

Student Entrepreneurship On Campus: A Survival Response Or A Career Rehearsal

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Abstract

This study evaluated student entrepreneurship on campus: a survival response or a career rehearsal using the department of business administration, faculty of management sciences, delta state university, abraka as a case study. The study focused on determining if student entrepreneurship on campus is as a result of survival response or career rehearsal, investigated the relationship between student entrepreneurship on campus and human capital development and determined factors that motivate student to start business on the campus. The study adopted descriptive survey design with a sample size of 100 students randomly selected from the 100 – 400 levels of the department of business administration, faculty of management sciences, delta state university, abraka. Related literatures were reviewed. Descriptive and inferential statistics was used to analyze the data. Simple percentage and mean was used to answer the research questions while multiple regression was used to test the hypotheses in spss 25 at a significant level of 0.05. The finding of the study revealed that, there is a significant relationship between student entrepreneurship on campus and survival response; there is a significant relationship between student entrepreneurship on campus and career rehearsal; there is a significant relationship between student entrepreneurship on campus and human capital development and there is a significant factor that motivates student entrepreneurs to start business on the campus among students of delta state university abraka. It was concluded that student entrepreneurship on campus is as a result of both survival response and career rehearsal. With the help of student entrepreneurship, they develop entrepreneurial knowledge; acquire financing and money management skills and entrepreneurial confidence. The factors that motivate student entrepreneurship on campus are: experience of the real working world; desire for financial independence; low income of parents and desire to own and grow one's own business. It was therefore recommended among others that government should review their policies on 'school admission and tuition fees in order for students from low income families to have access to education rather than undergoing business activities on campus.

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I. Introduction

Entrepreneurship is one of the newly introduced courses in the curriculum of undergraduate students; in order to train students on how to become entrepreneurs. The introduction of the entrepreneurship in university students' curriculum is based on the fact that government and board of education understand that early grooming on how to acquire knowledge and entrepreneurial skills is important for producing prospective entrepreneurs and contributing towards the economic development of nigeria. According to ndwakhulu (2022), the major purpose of this entrepreneurship programme is to inculcate entrepreneurial mindset and culture amongst universities students including students of the department of business administration, faculty of management sciences, delta state university, abraka..

Encouragement from government and non-governmental organizations on student entrepreneurship can help reduce unemployment due to the failure on the quality of nigeria's education, along with the government's inability to provide jobs for the graduates. Base on this, entrepreneurship seems to be the surest means of survival among students before or after graduation. Universities play a significant role in ensuring

both short and long term development of a country; this is because it prepares and produces a viable manpower (al-qadasie, zhang, al-awlaqi, alshebami & aamer, 2022)

Nigeria is currently experiencing political and economic recession which is really serving as a wakeup call to everyone to be up and doing in order to reduce the level of poverty and to meet up with daily living. Therefore, it is necessary to grow nigeria's economy and this is where entrepreneurship comes to play. Base on the above, delta state university, abraka students are of different backgrounds seeking knowledge in order to be useful to themselves and the society. Most of these students venture into different types of businesses on and outside the school premises in order to meet up with the current high cost of living and education. Teresa & pedro (2016) opined that, most students are into bead making, make-up, making of shoes/bags, art work, sales of wears, cosmetics, phone accessories, stationary, bags, online sales to mention but a few (teresa & pedro, 2016).

Student entrepreneurship on campus has both positive and negative effect. Timothy (2021) is of the view that, one major positive effect student entrepreneurship has is that, it acts as survival responses or career rehearsal: preparing students into being prospective entrepreneurs who will not wait for white collar jobs, but create jobs and wealth. On the other hand, al-awlaqi, aamer, and habtoor (2021) is of the view that student entrepreneurship on campus tends to affect the academic performance of students; base on the fact that such students have lesser time for their studies since they need money for so many things. It is on this background that this study examined student entrepreneurship on campus as a survival response or a career rehearsal, using the department of business administration, faculty of management sciences, delta state university, abraka as a reference point.

Statement of the problem

Not all students are from well doing families, most of them might be struggling to pay their school fees and buying of books base on the fact they want to go to school just as others are doing in order to be useful to the society. These students' parents' financial background might be poor but they have to struggle to go to school in order to meet up with life's trend to have a better future. These students have no other means, due to the fear of dropout; they dive into businesses on campus just to survive. These business enable them to pay their school fees, buy books, pay dues, pay for accommodations and means of livelihood. These students use student entrepreneurship on campus as a survival response rather than a career rehearsal.

Also, there are students who are from well doing families. Their parents' financial background is okay but they have the mindset and instinct for business. So in order to meet up with their future life plan, they go into business as a career rehearsal while schooling. These students have means of survival already but have a passion for business. These businesses enable them to gain experiences and know more and what to do after school. These students use student entrepreneurship on campus as a career rehearsal rather than a survival response.

Delta state university students run businesses on the campus which results to passive and poor academic performance. These students experience: lateness to lectures, absenteeism, poor academic performance, inactive in class, dropout, and stress to mentioned but a few. Student entrepreneurship can also leads to year(s) of extension; that is staying back at school when they ought to have graduated with others due to failure of a particular course(s). These are the problems associated with student entrepreneurship on campus. Base on the aforementioned, this study examined student entrepreneurship on campus: a survival response or a career rehearsal? The case of students of the department of business administration, faculty of management sciences, delta state university, abraka.

Objectives of the study

The major objective of this study is to examine student entrepreneurship on campus: a survival response or a career rehearsal. The case of students of the department of business administration, faculty of management sciences, delta state university, abraka.

