

ASSESSMENT OF LEVELS AND MOTIVATORS OF EDUPRENEURSHIP INTENTIONS AMONG UNDERGRADUATES OF EMMANUEL ALAYANDE UNIVERSITY OF EDUCATION, OYO STATE

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Abstract

The intent of this study was to examine the level of edupreneurial intention and the motivating factors among undergraduate education students. A cross-sectional survey design was adopted. A sample of 352 students from Emmanuel Alayande University of Education who enrolled in education-related courses, was selected through stratified random sampling. The Edupreneurship Intention Scale ($\alpha = .87$) was used to collect data on participants' entrepreneurial aspirations within the educational sector. Descriptive statistics (including frequency counts, means, and standard deviations) were employed to analyse the data. The findings revealed that participants demonstrated a high level of intention toward edupreneurial activities, as reflected across key components such as attitude, perceived social norms, perceived behavioural control, and overall edupreneurial intention. Furthermore, while students exhibited both intrinsic and extrinsic motivation, the results indicated that intrinsic motivation which is rooted in personal fulfilment, passion for educational impact, and self-confidence served as the more powerful driving force. The study concluded that for edupreneurial intention to be successfully transformed into reality, institutions and policymakers must prioritise the development of supportive structures. These should include mentorship, funding opportunities, legal guidance, and social support systems that foster an enabling environment, one that not only complements students' internal motivation but also empowers them to realise their edupreneurial aspirations through tangible and impactful ventures.

Keywords: Entrepreneurship, Edupreneurship intention, Attitude, Social norms, Behavioural control, Motivation

Introduction

In the rapidly evolving educational setting, the integration of entrepreneurial skills within the field of education, often termed "edupreneurship," has emerged as a crucial skill acquisition programme for undergraduates pursuing degrees in education. The need to ensure self-reliance, self-efficacy and improve graduate productivity makes the traditional role of educators to expand beyond the classroom to include the development of new educational tools, programmes, and initiatives. This shift suggests the need for education students to not only master pedagogical skills but also to cultivate entrepreneurial interest that will enable them to create, manage, and sustain educational ventures. However, despite the significant potential of edupreneurship, students enrolled in educational courses often lack the intention and focus to fully engage with it.

Entrepreneurship is the way out, the creative pursuit that enables overcoming constraints with what is at hand. To Stevenson and Jarillo (1990), it is an opportunistic

way individuals seize and exploit opportunities independent of resource constraints. Building on this concept, Ireland et al. (2003) defined entrepreneurship as a socially embedded phenomenon where people and groups collaborate to generate value by integrating exceptional capabilities to capture market chances. Yangailo and Qutieshat (2022) also emphasise that entrepreneurs introduce artistic and eccentric activities. Together, these definitions emphasise the role of innovation, cooperation, and creativity as basic constituents of the entrepreneurial process.

A branch of entrepreneurship, edupreneurship, has been defined as a type of social entrepreneurship directed to instructive concerns with new and creative ideas. Maruntelu (2023) define edupreneurship as the creative response to educational challenges and dysfunctions in the academic market. As Hess (2006) noted, an edupreneur is often a former teacher who sets up an education-based enterprise, investing time, effort, and money in creating a programme, product, service, or technology to improve education. Similarly, Lăcătuș and Stăiculescu (2016) describe edupreneurs as change-makers who could offer powerful solutions in public education systems through their innovative features and strategic activities. These actions could involve identifying financial opportunities in the education sector, lobbying for systemic reform, or establishing alternative schools. According to Lăcătuș and Stăiculescu (2016), there are four major areas of edupreneurship: (1) innovation in public schools, (2) creation of private schools in formal education (3) the growth of private actors in non-formal education and (4) the creation of public - private partnerships with contributions to the progress. By definition, edupreneurial intention is a planned and arranged bidding by an individual to create, develop and manage an innovative educational venture.

Factors influencing Nigerian undergraduate education students' intention to engage in edupreneurship are multifaceted. The origins of entrepreneurial spirit have been explained by diverse theories, including the Entrepreneurial Event Model, which 'highlights the life factor experiences as triggers (Shapero & Sokol, 1982). Furthermore, the Theory of Entrepreneurial Goals (Krueger et al., 2000) considers the nuances of aspirations' cognitive and affective components. At the same time, Social Cognitive Theory (Bandura, 1986) emphasises the crucial role of self-efficacy in driving behaviour. This work is based on the Theory of Planned Behaviour (TPB), a widely used theory that explains what drives individuals to start a formal venture for educational purposes.

