated with utmost confidentiality.

Thank you for your anticipated cooperation.

Yours faithfully,

Prof. Senimetu Ileuma

Head of Department

Bio-data

A. Personal Data

Name:

Olakunle Tunde Sunday

Date and Place of Birth:

15th September, 1970; Masifa-Ejigbo

Nationality:	Nigerian
State of Origin and Local Government:	Osun State, Ejigbo Local Government Area
Marital Status:	Married
Email / GSM Number:	Olakunletunde1@gmail.com / 08034468105
Permanent Home Address:	Jaguas Compound, No 36 Masifa-Ejigbo

B. Educational Institutions Attended with Dates

Osun State University, Osogbo	2020 -till date
Lead City University, Ibadan	2019- till date
University of Ibadan	2009-2011
Obafemi Awolowo University, Ile-Ife	2002 - 2008
Lagos State University, Ojoo	1999 - 2002
Osun State College of Education Ilesa	1992 - 1998
Isundunrin Community High School, Ejigbo	1984 - 1989

Academic and Professional Qualification with Dates

Master of Education (Guidance & Counselling)	2011
Bachelor of Science (Demographic & Social Statistics)	2008
Bachelor of Education (Guidance & Counselling)	2002
Nigeria Certificate in Education (Mathematics / Integrated Science)	1998
West Africa Examination Council	1989

C. WORK EXPERIENCE

St. Phillip's A/C Primary School, Otugbembo Onisere, Ore, Ondo State	1998 till date
Adjunct Lecturer, Osun State College of Education, Ilesha (Osogbo Centre)	2012 –2019

D. REFEREES

I. Dr. A.O Gbadebo

Faculty of Management Science, Osun State University, Osogbo

08060835668

II. Mr. I. Oluseun

Department of Accountancy, Osun State Polytechnic, Iree.

08035209974

III. Dr. Okoiye Emmanuel Ojaga

Dept of Educational Psychology / G&C

Alvan Ikoku Federal University of Education

Owri, Imo State, Nigeria

0803607540

Lead City University Ibadan DO NOT COPY

The University Compliance Certification

This is to certify that the Thesis by **Tunde Sunday OLAKUNLE** with matriculation number LCU/PG/001341 Department of Arts and Social Sciences Education, Faculty of Education,

Lead City University, Ibadan is in full compliance with the approved University Format and Style.

Signature

Date

Lead City University Ibadan DO NOT COPY