



Self-efficacy, Perceived Relational Support and Entrepreneurial Education as Determinants of Entrepreneurial Intention among Undergraduates of University of Ibadan, Nigeria

SOLOMON ADEKUNLE ODEDOKUN
University of Ibadan, Nigeria

Abstract. The study investigated the relationship between Self-efficacy, perceived relational support, entrepreneurial education and Entrepreneurial Intention among undergraduates of University of Ibadan.. The study adopted a descriptive survey research design of correlational type. A total of two hundred (200) undergraduates from nine (9) different faculties from University of Ibadan were selected using simple random sampling techniques. Three research questions were raised and answered for the study. Validated and standardized instruments were used to collect the data. Data collected were analysed using the Multiple Regression Analysis and Pearson Product Moment Correlation at 0.05 level of significance. The result showed that self-efficacy ($r = .324, p < 0.05$), perceived relational support ($r = .525, p < 0.05$) and entrepreneurial education ($r = .420, p < 0.05$) positively and significantly correlated with entrepreneurial intention. There was joint contribution of the independent variables (Self-efficacy, Perceived relational support and Entrepreneurial education) to the dependent variable. i.e.(entrepreneurial intention) ($F(3,196) = 98.457; p < 0.05$ and Adjusted $R^2 = .595$). It was further revealed that each of the independent variables contributed to the dependent variable in this order: self-efficacy ($\beta = 0.231; t = 4.580; p < 0.05$), perceived relational support ($\beta = 0.588; t = 12.5139; p < 0.05$) and entrepreneurial education ($\beta = -0.629; t = 12.635; p < 0.05$). Based on the findings, it was recommended that, by fostering self-efficacy skills, strengthening relational support networks, and integrating relevant entrepreneurial education initiatives in the university curriculum, the university can effectively promote entrepreneurial intention among her undergraduates.

Keywords: Self-efficacy; Perceived relational support; Entrepreneurial education entrepreneurial intention

1. Introduction

Recently there has been an increasing interest in generating and encouraging actions promoting the notion of entrepreneurship as a beautiful alternative to working for wages and salaries among the teeming graduates in the country. Graduates are finding it increasingly difficult to find jobs of their choice. Given these circumstances, starting up a business would allow them to explore and be creative with their professional life. It will also reduce to the barest minimum the issue of roaming about on the street by millions of graduates seeking for non-existence white collar job. Entrepreneurship is what the nation needs to resolve the issue of unemployment. Once the issue of unemployment is resolved, the economy will grow and the dependency on government to provide basic amenities will surely reduce. This study, therefore, sought to investigate the determinant of entrepreneur intentions among undergraduates of university of Ibadan, Ibadan, Nigeria. Specifically the study sought to investigate Self-efficacy, perceived relational support and Entrepreneurial education) on entrepreneurial intention among undergraduates of University of Ibadan, Ibadan, Nigeria.

Entrepreneurial intention was introduced into the field of entrepreneurship by scholars in the 21st century. Entrepreneurial intention refers to an individual's willingness and plan to start a new business venture. It is a crucial precursor to actual entrepreneurial behaviour and is an important factor in explaining why some individuals become

entrepreneurs while others do not. The concept of entrepreneurial intention has gained increasing attention from scholars and practitioners in the fields of entrepreneurship and business management. It is often studied from various perspectives, including psychological, social, economic, and cultural. Psychological factors, such as individual attitudes, beliefs, and personality traits, play an important role in shaping entrepreneurial intention. For example, individuals with a high level of self-efficacy, risk-taking propensity, and innovativeness are more likely to have a strong intention to start a new business. Social factors, such as social norms, family background, and social networks, can also influence entrepreneurial intention.

This concept has been studied extensively in recent years, as it plays an important role in understanding why some people choose to become entrepreneurs while others do not. Research has shown that individuals with a strong entrepreneurial intention are more likely to take risks and explore new opportunities for success (Harian, 2006). They are also more likely to develop creative solutions for problems and be willing to invest resources into their ideas. Ultimately, entrepreneurial intention is an important concept for understanding why some people choose to become entrepreneurs and while others do not. While much has been written on entrepreneur intention among other sectors few has been written in Nigeria especially among the undergraduates hence, the need for this study.