The specific objectives are to:

- i. Examine if student entrepreneurship on campus is as a result of survival response among students of delta state university abraka.
- ii. Evaluate if student entrepreneurship on campus is as a result of career rehearsal among students of delta state university abraka.
- iii. Investigate the relationship between student entrepreneurship on campus and human capital development among students of delta state university abraka.
- iv. Determine the factors that motivate student to start business on the campus among students of delta state university abraka.

Research questions

In order to achieve the objectives of this study, the following research questions were raised:

- i. Is student entrepreneurship on campus a result of survival response among students of delta state university abraka?
- ii. Is student entrepreneurship on campus a result of career rehearsal among students of delta state university abraka?
- iii. What is the relationship between student entrepreneurship on campus and human capital development among students of delta state university abraka?
- iv. What are the factors that motivate student entrepreneurship on campus among students of delta state university abraka?

Research hypotheses

Ho₁: there is no significant relationship between student entrepreneurship on campus and survival response among students of delta state university abraka.

Ho₂: there is no significant relationship between student entrepreneurship on campus and career rehearsal among students of delta state university abraka.

Ho₂: there is no significant relationship between student entrepreneurship on campus and human capital development among students of delta state university abraka.

Ho₄: there is no significant factor that motivates student entrepreneurship on campus among students of delta state university abraka.

Significance of the study

The findings of the study will enlighten government on how universities have been turned into business ground and if need be the government should find a solution to this menace. The study will help government to review their policies in respect to tuition fees and others in order for students from low income families to have access to education rather than undergoing unnecessary stress.

This study will also help policy makers to make policies to control the rate at which students involve in businesses on campus.

To students, this study will help them understand the basic reason why they are in school so as to ensure that they will not be carried away with other activities rather than school activities. The findings of the study will also help students to focus on their academic activities and achieve better academic performance.

To the universities and school administrators, the study will help them to think of better ways to enable students afford education by reducing school fees, cost of books and cost of living so that the students with parents of poor financial background can concentrate on their academic activities.

This study will be of immense benefit to other researchers who intend to know more on and contribute to knowledge and could serve as a guide for other work or study.

Scope of the study

The study is restricted to student entrepreneurship on campus: a survival response or a career rehearsal. This study covers all 100 - 400 level students of the department of business administration, faculty of the management sciences, delta state university, abraka. The variables considered in this study include: students' entrepreneurship, survival response, career, human capital development and nigeria economy .

Limitations of study

The design, method and sample size of the study created some limitations. The study was limited to 100 – 400 level students of the department of business administration, faculty of the management sciences, delta state university abraka. Another limitation is the reluctance of some of the respondents to give out information. Another limitation was overhead. Despite these limitations the study made useful discoveries. The researcher was able to persuade the respondents to attend to the questionnaire appropriately by not withholding important information vital to the execution of this study.

II. Literature review

Conceptualization

Student

A student is a person engaged in learning, especially one enrolled in a school or college; that is, a person who studies, investigates or examines thoughtfully (al-jubari, 2019). Students are required to read, and read a lot to pass their examination. Students are faced with academic activities such as research work, reading and to attend classes. With all these, they are required to have a sound and good academic performance to be successful. Aljarodi, thatchenkery, and urbano (2022) opined that, academic activities are essential for academic

success; in order for students to be successful academically, they must have a desire to read and learn. The desire to read and learn often referred to as intrinsic motivation. These motivation can be gotten via the help of lecturers, parents and government. But when students are distracted with other activities rather than academic activities such as entrepreneurship, this will reduce their motivation in respect to academy and reduce their academic performance which can led to drop out and career distortion (timothy, 2021; patricia, 2020).

Student entrepreneurship

Entrepreneurship is all about pursuing opportunities. It is about looking for areas to provide a service or a new product the public might need. It is also about taking the initiative to bring ideas to life (elnadi & gheith, 2021). According to al-awlaqi et al., (2021), entrepreneurship is understood as a solution to solve graduate unemployment problem and it is of a concern. Entrepreneurship is believed to play a crucial role in economic growth and job creation in various parts of the world.

Student who organizes and operates business or businesses, takes greater than normal financial risks in regard to his/her academic activities (hair, hult, ringle & sarstedt, 2022). However, entrepreneurship offers students the opportunity to develop themselves and gain experiences. Hair et.al., (2022) ascertained that entrepreneurship is the result of a cognitive process. However the decision to become an entrepreneur is very complex and results from an elaborate mental process. Thus, universities authorities have considered entrepreneurship as an important tool that can increase the supply of potential entrepreneurs through the increase of students' awareness and interest on entrepreneurial career option as well to start a new venture. However the intention for student who goes into entrepreneurship may varies which might be based on survival response or career rehearsal (ketut, 2019).

Survival response

Survival response is a physiological reaction that occurs in response to a perceived harmful event, attack, or threat. In regard to this study, survival means for students to continue to exist with his/her academic activities in order to achieve academic desire. Most students engage in entrepreneurship activities on campus in order to makes funds available to them for buying text books and meeting other needs that relate to their academics. According to liguori, bendickson and mcdowell (2018) students engage in entrepreneurial activities because they find it difficult to cater for their needs. This kind of business might not be doing well or struggling to survive, some may have taken loan which has become a strain on them (liguori et al., 2018).

Career rehearsal or development

Career development can be defined as the lifetime practice of learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future (ma, wu, & gan, 2019). According to manstead (2018), students' career rehearsal is a lifelong process that comprises the growth and change process from studentship to the evolving processes that continue throughout the labour market. He further revealed that career development is a lifetime process and the university/school system plays an important role in this process.