Developed by Ajzen (1991), TPB proposes that intention is the primary predictor of behaviour and is determined by attitude, social norms, and perceived control. It provides a significant perceptivity into how students in higher institutions' perception of education, peers' and advisors' support, and beliefs in conquering barriers affect the intentions of forming educational ventures. Its multi-perspective results are a strong tool for investigating and fostering entrepreneurial visions in academic settings.

Presently, research on undergraduates' edupreneurship in Nigeria primarily focuses on general entrepreneurial intentions, with the programmes focusing on small company growth at the expense of innovative processes in the education sector. Some studies have surveyed the factors that influence entrepreneurial intentions (Akanbi, 2013; Mahmoud & Garba, 2019; Yangailo & Qutieshat, 2022), with particular attention to students' attitudes and intentions toward entrepreneurship (Muhammad et al., 2015; Idris,

2017). However, focus on edupreneurship remains relatively novel, As a result, the entrepreneurship education provided to education students may be redirected towards unrelated small businesses, rather than being applied to discover varied prospects within the educational field. For this reason, gauging the level of edupreneurial motivation of education students is timely and essential to fill this gap.

While prior research has dealt with the wider antecedents of entrepreneurial intention, little is known about students' intention to engage in edupreneurship. Furthermore, the extent of entrepreneurial intention among Nigerian undergraduates is not well known because most of the studies conducted focus on determining the predictors of entrepreneurial intention and not the intention itself (Taiwo & Joseph, 2020; Ibidunni et al., 2020; Nwibe & Ogbuanya, 2024). One of the few examples of studies in Nigeria is that of Bularafa and Abdullah (2019) who found that Nigerian university students exhibit high entrepreneurial intention. However, there is considerable number of international studies that confirmed students showing high level of entrepreneurial intention. For example, in countries like Cameroon, Neneh (2014) found students showed high level of desire to become entrepreneurs. Also in Malaysia, Ooi and Ahmad (2012) found that students have marked entrepreneurial aspirations, reflecting a vibrant entrepreneurial climate. The same outcomes were also found in Italy by Ferrante et al. (2016) and Fini et al. (2016) showing that many university students manifest entrepreneurship intention. These results and Nigeria's limited but insightful data demonstrate a need for further exploration in this specific area of edupreneurship, with focus on the level of edupreneurship intention among Nigerian undergraduates.

Apart from finding the level of edupreneurship intention, motivation is an essential variable when examining entrepreneurial intentions. In the study of Ridwan et al.' (2024), both intrinsic and extrinsic motivations significantly contributed to entrepreneurial motives. Internal motivation was conducive to self-confidence and self-improvement, while external motivations delivered economic support and resources to start and keep their entrepreneurship. Antonioli et al. (2016) also reported that intrinsic motivation was positively related to academic entrepreneurial intention, while extrinsic elements were a complementary factor.

Even though motivation has a positive influence on entrepreneurial intention, as Arshad et al. (2019) argued, success and status, personal development, and societal benefit were the main drivers. Individuals' physical attractiveness and well-being played a more minor role than internal motivations and cultural acceptance. Al-Jubari et al. (2019) reported that both intrinsic and extrinsic motivations influenced Malaysian students' entrepreneurial intent but that external motivations had a more substantial influence. In the field of social entrepreneurship, Samsudin et al. (2022) found internal motivations, especially self-efficacy, to be significant factors and were more important than external help from friends and family.

The Nigerian tertiary institutions are churning out graduates, but the labour market has no capacity for the ever-increasing workforce, and by extension, the youths of the nation are tens of millions out of jobs. This is the matter of inclusion of entrepreneurship in degree programmes that seek to graduate persons with the skills and mindset to be creators of jobs. So despite the increase in the excitement of

entrepreneurship among Nigeria's teeming student population — who are heavily interested in entering the entrepreneurs' world, students studying education lack the motivation or capability to translate the knowledge into lucrative venture related to their study.

These students are essentially ready for traditional teaching jobs, with scant opportunity to use that knowledge to create educational programmes or innovative strategies for societal problems. As a result, the job prospects for many education majors are limited and depend significantly on teacher demand. This short-sighted approach perpetuates unemployment; it denies graduates the ability to contribute towards educational development and the sector's transformation. Lack of edupreneurial intent among education students is a serious impediment to finding a solution to individual employment problems and denies the country's open educational necessities.