The first variable in this study is self-efficacy. Bandura (1977) defined self-efficacy beliefs (or expectancies) as the beliefs regarding one's ability to perform the tasks that one views as necessary for attaining valued goals. He proposed that self-efficacy beliefs are among the most important determinants of human behaviour and offered self-efficacy theory as a unifying theory for all types of behaviour change, including the effects of psychological interventions and psychotherapy. He contrasted self-efficacy expectancies, concerning one's abilities to perform behaviours, with outcome expectancies, which are concerned with the expected results of the behaviours that one performs. Bandura proposed that self-efficacy beliefs are the most important and powerful of the two in influencing people's decisions to attempt or not attempt certain behaviours and to persist in the face of obstacles. Bandura proposed that self-efficacy beliefs developed from four main sources: (1) performance attainments and failures—what one is trying to do and how well one succeed or not; (2) vicarious performances—what one see other people do; (3) verbal persuasion—what people tell

one about what one is able or not able to do; and (4) imaginal performances—what one imagine oneself doing and how well or poorly one imagine oneself doing it.

Self-efficacy is the extent or quality of one's belief in one's own skill to complete responsibilities and reach aims (Ormrod, 2006). Psychologists have studied self-efficacy from several perspectives, noting different ways in the improvement of self-efficacy; the elements of self-efficacy, and lack thereof, in many different settings; communications between self-concept and self-efficacy; and behaviours of attribution that contribute to or detract from self-efficacy. Entrepreneurial self-efficacy (ESE) is the application of self-efficacy in entrepreneurship research, referring to the extent to which entrepreneurs are confident about their own entrepreneurial skills to complete various tasks and projects (Boyd and Vozikis, 1994; Chen et al., 1998). The process of entrepreneurship is full of setbacks, which requires entrepreneurs with good psychological qualities. ESE, a typical characteristic of entrepreneurs, represents the belief and attitude of entrepreneurs to overcome various difficulties and achieve entrepreneurial success (Gist and Mitchell, 1992; Chen et al., 1998). Existing studies have proved that Self Efficacy contributes greatly to the prediction of entrepreneurial intention and promotion of entrepreneurial performance (Hmieleski and Corbett, 2008; Caines et al., 2019).

As a psychological resource, Self-efficacy has a positive impact on one's behaviour. Research has disclosed that entrepreneurial self-efficacy can play a mediating role in the relationship between multiple network embedding and entrepreneurial intention (Li et al., 2019). Also, it can moderate the relationship between extraversion, openness, emotional stability, and entrepreneurial intention (Jin and Huang, 2019). Farashah (2015) has studied the institutional normative environment of 54 countries (regions), observing that the entrepreneurial self-efficacy of adults had a positive effect on individual entrepreneurial intentions; The studies in the literature indicate that there exists a strong link between entrepreneurial self-efficacy and the performance of a company started by an entrepreneur. However, there is still a need to investigate this relationship empirically in an academic environment. Thus, this research aimed to bring a new perspective to the scientific discussion about entrepreneurial intention among the undergraduates in a university. Hence the need for this study among undergraduates of university of Ibadan.

2. Perceived Relational Support

Another variable in this study is perceived relational support. It comes from four key providers (father, mother, special sibling, and best friend) on five provisions (quality of information, respect for autonomy, emotional support, convergence of goals, and acceptance). Perceived relational support refers to the potential entrepreneur's belief and expectations about the support and encouragement that the individual will receive from one's significant stakeholders. It has been shown to be associated with the development of entrepreneurs (Baughn, 2006). Social support has been considered an important variable in the explanation of a person's behaviour. Nanda and Sorenson (2009) indicate that family and friends are the people with the greatest influence on individual career choice because they are considered as fund providers and role models. The authors further state that the roles of friends and role models are prominent in influencing the decision to become an entrepreneur. In the view of Postigo (2006), role models often provide the necessary information, guidance, set a good example and support. He further said that by having a good example and support, the students are more prone and confident to become an entrepreneur. Therefore, the support of family and friends is likely to affect one's career selection. If someone knows that there will be such type of support when he starts a business, he might be encouraged to choose an entrepreneurial career. From the empirical evidence of Mustapha and Selvaragu (2015), it was indicated that family influence has a positive and significant influence on the students' readiness to become entrepreneurs. By having a good example and support from friends, family and other significant stakeholders, the students are more likely to toll the path of becoming excellent entrepreneurs. In view of the above, this study sought to investigate the influence of perceived relational support vis- a-vis entrepreneurial intention among the university of Ibadan undergraduates.