Flourishing career development is very valuable for every individual's personal, social, political and economic well-being. Every student needs to develop skills that will provide and sustain them throughout their lifetime. Lihua (2021) stated that career rehearsal involve learning about different roles, businesses and industries to discover a match to their abilities, pursuing opportunities to progress, and maybe even changing careers altogether if find a better one. Based on this, it can be seen that student entrepreneurship activities on campus form part of their career rehearsal and if properly managed and harnessed will produce viable resources to develop national economy (memon, soomro & naimatullah, 2019).

Entrepreneurship education and students intention

Universities entrepreneurship programmes provide training for students, to drive positive, disruptive change to society by building enterprises. These programmes teach entrepreneurial leadership, strategy, venture financing and startup skills. The focus of each programme varies, from collaborations across disciplines to technology-enabled and socially responsible enterprises. An integral part is connecting participants to the vibrant startup ecosystem of a given campus (naushad, 2018).

Naushad (2018) revealed that, students' entrepreneurial intentions are influenced by the value system and social system related with each students, and the financial support and potential partners of the student (entrepreneur). Nisula, a.-m., and olander (2020) explained the influence of cultural and social environment in student's interpreneurial behaviour. This was based on the student's intention, which is as a result of three factors namely: attitude towards entrepreneurship, subjective norms and perceived control over the business creation behaviour. According to ndofirepi (2020), entrepreneurship mindset is not only influenced by traits and

subjective norm but also by perceived behavior control. Self-efficacy has positive influence toward entrepreneurial intention.

Students who have taken a course in entrepreneurship are likely to have more interest in becoming an entrepreneur. The educational system of universities has to provide an academic environment that may serve as catalysts for high-technology start-ups. Ruiz-palomino and martínez-cañas (2021) posed that, there was an increase tendency and enhancement of students to be a founder of innovative business after taking an entrepreneurship courses. Entrepreneurship has become one of the main options for students when they conclude their courses which might also be influenced by the fact that there might not be immediate white collar job. This have several benefits like creating their own business and being able to have more significant financial rewards, self-fulfillment, independence and other desirable outcomes (stappers & andries, 2022).

Entrepreneurship education has increased an aggressive interest in students. Students have shown their active presence in the area of entrepreneurship. Moreover government has formulated policies which awards attendance and grace marks to encourage budding student entrepreneurs (stappers & andries, 2022).

Students entrepreneurship on campus and survival response

Business is activity of making one's living or making money by producing or buying and selling goods and services. Entrepreneurial responses are considered as a personal orientation which drives individual towards new venture creations. Most students go into businesses on campuses just to survive if they perceived financial crises that could stop their education or make them drop out. Students have strong survival response, this ability in man is the reason behind continual existence from generation to generation (uysal, karadağ, tuncer & şahin, 2022). Whenever people feel attacked or cornered or scared or threatened or overwhelmed they respond physiologically which leads rational thought and profound solution oriented thinking (uysal et al., 2022).

Vodă and florea (2019) reported that individuals who came from humble backgrounds ran into businesses mainly for survival. Students who face financial challenges in school or perceive a threat to their academic prospect would easily take up any business activity to survive on campus. This is called survival response (uhunamure, odeh, & okotete, 2020).

Students entrepreneurship on campus and career rehearsal

Students entrepreneurship is the foundational knowledge and skills that students can gain during study to help them understand the process of starting and running a successful business after graduation. It provides a comprehensive overview of the entrepreneurial landscape, including the challenges and opportunities that come with owning businesses. This type of entrepreneurship can be a career rehearsal for students who which to go into business after graduation. It helps individual students to identify their strengths and weaknesses, as well as develop the skills and knowledge they need to turn their entrepreneurial ideas into successful ventures in the nearest future. With student entrepreneurship, future prospective entrepreneurs have a solid business foundation that can be built upon to increase chances of success (uhunamure & okotete 2021; zhao, barratt-pugh, standen, redmond & suseno, 2021).

As a career rehearsal, student entrepreneurship enables students to understand the market and industry in which they want to operate. They learn about the competition, consumer behavior, and current trends in the market. Students (entrepreneurs) who have a solid understanding of business landscape during study are better equipped to make informed decisions and anticipate challenges after graduation. This knowledge also helps students to identify opportunities and make strategic choices that will help their business succeed. By gaining business knowledge in the universities, aspiring entrepreneurs (students) can make informed decisions and create a solid foundation for their business to grow and succeed (zhao & wibowo, 2021; uhunamure & okotete, 2021).

Aldairany, omar and quoquab (2018) argued that with the help of business on campuses, these students create document that outlines the goals, strategies, and projections of a business they will go into in the nearest future; they stay focus on their goals as they navigate the challenges of starting and growing a business. According to clarysse, mustar & dedeyne (2022), in the university, prospective entrepreneurs build network of support by establishing relationships with individuals and organizations that can help achieve their goals. This network can include mentors, industry professionals, potential investors or partners, and others who can provide valuable advice, resources, and support as the entrepreneur grows their business. To crown it all, students' entrepreneurship creates opportunities for students to build their network of support, through networking events, industry connections, and mentorship programs. By developing a strong network of support, entrepreneurs can gain access to resources, ideas, and connections that can help their business succeed (clarysse et al., 2022).

Students entrepreneurship give opportunities for students to gain experience through internships, business competitions, and other practical activities which enable them to build their confidence, test their ideas, and refine their skills, all while preparing themselves for the challenges of starting and running a successful business (ryan 2023). He further stated that students entrepreneurship provide entrepreneurs with the tools and

knowledge they need to manage their finances effectively. By understanding finances and managing risk, students entrepreneurs can increase their chances of success and build a strong foundation for their business to grow and thrive. By having access to resources and funding opportunities, entrepreneurs can increase their chances of success and take their business to the next level. Having access to these resources and funding options can provide students with the financial support they need to bring their ideas to life, hire employees, and grow their business (radhakrishnan & jose, 2018).