Investigating the decision-making processes and edupreneurial mindsets of undergraduates and other forces shaping these mindsets is required to solve the problems that Nigerian education graduates in the labour market face. Further understanding of these, including, ideally, rigorous evidence from more such programmes, would help inform policy-making, curriculum design, and programmes focused on training a new generation of education entrepreneurs to rejuvenate their nation's learning space.

Research Questions

1. What is the level of edupreneurship intentions among undergraduates of Emmanuel Alayande University of Education, Oyo State?
2. What are the motivating factors influencing students' intention to engage in edupreneurship intentions among undergraduates of Emmanuel Alayande University of Education, Oyo State?

Methodology

The study employed a cross-sectional research approach, which involves collecting data from a specific population at a single point in time to analyse the level of edupreneurial intention among students and the motivational factors influencing it. The population of the study comprised undergraduates of Emmanuel Alayande University of Education. At the time of the study, the institution had two categories of undergraduate students: the 100- and 200-level students of Emmanuel Alayande University of Education, and the 200-level and above students of the affiliated Ekiti State University. A non-proportional stratified random sampling method was used, with the stratum being the faculty, to select three hundred and sixty undergraduates in their third and fourth years of study. These academic levels were purposively selected based on the assumption that students at these levels would have already been exposed to entrepreneurship courses during their earlier years of study, making them familiar with entrepreneurship-related issues. The demographic breakdown of participants' information is presented in Table 1.

Table 1

Demographic Variables of the participants

Variable	Sub variable	Frequency	Percentage
Sex	Male	157	44.6
	Female	195	55.4
Age	Adolescents (16- 20 years)	58	16.5
	Emerging Adults (21- 25 years)	210	59.7
	Young Adults(26- 30 years)	84	23.8
Faculty	Social Science	68	19.3
	Arts	72	20.4
	Voc. & Tec. Edu.	64	18.2
	Science	65	18.5
	General Education	83	23.6
Academic Level	300 Level	116	33.0
	400 Level	236	67.0

Data collection for this study was conducted by the researcher, supported by academic staff from each of the five faculties of the university, who assisted in identifying participants and ensuring compliance with research procedures. The study involved distributing 360 printed copies of the research instrument. Participation was strictly voluntary and anonymous, with informed consent obtained from all participants. They were clearly informed about the research's objectives, their rights to withdraw at any time, and the assurance that their participation was confidential. The research focused exclusively on surveying the participants' intention to be edupreneur, mitigating any ethical concerns. From the 360 distributed instruments, 352 completed and valid responses were successfully collected. The study recorded 97.8% success rate.

The Edupreneurship Intention Scale developed by the researcher in accordance with the Theory of Planned Behaviour, measures participants' edupreneurial intentions. This 25-item self-report instrument assesses three domains: Attitude (8 items), Social Norm (7 items), and Perception of Control (10 items). Responses are rated on a 4-point scale from "Strongly Agree" (4) to "Strongly Disagree" (1), with higher scores indicating greater edupreneurial intention.

Participants' scores range from 1 to 32 for attitude, 1 to 28 for social norm, and 1 to 40 for perception of control, with the overall scale spanning 25 to 100. Attitude scores of 10 or below indicate low, 11-18 moderate, and 19-28 high levels. For social norm, scores of 11 or below are low, 12-21 moderate, and 22-32 high. Perception of control is classified as low (13 or below), moderate (14-26), and high (27-40). Overall, edupreneurial intention is considered low for scores of 33 or below, moderate for 34-66, and high for 67 and above. To validate the instrument, it was given to three experts in the fields of counselling and test measurement, and their feedback was incorporated into the final draft. Concurrent validity was established through a pilot test involving 40 participants from another university in Oyo State, where the scale was compared with the Entrepreneurial Profile Questionnaire (EPQ) used by Leong (2008), yielding a correlation

coefficient of $r = .89$. The internal consistency of the scale was confirmed with a Cronbach's alpha of $\alpha .84$. The data collected from participants were analysed using descriptive statistics of frequency, means, and standard deviations, to provide a clear summary of the participants' responses and trends within the data set.

Results

Research Question 1: What is the level of edupreneurship intentions among undergraduates of Emmanuel Alayande University of Education, Oyo State? Table 2 illustrates the results.