3. Entrepreneurial Education.

The last variable in this study is entrepreneurship education. The essence of entrepreneurship education is to prepare people, especially the young ones to be autonomously responsible and independent instead of being over-reliant on other people. At the same time, they must also be thinkers who are able to contribute economically to the society. It is not only about teaching someone to start a business; it also encourages creative thinking, innovation and visualization of thoughts. Entrepreneurship education

is for teaching students about entrepreneurship. It provides with the skills and know-how to work in a startup environment. Students are taught to think "outside the box" and develop valuable knowledge and skills on topics like business planning, pitching, negotiation, marketing, networking and finance. University should be aimed at the strengthening of "thinking and entrepreneurial" qualities in its graduates. This way, they will be enlightened on the process of getting capital so they can start a business. This is something that should be taught as early as elementary school.

One of the major objectives of any educational institution is to impart knowledge to the students through a proper learning environment. The knowledge should be considered as the most valuable as it is accessible, current and relevant to the learners with a success-oriented approach. It is important to introduce the course on entrepreneurship in the curricula in order to encourage and motivate the students to become entrepreneurs. A number of factors can contribute significantly to entrepreneurial skill development such as resource mobilization, innovation, observation, management, team building, risk assessment and so on. Students are in a formative stage in terms of deciding about their career when they are enrolled in higher institution. It has been realized that the curricula introduced in the general education system lack the dimensions of practical implications of the textual information. The most important task is to extract the practical knowledge about entrepreneurship from the existing text and the curricula. It could be used as a useful exercise and resource base for the students of entrepreneurship. Introducing entrepreneurship education in the curricula has many other important dimensions. It has been felt that there is an emerging interest in the discipline of entrepreneurship Brockhaus, Hills, Klandt, & Welsch (2001).

Recognizing the significance of entrepreneurship education in fostering entrepreneurial development and the economy, the Nigerian Department of Higher Education has taken the lead by mandating entrepreneurship subjects in all colleges and universities. These students are encouraged to participate in the numerous entrepreneurship activities offered by their particular universities, such as training, seminars, short courses, conferences, and entrepreneurship events. These entrepreneurship exposures are hoped to help students acquire entrepreneurial attitudes and mindsets as part of the country's goal of developing 5% entrepreneurs among graduates (Harian, 2006).

According to Souitaris, Zerbinati and Al-laha (2006), entrepreneurial training programs can increase interest in entrepreneurship among young people with an interest in the economic development of their country. Karl Eller Arizona (2000) also found that entrepreneurship education increased the probability of being instrumental in creating a new business venture by 25percent. 1 in 3 graduates are self-employed. Graduates earn a lot more on average per year and are at higher risk of being unemployed. Graduates are more satisfied with their jobs (self-employment). Starting a company while at school will likely be a great help, not just economically but because it also stimulates economic development. Furthermore, entrepreneurship education will inculcate and expose the students and potential entrepreneurs to entrepreneurial values and skills which include the aspect of leadership, innovation, creativity, competitiveness, independence, calculated risk and ability to identify and create opportunities (Akpomi, 2008).

There are several approaches to entrepreneurial education, including formal education programs, experiential learning opportunities, and community-based initiatives. Formal education programs can range from undergraduate and graduate degree programs to short-term training courses and workshops. Experiential learning opportunities, such as internships, co-op programs, and entrepreneurial incubators, provide students with hands-on experience in real-world business settings. Community-based initiatives, such as business plan competitions and mentorship programs, provide aspiring entrepreneurs with access to resources and support network. Research on the effectiveness of entrepreneurial education has produced mixed results. Some studies like the work of (Akpomi, 2008; Souitaris, et. al (2006) and Liu 2022 have found that entrepreneurial education can increase the likelihood of starting a business, improve business performance, and increase job satisfaction. However, other studies lie that of Haliru, (2022) found that entrepreneurial education has no effect on business outcomes, or even a negative effect in some cases. In view of the above, this study therefore sought to investigate the influence of entrepreneurial education on entrepreneurial intention among undergraduates of Uuniversity of Ibadan, Ibadan, Nigeria