Radhakrishnan & jose (2018) is of the view that student's entrepreneurship exposes students to successful entrepreneurs. By being exposed to successful entrepreneurs and their experiences, students can learn from their successes and failures, gain valuable insights into the challenges and opportunities of starting and running a business, and are inspired to pursue their own entrepreneurial dreams. By continually developing their skills and knowledge, students improve their performance, increase their competitiveness, and achieve their professional goals. This ongoing process of growth and development can provide students with a sense of accomplishment and satisfaction, and can help them to build a successful and sustainable business (okolie, igwe, eneje, nwsu & mlanga, 2019).

To sum it up, student entrepreneurship provides aspiring business owners (students) with the knowledge, skills, and resources they need to successfully start and run a business after graduation. This entrepreneurship allows students to understand business landscape to developing a business plan, building a network of support, and gaining experience. Moreso, students who do business on campus have access to resources and funding opportunities, exposure to successful entrepreneurs and their experiences, networking opportunities with industry professionals, continual professional development, and increased chances of success for their companies. By this, students can gain the confidence and skills they need to turn their business ideas into reality and achieve their entrepreneurial dreams (okolie et al., 2019).

Student entrepreneurship on campus and human capital development

To become competitive, students must possess the ability to think outside the box, generate new innovative ideas, and develop unique solutions to problems. Therefore, there is a need for human capital development by imbibing entrepreneurship skills in students. According to uhunamure & okotete (2021), business hindrances can come in many forms, including perceived personal efficacy, interpersonal inexperience, and real-world blockages. This does not mean entrepreneurship is inaccessible to students, however with the right support from universities administrators, these hindrances to entry can be turned into scalable hurdles, and then into tiny bumps in the road.

Through entrepreneurship education in our universities today, most of the business hindrance an entrepreneur encounter include uhunamure & okotete (2021): (1) lack of knowledge about how to start the entrepreneurial process (2) lack of financing resources and fundraising knowledge (3) underdeveloped money management skills (4) poor systematic support and (5) limited belief in themselves.

Universities including delta state university abraka, provides the tools to overcome the above named hindrances by introducing entrepreneurship education into the undergraduate curriculum for the purpose of human capital development. This entrepreneurship education build students by equipping students with ryan (2023): (1) entrepreneurial knowledge – schools provide knowledge by educating students on all essential elements of a functioning business; from fundamentals of management, economics, and business development to business law, marketing strategy, pr, logistics, and more. (2) financing & money management skills - no school can provide all its students with the financing necessary to keep a new business afloat, by the entrepreneurship education provided at school cover the fundraising process and finance management skills. (3) systematic support - this support varies enough to fulfill as many needs of students as possible. These include: (a) bureaucratic support, to handle issues like visas, taxes, and documents necessary to officially start a business, (b) practical support, as needed to overcome many industry-specific challenges that can't be covered in a general syllabus, (c) soft skill development, including confidence, diplomacy, and others and (d) emotional support, without which a potential entrepreneur may struggle to maintain positive mental health. (4) networking- school sustainably help to connect its students with a network of active professionals will provide a huge advantage to its students. (5) entrepreneurial confidence - school make its students feel confident in their entrepreneurial ability, providing a thorough and up-to-date business education, putting students in groups to work on projects collaboratively, work on real-world case studies, encouraging internships, connecting them with business professionals and through mentorships. The more exposure that students receive to the business world – and the more this exposure is realistic and contemporary – the better prepared they will be upon transitioning from education to industry, and the more confident they will feel in their own skills. (6) handling time constraints - time constraints are considerably more difficult for a school to solve for its students. The main support that schools can provide to students is to structure the syllabus with constraints in mind. (7) navigating public perceptions and behavior -. By educating the student to the point where their knowledge and skills are

undeniable, and by connecting students with businesses that reject such outdated and bigoted stances, students of all demographics can each have a real chance of success (ryan, 2023).

Students acquire entrepreneurship mind set through universities entrepreneurship programme. This mind set is a set of beliefs, knowledge, and thought processes that equip students to recognize opportunities, take initiative, and succeed in diverse settings. The mind set enhances a student's education by teaching them perseverance, tenacity, creativity, problem-solving, and collaboration so they can identify problems and find solutions. Radhakrishnan & jose, (2018) said that an entrepreneurial mindset is highly sought after by employers and improves student educational completion and achievement.

Factors that motivated student entrepreneurs to start business on the campus

Entrepreneurs act as a change agents of social and economic reforms of a country. Economic prosperity of a nation largely depends upon the business activity of a country. Successful business enterprises scale up the national income by creating new wealth and employments. They introduce new goods, new method of production, markets, sources of supply etc. The entrepreneurs are those people who perform the functions of entrepreneurship. Entrepreneurs create employment, accelerate economic growth, improve standard of living and innovate new product and technologies. They know how to effectively use scarce economic resources of the country for a better tomorrow. And also the competitiveness shown by entrepreneurs is an indispensable part of globalization (radhakrishnan, & jose, 2018). According to al-qadasie et al. (2023), the factors that motivate students entrepreneurship include:

To have an experience of the real working world: 44.8% and 36.0% of the respondents agreed and strongly agreed that the desire to have an experience of the real world is one of the major motivating factors that contribute to students' entrepreneurship on campus. A few percent of about 17.0% and 2.3% of the respondents disagreed and strongly disagreed with this factor as major contributory motivators for student entrepreneurship on campus.

The desire for financial independence: 36.8% and 58.0% of the respondents agreed and strongly agreed that the desire to be financially independent is what motivates students to be involved in intrapreneurship and entrepreneurship on campus. While the desire for financial independence drives the majority of the students to be involved in business, about 5.3 percent disagreed with this factor as a motivator for students to be engaged in businesses during their study periods.