Table 2: Descriptive Statistics on Participants' Edupreneurial Intention Levels

Variable	Min	Max.	Mean	SD	Skewness
Attitude	13.00	32.00	26.20	3.43	-.683
Social Norms	9.00	28.00	21.64	3.29	-.622
Perception of Control	13.00	40.00	31.09	4.27	-.602
Edupreneurial Intention	41.00	99.00	78.93	9.31	-.638

The results in Table 2 showed that participants scored high on measures of edupreneurial intention at the subcomponent level, with Attitude ($M = 26.20$, $SD = 3.43$), Social Norms ($M = 21.64$, $SD = 3.29$), and Perception of Control ($M = 31.09$, $SD = 4.27$). Overall, the participants scored high on the entire Edupreneurial Intention Scale (EIS) ($M = 78.93$, $SD = 9.31$), indicating a high level of edupreneurial intention compared to the scale norms.

Additionally, the results reveal that entrepreneurial intention (EI), attitude, social norms, and perception of control all exhibit slight negative skewness and low kurtosis. This suggests that participants generally favour higher edupreneurial intentions, positive attitudes, supportive social norms, and a strong sense of control, with a relatively broad distribution of responses across these variables.

Research Question 2: What are the motivating factors influencing students' intention to engage in edupreneurship intentions among undergraduates of Emmanuel Alayande University of Education, Oyo State? The findings are presented in Table 3

Table 3

Motivating Factors to Edupreneurship Intention among Undergraduates

Item	Mean	SD
I believe starting an educational venture would be personally fulfilling.	3.40	.71
I feel enthusiastic about the prospect of creating innovative educational solutions.	3.22	.72
I think that being an edupreneur would allow me to make a positive impact on education.	3.37	.80
I am confident in my ability to succeed in an edupreneurial venture.	3.30	.80
I believe that edupreneurship is a viable career path for me.	3.18	.79
I see myself as someone who can overcome challenges in edupreneurship.	3.33	.72
I enjoy thinking about new ways to improve educational practices.	3.22	.82
I feel that edupreneurship aligns with my personal values and goals.	3.13	.82
People around me believe that starting an educational business is a good idea.	3.11	.87
My family supports my intention to pursue edupreneurship.	3.09	.77
My friends encourage me to take the path of edupreneurship.	2.99	.88
I feel that society values and supports edupreneurs.	3.09	.82
There are positive role models in my community who have succeeded in edupreneurship.	3.21	.83
I receive encouragement from educational professionals to pursue an edupreneurial venture.	3.10	.82
People in my network think that I have the skills needed for edupreneurship.	3.03	.81
I have access to resources that can help me start an educational venture.	2.98	.87
I believe I can manage the risks involved in edupreneurship.	3.12	.77
I feel that I have the necessary skills and knowledge to start an educational business.	3.22	.80
I am confident in my ability to find and use educational technology and tools effectively.	3.14	.81
I believe I can secure funding for an educational venture if needed.	3.13	.80
I feel that I have sufficient support systems in place to help me succeed in edupreneurship.	2.96	.80
I think I can navigate legal and administrative requirements for starting an educational business.	2.97	.85
I feel that I can overcome any obstacles that may arise in the process of edupreneurship.	3.10	.83
I am confident in my ability to network and build relationships relevant to edupreneurship.	3.19	.74
I believe I can balance the demands of edupreneurship with other aspects of my life.	3.27	.80

The results as shown in Table 3 revealed that participants scored above average in each of the elements of edupreneurship intention. However, intrinsic motivation proved to be the strongest motivating force behind students' intention to engage in edupreneurship. Participants expressed high agreement with statements related to personal fulfilment, the desire to make a positive impact on education, and confidence in their ability to overcome challenges, suggesting a strong internal commitment to pursuing educational ventures. Moderate scores were observed in areas related to creativity, alignment with personal values, and perceived skill readiness, indicating that while students generally believe in their capacity and interest, there is still room to strengthen these perceptions. Conversely, social support factors such as encouragement from family, friends, and professional networks were less influential, revealing a possible gap in external motivation and reinforcement. The lowest mean scores were associated with practical feasibility factors, such as access to resources, funding, legal navigation, and support systems, highlighting perceived barriers that could hinder entrepreneurial action. In all, while the internal motivation to pursue edupreneurship is strong, the results suggest a need for enhanced structural and social support to translate intention into practice.