4. Research Design

This research adopted a survey research correlational design. The choice of this design is the most appropriate for this study because, it was used to explore the relationship between variables, and does

not involve in the manipulation of variables. Instead, it carries out its findings and records the information gotten from the research without any alteration.

4.1 Population

The population of the research comprised of all undergraduates of University of Ibadan from 300-500 level who have been exposed to entrepreneurial classes in the university. University of Ibadan has 17 Faculties with a total number of seventy two (72) academic departments

4.2 Sampling and Sampling Techniques

The sample size of this research comprised of two hundred (200) undergraduate students from 300-500 level who has been exposed to entrepreneurial classes in the university. Multi stage sampling techniques was used in selecting the participants from nine (9) faculties and 15 academic departments

4.3 Instrumentation

Entrepreneurial Intention Scale by Linan and Chen's (2009) scale was adapted and used for this study. It is used to assess university of Ibadan undergraduates attitudes towards entrepreneurship, their perceived behavioural control, and their subjective norms regarding entrepreneurship. Some of the items on the scale are: "I am confident in my ability to start and manage a new business.", "Starting a new business is a desirable career choice for me. It has a Cronbach alpha of 0.975

The Perceived Relational Support Scale was adapted from Ghofarany and Satria (2021), Linan and Jaen (2020) for this study. It was used to assess It is used to assess university of Ibadan undergraduates' perception of the support they could receive from their social network. It consists of 12 items that measure three components of social support: emotional, tangible, and informational support. The Perceived Relational Support Scale asks participants to rate statements such as "I can count on my friends when things go wrong" and "My friends really understand my problems and concerns" on a 7-point Likert scale, ranging from strongly disagree to strongly agree

Generalized Self-Efficacy scale was developed by Schwarzer, & Jerusalem, (1995). This scale was used to measure the undergraduates of university of Ibadan individual belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (entrepreneurial intention).

The scale consists of 10 items and each item was rated using 4 point Likert scoring scale which include; Strongly Agree = 4 to Strongly Disagree = 1. Two sample items are: 1). “I can always manage to solve difficult problems if I try hard enough” and 2). “If someone opposes me, I can find the means and ways to get what I want.” The developers reported reliability of Cronbach’s alphas between .76 and .90.

Entrepreneurial Education Scale: The measures of entrepreneurial education used in this study were self-developed, and inspired by Mayer-Haug et al. (2013), which performed a meta-analytic investigation of 183 studies on the relationship between entrepreneurial talent (e.g., founders' education, network, and team size) and performance outcomes (e.g., growth, sales, and profits). Their findings suggest that the quantity and quality of an individual's learned knowledge may be used as good

predictors of a firm's growth performance, indicating that education should be measured by not only *how long* individuals received education, but also *how well* individuals learned in their courses. Based on the above, two items were included in this study to measure entrepreneurial education, with respondents asked to rate the *quantity* and *quality* of entrepreneurship courses they had taken using a 7-point Likert scales ranging from 1 (strongly disagree) to 7 (strongly agree).

4.4 Data Analysis

The data were analyzed using the statistical package for social scientists (SPSS). The data generated from the survey was analyzed using descriptive and inferential statistics such as simple percentages, Pearson Product Moment Correlation and Regression analysis.

5. Result

Research Questions One: What is the relationship between self-efficacy, perceived relational support, entrepreneurial education and entrepreneurial intention among some undergraduates of University of Ibadan?