Income of parents: a cumulative percent of 30.5 of the respondents disagreed and strongly disagreed that income of parents partly contributes to motivating factors for students engaging in entrepreneurship activities on campus. The majority of the respondents 69.6% agreed and strongly agreed that the income of parents as a factor determines the chances that a student will do some sort of business on campus to either supplement income coming from parents or to invest the income given the student which is more than the student's expenses in school.

Inability to cater for one's needs: the response from the income of parents and the inability to cater for one's need seem to be in the same direction. This is evidenced by majority of the respondents to this question strongly agreeing and agreed that the inability for students to cater for their needs from the available resources motivates them to engage in diverse income-generating activities in school ranging from student's association politics, students worship groups and commercial activities. Only 19.8% of the respondents disagreed and strongly disagreed that the inability for students to cater for their needs is a motivating factor for their engaging in businesses in school or being enterprising during their study period – that is, seeing business opportunities and cashing in on the business opportunity to exploit them. But because of the age bracket of the respondents who may be very likely still be under their parent for sustenance (dependent), their responses however favored that their inability to cater for their needs motivates them to engage in businesses on campus.

Desire to own and grow one's own business: 9.5% of the respondents strongly disagreed and disagreed that the desire to own and grow a business does not motivate students to own and manage businesses in school. This percent is very low compare to those who believed that it is a factor that motivates student's entrepreneurship on campus. 40.5% agreed and 50% strongly agreed that this factor contributes significantly to student entrepreneurship on campus. The age bracket of the respondents covers such set of people that have strong desire and are actively open to opportunities and have the energy to meet the demands of business activities.

Empirical review

Uhunamure o. & okotete n. (2021) examined the factors that motivate student entrepreneurs to start a business on the campus and its impact on their financial status and job creation. The study also investigated the challenges student entrepreneurs face. The study relied on primary source of data by administering copies of questionnaire and descriptive statistics were used to analyse the responses. The results indicated that student entrepreneurship on campus is both a survival response scheme and a career rehearsal. The study showed that

students' desire for financial independence and freedom was a major motivating factor. The findings also show that student entrepreneurs better able to create, grow and manage businesses after school. The results also revealed that some students have also engaged in entrepreneurial activities as a means of preparing for life after school if the desired white-collar job is not available. Majority of the respondents also believe that most businesses started on campus survive and continue to be successful and act as sources of motivation for others. Insufficient capital was found to be a challenge for student entrepreneurs, they also found it challenging keeping abreast with current happenings in class and mixing business with activities in class. The study therefore recommends that universities (tertiary institutions) should periodically organize practical business management seminars to equip students who engage in business with the requisite skill to make their business survive

Radhakrishnan r. P. & jose j. (2018) attempted to analyze the attitude of students towards entrepreneurship and factors influencing entrepreneurship. For a successful business, innovation and novelty of ideas are observed as key factors. By considering this, the study was conducted among undergraduate students from arts and science colleges of thrissur corporation. Data are collected from students through a self-administrated survey by using a structured questionnaire. It also identifies different type of perceived barriers faced by the students in the selection of entrepreneurship as a career

Clarysse, mustar & dedeyne (2022) investigated student entrepreneurship: reflections and future avenues for research. The study aimed to provide a systematic literature review on the subject and tries to provide some provocative lines of thinking about theory extension which might be studied in the setting of student entrepreneurs. Against the backdrop of resource scarcity, lack of prior knowledge to identify opportunities, up to date technical skills and an open mindset not hindered by such priors, student entrepreneurs offer a great opportunity to extend, challenge or change received insights derived from the classic view on entrepreneurship theory.

Al-qadasie et al. (2023) examined the influence of personality traits and environmental and situational factors on the development of entrepreneurial intention among young students in yemen. Data were collected through a survey responded to by 487 final-year university students from two universities (public and private) in yemen. The study's hypotheses were tested using structural equation modeling (sem). The study reveals that personality traits of the need for achievement (nach) and locus of control (loc) positively correlate with entrepreneurial self-efficacy (ese) and entrepreneurial intention. Instrumental readiness positively correlates with ese but not with entrepreneurial intent. The situational factors show a positive association with entrepreneurial intention but not ese and a positive relationship between ese and entrepreneurial intention. Furthermore, the study's findings show that ese partially mediates the relationship between the nach, loc, instrumental readiness, and entrepreneurial intention. However, ese did not mediate the relationship between situational factors and entrepreneurial intention. The study suggests that situational factors can influence entrepreneurial intention among yemeni students and provide several recommendations to academicians and policymakers.

Ndwakhulu (2022) addressed graduate unemployment through student entrepreneurship in the context of south african higher education. The study looked at student entrepreneurship and the challenges faced by tertiary students. Second, it explores the opportunities created through entrepreneurship, the challenges faced by student entrepreneurs, and finally, the support needed to run successful student entrepreneurship. The study adopted descriptive survey method and analysis data with multiple regression. The study revealed that the graduate unemployment rate of south africa is estimated at 33.5% for the youth (15–24) and 10.2% for those aged 25–34. Unemployed graduate phenomenon as depicted by the feesmustfall campaign is exacerbated by untransformed curriculum which does not provide students with the relevant skills to match the labour demands. In this regard, this chapter argues that student entrepreneurship remains one of the strategies university-based youth or students could not only a space to gain business skills and experience, but also a forum where they can put their creative ideas into income generating projects.