Discussion of findings

This investigation assessed the degree of edupreneurial intention among undergraduates studying educational courses and the motivating elements toward the drive. The outcomes uncovered that individuals exhibited a lofty intention toward educational entrepreneurship. These final results coordinate with earlier investigations by Bularafa and Abdullah (2019), Ferrante et al. (2016), and Fini et al. (2016), which similarly discovered that college undergraduates, both in Nigeria and past Africa, usually demonstrate a solid aim toward entrepreneurship. This elevated edupreneurial intentions among undergraduates could be credited to numerous components, specifically within the nation's socioeconomic condition. Nigeria has a burgeoning youth populace confronting critical difficulties in securing conventional work because of high joblessness rates. Subsequently, numerous students are progressively inclined to consider entrepreneurship as a feasible career path, including education sector, which is seen as a steady and affecting venture territory. The developing acknowledgment of the significance of education for the development of the nation and the expanding request for innovative educational services have likely incited undergraduates' enthusiasm for seeking after edupreneurial undertakings.

Moreover, the Nigerian administration's activities to advance entrepreneurship through different programmes and strategies may have assumed a pivotal job in demonstrating edupreneurship intentions (Oladeji et al., 2022). Educational establishments in Nigeria have additionally been incorporating entrepreneurship training into their courses, highlighting the worth of self-employment and development (Abulude & Ogunjemilua, 2025). This academic acquaintance, consolidated with the business visionary mindset cultivated in schools, encourages students to exploit openings in educational business enterprise. The agreement of individuals' ambition with the observed advantages of edupreneurship, like monetary freedom, social effect, and the

capacity to address nearby educational needs, fortified their aim to take an interest in edupreneurship.

The study examined the motivation driving students' intent to pursue edupreneurship. Motivation plays a vital role in energising people to focus on their goals. Recognising what pushes undergraduates to establish educational enterprises can expose what aids or hinders their intentions, offering perception into the sustainability of such aspirations. While respondents exhibited both intrinsic and extrinsic motivation, consistent with earlier findings of Ridwan et al. (2024) and Arshad et al. (2019), they leaned more towards intrinsic factors for edupreneurship. Chiefly, personal gratification from positively affecting education alongside self-assurance in overcoming business challenges fuelled their motivation. This result aligns with the earlier discoveries of Antonioli et al. (2016) and Samsudin et al. (2022), who found that intrinsic factors were very important in prompting people's entrepreneurial intentions.

High scores of participants on items linked to personal fulfilment, confidence, and problem-solving display a profound internal commitment and belief in the importance of establishment of educational ventures. Some respondents were deeply driven by a need for intellectual stimulation and a chance to solve education issues creatively. Others found power through sharing knowledge and its capacity to better society. A few hoped to flex entrepreneurial muscles and test their mettle through a start-up's inevitable hurdles. These motivational underpinnings suggest that students have more than just interest; they view such enterprises as aligning with their values and goals. Moderate views on creativity, perceived knowledge, and inventiveness further confirmed their preparedness to enter the edupreneurial sphere, though with some caution or doubt about the depth of their abilities.

However, the outcomes highlight striking deficiencies in extrinsic backings and infrastructural assistance. Encouragement from loved ones, companions, and academic experts received lower ratings compared to factors relating to internal motivation, suggesting inadequate reinforcement from undergraduates' direct social settings. Moreover, perception concerning getting opportunity for funding, subsidising, legal knowledge, and assistance frameworks are positioned among the most minimally scored factors, unveiling functional obstructions that may prevent undergraduates from acting concerning their edupreneurship intentions. This result contradicts the discoveries of Arshad et al. (2019) and Al-Jubari et al. (2019), who revealed that outer inspirational variables play a more influential part in driving peoples' entrepreneurship than inward motivation. In any case, this deviation is not unforeseen in the Nigerian setting, where empowering conditions, for example, admittance to mentorship, subsidising openings, legal guidance, and social help, stay constrained regardless of the mix of entrepreneurship training in tertiary foundations. This disconnect between intrinsic drive and external achievability accentuates a basic region for programme and institutional mediation.

Conclusion and Recommendations

This study examined the extent of undergraduates' desire to pursue edupreneurship and the motivational factors driving that interest. The findings revealed a high level of intention among education students to engage in edupreneurial activities, as demonstrated across key components such as attitude, perceived social norms, perceived behavioural control, and overall edupreneurial intention. While students exhibited both intrinsic and extrinsic motivation, the results showed that internal motivation—rooted in personal fulfilment, passion for educational impact, and self-confidence—served as the stronger driving force.

To harness and sustain this promising edupreneurial intent, it is imperative for stakeholders to address the evident gaps in external motivation. Institutions and policymakers should therefore prioritise the development of supportive structures, including access to mentorship, funding opportunities, legal guidance, and robust social support systems. These interventions will help create an enabling environment that not only complements students' internal drive but also empowers them to transform their edupreneurial aspirations into tangible and impactful ventures.

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