Table 1: Correlation Matrix showing the relationship between the variables of the study

Variables	Mean	SD	1	2	3	4
Self-efficacy	35.05	2.534	1.000			
Perceived relational support	40.76	5.132	.254**	1.000		
Entrepreneurial education	34.00	5.573	.414**	.192**	1.000	
Entrepreneurial intention	29.65	4.709	.324*	.525**	.420**	1.000

** . Correlation is significant at the 0.01 level (1-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Table 1 reveals the inter-correlational matrix between the independent variables (self-efficacy, perceived relational support and entrepreneurial education) and dependent variable (entrepreneurial intention) among some undergraduates of University of Ibadan. The result showed that self-efficacy ($r = .324, p < 0.05$), perceived relational support ($r = .525, p < 0.05$) and entrepreneurial education ($r = .420, p < 0.05$) positively and significantly correlated with entrepreneurial intention among students of University of Ibadan.

Research Questions Two: What is the joint contribution of self-efficacy, perceived relational support and entrepreneurial education on entrepreneurial intention among students of university of Ibadan?

Table 2: Summary of regression for the joint contributions of independent variables to the prediction of entrepreneurial intention

R = .775					
R (adjusted) = .601					
R ² (adjusted) = .595					
Standard error of estimate = 2.997					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2653.028	3	884.343	98.457	.000
Residual	1760.472	196	8.982		
Total	4413.500	199			

Table 2 shows the joint contribution of self-efficacy, perceived relational support and entrepreneurial education on entrepreneurial intention among some undergraduates of University of Ibadan. The result shows that self-efficacy,

perceived relational support and entrepreneurial education yielded a coefficient of multiple correlations (R) of 0.775 and multiple correlations square of 0.601. This shows that about 59.5% ($Adj.R^2=.595$) of the total variance of entrepreneurial intention among undergraduates of University of Ibadan was accounted for by the linear combination of the self-efficacy, perceived relational support and entrepreneurial education while the remaining 40.5% could be assigned to other estranged factors not considered in this study. The result in the table also indicated that self-efficacy, perceived relational support and entrepreneurial education had significant joint influence on entrepreneurial intention among students of University of Ibadan ($F(3,196)= 98.457; p<0.05$).

Research Questions Three: What is the joint contribution of self-efficacy, perceived relational support and entrepreneurial education on entrepreneurial intention among students at university of Ibadan? This was analysed using multiple regression statistical tool and the result is presented in the table 7 below:

Table 3: Relative effect of the independent variable to the prediction of entrepreneurial intention

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	48.628	3.103		15.670	.000
Self-efficacy	.430	.094	.231	4.580	.000
Perceived Relational support	.539	.043	.588	12.539	.000
entrepreneurial education	.532	.042	.629	12.635	.000

a. Dependent Variable: entrepreneurial intention

Table 3 revealed the relative contribution of self-efficacy, perceived relational support and entrepreneurial education on entrepreneurial intention among undergraduates of University of Ibadan. The Table also shows that self-efficacy ($\beta=0.231; t = 4.580; p<0.05$), perceived relational support ($\beta=0.588; t = 12.5139; p<0.05$) and entrepreneurial education ($\beta=-0.629; t = 12.635; p<0.05$) had significant relation contribution to entrepreneurial intention among students of University of Ibadan. In the order of significant contribution as indicated in the result, entrepreneurial education is the most potent predictor of entrepreneurial intention followed by perceived relational support and lastly, self-efficacy. This implies that self-efficacy; perceived relational support and entrepreneurial education are predictors of entrepreneurial intention among undergraduates of University of Ibadan.

6. Discussion of Findings

From the result obtained above, it was found that self-efficacy, perceived relational support and entrepreneurial education had positive significant relationship with entrepreneurial intention among the participants. This implies that individuals who perceive themselves as capable and confident in their entrepreneurial abilities are more likely to express an intention to engage in entrepreneurial activities. The stronger an individual's self-efficacy beliefs, the higher their entrepreneurial intention is likely to be. This was in consonance with the findings of Lee, Wong, and Foo (2004) while investigating the relationship between self-efficacy and entrepreneurial

intention among business students in Singapore. They found that self-efficacy positively predicted entrepreneurial intention. Also, Vanevenhoven and Liguori (2013) investigated the relationship between self-efficacy and entrepreneurial intention among undergraduate students in the United States. They found that self-efficacy positively predicted entrepreneurial intention and was a stronger predictor for female students. Lastly, Chen, Greene, and Crick (1998) examined the relationship between self-efficacy and entrepreneurial intention among a sample of entrepreneurs in the United States. They found that self-efficacy was positively related to entrepreneurial intention and was a stronger predictor for women and minority entrepreneurs. Overall, these studies suggest that self-efficacy is a significant predictor of entrepreneurial intention among various populations.