Teresa & pedro (2016) tried to understand this mental process following the cognitive approach through the application of entrepreneurial intentions questionnaire (eiq) to students from college of business and administration (esce), polytechnic institute of setubal (ips). The main purpose of this study is to understand the student's entrepreneurial intentions, considering the influence of social and skills perception. Additionally the study tries to understand the influence of gender, age, labour experience and self-employment experience in entrepreneurial students' intentions. To achieve this objectives, it was applied a quantitative approach. The statistical techniques used were factor analysis for the identification of factors, as well as, correlation analysis and t-test for hypotheses confirmation. This study allowed the confirmation of the findings of previous studies concerning the relationship between the entrepreneurial intention and the attitudes toward entrepreneurship, subjective norms, and perceived behavioural control. These results also revealed that age and gender are significantly correlated to entrepreneurial intentions.

Gap in literature

From the empirical review, it can be seen that most of the scholars worked on student entrepreneurship on campus: a survival response or a career rehearsal? But none have worked on the subject matter in respect to delta state university, abraka students. Here lies the knowledge gap. The current study assessed critically, if student entrepreneurship on campus is as a result of survival response or career rehearsal among delta state university students abraka, investigated the relationship between student entrepreneurship on campus and human capital development and determined factors that motivate student to start business on the campus among delta state university students abraka.

III. Methodology

The study adopted descriptive survey design. The target population of this study comprised of all delta state university students, abraka but focused on students from 100 level to 400 level in the department of business administration, faculty of management science.

100 – 400 levels students of the department of business administration were used for the study because the population of all the students in delta state university abraka is too large to reach and scattered. So, for the researcher to confidently, manageably and effectively generalize the results of this study, 100-400 level students of the department of business administration, delta state university, abraka were used. The sample size of 100 students randomly selected from the levels. 25 students were chosen base on availability from each level to make up the 100 sample size. Questionnaire was used as instrument for data collection. The questionnaire was developed using 4-point scale. 100 copies of the questionnaire were distributed and 100 were collected, which shows 100% retrieval rate.

Collected data was summarized into frequency tables. Descriptive and inferential statistics was used to analyze the data. Simple percentage and mean was used to answer the research questions while multiple regression was used to test the hypotheses in spss 25 at a significant level of 0.05.

The model for multiple regression is as follow:

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 \dots\dots\dots + \beta_nx_n$$

$$Se = \beta_0 + \beta_1sr + \beta_2cr + \beta_3hd + \beta_3fm$$

Se = students entrepreneurship - dependent variable

sr = survival response

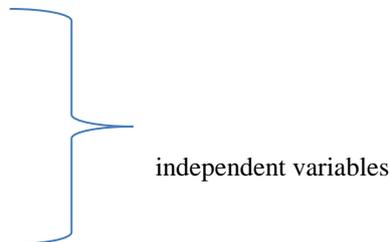
Cr = career rehearsal

Hd = human capital development

Fm = factors that motivate student

β_0 = the value of se when all the independent variables are equal to zero.

$\beta_1\beta_2\beta_3$ = the estimated regression coefficients. Each regression coefficient represents the change in se relative to a one-unit change in the respective independent variables.



Analysis of data and interpretation

Demographic characteristics of respondents

The demographic data obtained are presented in the following tables below.

Table 1: sex distribution of the respondents

Sex	Frequency	Percentage (%)
Male	42	42%
Female	58	58%
Total	100	100%

Source: field survey, 2023.

Table 1 shows that 42(42%) of the respondents were male students while the remaining 58 (58%) of the respondents were female students.

Table 2: age of the respondents

Years of experiences	Frequency	Percentage (%)
16-20	22	22%
21-25	48	48%
26 and above	30	50%
Total	100	100%

Source: field survey, 2023

Table 2 shows that 22 (22%) of the respondents were between 16-20 years, 48 (48%) of the respondents were between the age bracket of 21-25 and 30 (30%) were 26 year and above.

Answering of research questions

Research question 1

Is student entrepreneurship on campus a result of survival response among students of delta state university abraka?

Table 3: student entrepreneurship as a result of survival response

S/n	Statement/items	Sa	A	D	Sd	Mean	Stdev	Remark
1.	I do business on campus just to survive	38	43	17	2	3.17	19.03	Agreed
2.	whenever am faced with financial crisis, i easily take up any business activity to survive on campus	32	45	18	5	3.04	17.30	Agreed
3.	My parents are of low income so i do business to help ease them.	36	34	22	8	2.98	12.91	Agreed
4.	I engage in entrepreneurship activities on campus in order to makes funds available to buy text books, pay dues and school fee.	26	33	34	7	2.78	12.52	
5.	I do business cause i sponsor myself.	28	30	32	10	2.76	10.13	Agreed
Grand total						2.95	14.38	Agreed

Table 3 shows the mean response of the respondents to items 1 – 5 as: 3.17, 3.04, 2.98, 2.78 and 2.76 respectively; with a grand mean and standard deviation of 2.95±14.38. This implies that, student entrepreneurship on campus is as a result of survival respond. They do business just to survive; easily take up any business activity to survive whenever faced with financial crisis; their parents are of low income; makes funds available to buy text books, pay dues and school fee; and they sponsor themselves.

Research question 2

Is student entrepreneurship on campus a result of career rehearsal among students of delta state university abraka?

Table 4: student entrepreneurship as a result of career rehearsal

S/n	Statement/items	Sa	A	D	Sd	Mean	Stdev	Remark
6.	I do business on campus in order to understand and gain experience	35	39	18	8	3.01	14.54	Agreed
7.	I do business to learn about the competition, consumer behavior, and current trends in the market.	19	37	27	17	2.58	9.09	Agreed
8.	With business on campus, i create document that outlines the goals, strategies, and projections of a business i will do after graduation	20	36	25	19	2.57	7.79	
9.	With business on campus, i build my confidence, test my ideas, and refine my skills, while preparing myself for the challenges of starting and running a successful business after school	24	33	20	23	2.58	5.60	Agreed
10.	I do business on campus so i can learn from my successes and failures, gain valuable insights into the challenges and opportunities of starting and running a business, and be inspired to pursue my entrepreneurial dreams.	30	40	22	8	2.92	13.52	Agreed
Grand total						2.73	10.11	Agreed

Table 4 shows the means response of the respondents to items 6 – 10 as: 3.01, 2.58, 2.57, 2.58 and 2.92 respectively; with a grand mean and standard deviation of 273±110.11. This implies that, student entrepreneurship on campus is as a result of career rehearsal. They do business on campus in order to understand and gain experience; learn about the competition, consumer behavior, and current trends in the market; create document that outlines the goals, strategies, and projections of a business they will do after

graduation; build their confidence, test ideas, and refine their skills; and learn from their successes and failures, gain valuable insights into the challenges and opportunities of starting and running a business after graduation.

Research question three:

What is the relationship between student entrepreneurship on campus and human capital development among students of delta state university, abraka?

Table 5: relationship between students entrepreneurship and human capital development

S/n	Statement/items	Sa	A	D	Sd	Mean	Stdev	Remark
11.	I gain entrepreneurial knowledge	15	29	38	18	2.41	10.55	Agreed
12.	I acquire financing and money management skills	30	26	24	30	2.66	3.00	Agreed
13.	I gain systematic support	32	32	18	18	2.78	8.08	
14.	I network and connect with other entrepreneurs	27	29	30	14	2.69	7.44	Agreed
15.	I acquire entrepreneurial confidence, handling time constraints and understand public perceptions and behavior	38	43	17	2	3.17	19.03	Agreed
Grand total						2.76	9.62	Agreed

Table 5 shows the means response of the respondents to items 11 – 15 as: 2.41, 2.76, 2.78, 2.69 and 3.17 respectively; with a grand mean and standard deviation of 2.76±9.62. This implies that, student entrepreneurship on campus has a significant relationship with human capital development. Students entrepreneurial knowledge; acquire financing and money management skills; gain systematic support; networking and connect with other entrepreneurs; and acquire entrepreneurial confidence, handling time constraints and understand public perceptions and behavior.

Research question four:

What are the factors that motivate student entrepreneurship on campus among students of delta state university abraka?

Table 6: factors that motivate students entrepreneurship on campus

S/n	Statement/items	Sa	A	D	Sd	Mean	Stdev	Remark
16.	To have an experience of the real working world	55	30	10	5	3.35	22.73	Agreed
17.	The desire for financial independence	58	25	13	4	3.37	23.62	Agreed
18.	Income of parents	50	25	15	10	3.15	17.80	
19.	Inability to cater for one’s needs	70	15	7	8	3.47	30.21	Agreed
20.	Desire to own and grow one’s own business	77	23	0	0	3.77	36.32	Agreed
Grand total						3.42	26.14	Agreed

Table 6 shows the means response of respondents to items 16 – 20 as: 3.35, 3.37, 3.15, 3.47 and 3.77 respectively; with a grand mean and standard deviation of 3.42±26.14. This implies that, the factors that motivate student entrepreneurship on campus include: experience of the real working world; desire for financial independence; low income of parents and desire to own and grow one’s own business.

Test of hypotheses

The hypotheses are tested using multiple regressions in spss 25 at a significant level of 0.05

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 \dots\dots\dots + \beta_nx_n$$

$$Se = \beta_0 + \beta_1sr + \beta_2cr + \beta_3hd + \beta_3fm$$

Se = students entrepreneurship - dependent variable

sr = survival response

Cr = career rehearsal

Hd = human capital development

Fm = factors that motivate student

independent variables

Output of multiple regression analysis in spss 25

Model	Variables entered	Variables removed	Method
1	Fm, sr, hd, cr ^b	.	Enter

A. Dependent variable: se
B. All requested variables entered.

Model	R	R square	Adjusted r square	Std. Error of the estimate	Durbin-watson
1	.946 ^a	.894	.890	.12820	.172

A. Predictors: (constant), fm, sr, hd, cr
B. Dependent variable: se

The r value of 0.946 in the model summary table (table 8) represents the pearson correlation. This implies that there is a strong and positive correlation across the variables since the value of r (0.946) tends to 1.

The r square (r²) value of 0.894 (table 8) is known as the coefficient of determination. It shows the proportion of the variance in the dependent variable that can be explained by the independent variables. This implies that 89% of the variation in student entrepreneurship (se) on campus can be explained by survival response (sr), career rehearsal (cr), human capital development (hd) and factor that motivate student (fm).

Model	Sum of squares	Df	Mean square	F	Sig.	
1	Regression	13.224	4	3.306	201.142	.000 ^b
	Residual	1.561	95	.016		
	Total	14.786	99			

A. Dependent variable: se
B. Predictors: (constant), fm, sr, hd, cr

The value of sig (0.00) in table 9 indicates that, the independent variables (sr, cr, hd and fm) combined has a statistically significant association with the dependent variable (se).

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.	Collinearity statistics	
		B	Std. Error	Beta			Tolerance	Vif
1	(constant)	.600	.263		-2.282	.025		
	Sr	.268	.094	.322	2.849	.015	.087	11.496
	Cr	.289	.187	.216	1.551	.024	.058	17.375
	Hd	.108	.188	.071	.572	.018	.072	13.868
	Fm	.489	.212	.361	2.307	.023	.045	22.032

A. Dependent variable: se

Hypothesis 1:

There is no significant relationship between student entrepreneurship on campus and survival response among students of delta state university, abaka.