Also, Social support has been found to be an important variable in the explanation of a person's behaviour. Nanda and Sorenson (2009) indicate that family and friends are the people with the greatest influence on individual career choice because they are considered as fund providers and role models. The authors further state that the roles of friends and role models are prominent in influencing the decision to become an entrepreneur. In the view of Postigo (2006) role models often provide the necessary information, guidance, set a good example and support. He further said that by having a good example and support, the students are more prone and confident to become an entrepreneur. Therefore, the support of family and friends is likely to affect one's

career selection. If someone knows that there will be such type of support when he starts a business, he might be encouraged to choose an entrepreneurial career. From the empirical evidence of Mustapha and Selvaragu (2015), it was indicated that family influence has a positive and significant influence on the students' readiness to become entrepreneurs.

Also, Souitaris, Zerbinati and Al-laha (2006) revealed that entrepreneurial training programs can increase interest in entrepreneurship among young people with an interest in the economic development of their country. Karl Eller Arizona (2000) found that entrepreneurship education increased the probability of being instrumental in creating a new business venture by 25percent.

In answering research question number two, it was found out that there was significant relative contribution of self-efficacy, perceived relational support and entrepreneurial education on entrepreneurial intention. The result shows that self-efficacy, perceived relational support and entrepreneurial education yielded a coefficient of multiple correlations (R) of 0.775 and multiple correlations square of 0.601. This shows that about 59.5% (Adj.R²=.595) of the total variance of entrepreneurial intention among undergraduates of University of Ibadan was accounted for by the linear combination of the self-efficacy, perceived relational support and entrepreneurial education while the remaining 40.5% could be assigned to other estranged factors not considered in this study. The result also indicated that self-efficacy, perceived relational support and entrepreneurial education had significant joint influence on entrepreneurial intention among students of University of Ibadan (F(3,196)= 98.457; p<0.05).

Lastly, it was found that there was significant relative contribution of self-efficacy, perceived relational support and entrepreneurial education on entrepreneurial intention. In the order of significant contribution as indicated in the result, entrepreneurial education was the most potent contributor, follow by perceived relational support and self-efficacy contributed the least. This implies that self-efficacy, perceived relational support and entrepreneurial education are potent predictors of entrepreneurial intention among undergraduates of University of Ibadan. These findings highlight the importance of fostering self-belief, social support networks, and providing entrepreneurship education to cultivate an entrepreneurial mindset and promote entrepreneurial intentions.

7. Recommendations

In view of the findings of this study, the following recommendations are hereby made:

The university management should develop and offer specialized entrepreneurial education programs. These programs should focus on practical skills development, business management, innovation, and creativity. They should also provide opportunities for students to interact with successful entrepreneurs, participate in business competitions, and engage in hands-on entrepreneurial projects the management should also develop training programs that focus on enhancing students' entrepreneurial skills, such as business planning, financial management, marketing, and negotiation. By acquiring these self-efficacy skills, students can gain confidence in their abilities to start and manage their own ventures. Arrange opportunities for students to interact with successful entrepreneurs who can share their experiences and serve as role models. Additionally, establish mentorship programs where experienced entrepreneurs can guide and support aspiring student entrepreneurs, boosting their self-efficacy. Lastly, Establish alumni networks: Engage successful entrepreneurial alumni to connect with current students and provide support through guest lectures, workshops, and mentorship programs. This interaction will enhance students' perceived relational support and allow them to learn from real-world experiences.

References

- Ahmad, S.Z., & Xavier, S.R. (2012) Entrepreneurial Environments and Growth: evidence from Malaysia GEM data *Journal of Chinese Entrepreneurship* 4(1):50-69
- Akpomi, M. E. (2008). Organizing Business Education (Rev. eds.). Port Harcourt: Pre-Joe Publishers.
- Bandura, A. (1997). Self-efficacy: The Exercise of Control. Freeman
- Boyd, N.G. & Vozikis, G.S. (1994).The Influence of Self-efficacy on the Development of Entrepreneurial Intentions and Actions. *Entrepreneurship Theory and Practice*, 18(4), 63-77.
- Brockhaus, R.H., G.E.Hills, H.Klandt, H.P.Welsch (2001) *Entrepreneurship Education: A Global View*. Aldershot Ashgate Publishing Ltd.
- Caines V., Earl J. K., Bordia P. (2019). Self-employment in later life: how future time perspective and social support influence

- self-employment interest. *Front. Psychol.* 10:448.10.3389/fpsyg.2019.02008 [PMC free article] [PubMed]
- Chen, Y., Lin, C., & Chang, C. (2013). Entrepreneurial intentions among university students: The role of entrepreneurial education and social capital. *International Journal of Innovation and Learning*, 13(2), 176-195.
- Farashah, A. D. (2015). The effects of demographic, cognitive and institutional factors development of entrepreneurial intention: Toward socio-cognitive model of entrepreneurial career. *J. Int. Entrep.* 13, 452–476. doi: 10.1007/s10843-015-0144-x
- Gist M. E., Mitchell T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Acad. Manag. Rev.* 17 183–211. 10.5465/AMR.1992.4279530 [CrossRef] [Google Scholar]
- Ghofarany, E. M., & Satrya, A. (2021). Entrepreneurial Intention Among Students During the Covid-19 Pandemic: Exploring Contextual Factor of Entrepreneurial Intention. Proceedings of the Seventh Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2021) (pp. 309-31). Padang, Indonesia: Atlantis Press. Retrieved from <https://www.atlantispress.com/proceedings/piceeba-21/125963937>
- Harian, B. (2006), Pendidikan keusahawan di IPTA (Entrepreneurship Education in Public University),
- Hmieleski, K. M., & Corbett, A. C. (2006). Proclivity for improvisation as a predictor of entrepreneurial intentions. *Journal of Small Business Management*, 44(1), 45-63.
- Jin, D., and S. S. Huang. "Relationship between college students' Five-factor personality, entrepreneurial self-efficacy, and entrepreneurial intention." *J. Yangzhou Univ. High. Educ. Study Ed* 6 (2019): 68-74.
- Johansen, V. (2007), "Entrepreneurship education and entrepreneurial activity", Proceedings of Int.Ent 2007 – 17th Global Conference, Internationalising Entrepreneurship Education and Training, University of Technology, Gdansk,
- Karl Eller Centre-Berger Entrepreneurship Program (2000), "Entrepreneurship Education mpact
- Lee, L., Wong, P. K., Foo, M. D., & Leung, A., (2011). Entrepreneurial intentions: The Influence of Organizational and Individual Factors. *Journal of business Venturing*, 26 (1): 124-136.
- Li, X. G., Wang, X. G., Yang, B. X., & Gao, F. (2019). Influence of multiple network embedding on entrepreneurial intention: based on mediating role of self-efficacy. *Technol. Econ*, 8, 78-85.
- Linan, F., & Jaen, I. (2020). The Covid-19 pandemic and entrepreneurship: some reflections. *International Journal Emerging Market*, 17(5), 1165- 1174. <https://doi.org/10.1108/IJOEM-05-2020-0491>
- Matlay, H. (2005). Researching entrepreneurship and education: Part 1: what is entrepreneurship and does it matter?. *Education Training* 5. 7-18
- Mustapha, M and Selvaragu, S. (2015). Personal Attributes, Family influences, Entrepreneurship Education and entrepreneurship among University Students *Kajian Malaysia*, Vol. 33, Supp.1, 2015, 155–172
- Nanda, R. and J. B. Sorensen. 2006. Peer effects and entrepreneurship. http://www.doku.iab.de/veranstaltungen/2006/CAFE_2006_A3_Soerensen.pdf/ (accessed August 2006).
- Souitaris, V., Zerbinati, S. and Al-Laham, S. (2007) Do Entrepreneurship Programs Raise Entrepreneurial Intention of Science and Engineering Students? The Effect of Learning, Inspiration and Resources. *Journal of Business Venturing*, 22, 566-591.