The sig-value (0.015) of survival response (sr) in table 10 indicates that, there is a significant relationship between student entrepreneurship on campus and survival response in delta state university, abaka since the sig-value (0.015) is lesser than 0.05. Therefore, the null hypothesis which states that there was no significant relationship between students entrepreneurship on campus and survival response in delta state university, abaka, is rejected. This implies that there is a significant relationship between student entrepreneurship on campus and survival response among students of delta state university, abaka.

For every additional effort of improving survival response, student entrepreneurship on campus is expected to increase by coefficient of 0.268 (table 10) assuming other independent variables remain constant.

Hypothesis 2:

There is no significant relationship between student entrepreneurship on campus and career rehearsal among students of delta state university, abraka.

The sig-value (0.024) of career rehearsal (cr) in table 10 indicates that, there is a significant relationship between student entrepreneurship on campus and career rehearsal in delta state university, abraka since the sig-value (0.024) is lesser than 0.05. Therefore, the null hypothesis which stated that there was no significant relationship between students entrepreneurship on campus and career rehearsal in delta state university, abraka, is rejected. This implies that there is a significant relationship between student entrepreneurship on campus and career rehearsal among students of delta state university, abraka.

For every additional effort of improving career rehearsal, student entrepreneurship on campus is expected to increase by coefficient of 0.289 (table 10) assuming other independent variables remain constant.

Hypothesis 3:

There is no significant relationship between student entrepreneurship on campus and human capital development among students of delta state university, abraka.

The sig-value (0.018) of human capital development in table 10 indicates that, there is a significant relationship between student entrepreneurship on campus and human capital development in delta state university, abraka since the sig-value (0.018) is lesser than 0.05. Therefore, the null hypothesis which stated that there was no significant relationship between student entrepreneurship on campus and human capital development in delta state university, abraka, is rejected. This implies that there is a significant relationship between student entrepreneurship on campus and human capital development among students of delta state university, abraka.

For every additional effort of improving human capital development, student entrepreneurship on campus is expected to increase by coefficient of 0.108 (table 10) assuming other independent variables remain constant.

Hypothesis 4:

There is no significant factor that motivates student entrepreneurs to start business on campus among students of delta state university, abraka.

The sig-value (0.023) of factor that motivate student (fm) in table 10 indicates that, there is a significant factor that motivate student entrepreneurs to start business on campus in delta state university abraka since the sig-value (0.023) is lesser than 0.05. Therefore, the null hypothesis which stated that there was no significant factor that motivates student entrepreneurs to start business on campus in delta state university abraka, is rejected. This implies that there is a significant factor that motivates student entrepreneurs to start business on the campus among students of delta state university abraka.

For every additional effort of improving factor that motivate student, student entrepreneurship on campus is expected to increase by coefficient of 0.489 (table 10) assuming other independent variables remain constant.

IV. Findings

The findings from the test of hypothesis 1 and the answer to research question 1 (table 3) revealed that, there is a significant relationship between student entrepreneurship on campus and survival response among students of delta state university, abraka. Students do business just to survive; easily take up any business activity to survive whenever faced with financial crisis; their parents are of low income; business makes funds available to buy text books, pay dues and school fee; and they sponsor themselves. This finding is in line with the findings of uhunamure et al. (2020) who ascertained that students who face financial challenges in school or perceive a threat to their academic prospect would easily take up any business activity to survive on campus.

The findings from the test of hypothesis 2 and the answer to research question 2 (table 4) revealed that, there is a significant relationship between student entrepreneurship on campus and career rehearsal among students of delta state university, abraka. Student do business on campus in order to understand and gain experience; learn about the competition, consumer behavior, and current trends in the market; create document that outlines the goals, strategies, and projections of a business they will do after graduation; build their confidence, test ideas, and refine their skills; and learn from their successes and failures, gain valuable insights into the challenges and opportunities of starting and running a business after graduation. This finding is in agreement with okolie et al. (2019) who revealed that students entrepreneurship provides aspiring business owners (students) with the knowledge, skills, and resources they need to successfully start and run a business after graduation.

The findings from the test of hypothesis 3 and the answer to research question 3 (table 5) revealed that, there is a significant relationship between student entrepreneurship on campus and human capital development among students of delta state university, abraka. Students gain entrepreneurial knowledge; acquire financing

and money management skills; gain systematic support; networking and connect with other entrepreneurs; and acquire entrepreneurial confidence, handling time constraints and understand public perceptions and behavior. This finding support the finding of ryan (2023) who said that students gain entrepreneurial knowledge; acquire financing and money management skills; gain systematic support; networking and connect with other entrepreneurs; and acquire entrepreneurial confidence.

The findings from the test of hypothesis 4 and the answer to research question 4 (table 3) revealed that, there is a significant factor that motivates student entrepreneurs to start business on the campus among students of delta state university, abirika. The factors that motivate student entrepreneurship on campus include: experience of the real working world; desire for financial independence; low income of parents and desire to own and grow one's own business. This finding is in line with the finding of radhakrishnan and jose (2018) and al-qadasie et al. (2023) who are of the view that the factors that motivate student entrepreneurship on campus are: experience of the real working world; desire for financial independence; low income of parents and desire to own and grow one's own business.

V. Conclusion

Based on the findings of this study and subsequent recommendations, it can be concluded that student entrepreneurship on campus is as a result of both survival response and career rehearsal. With the help of student entrepreneurship, they develop entrepreneurial knowledge; acquire financing and money management skills; gain systematic support; networking and connect with other entrepreneurs; and acquire entrepreneurial confidence, handling time constraints and understand public perceptions and behavior. The factors that motivate student entrepreneurship on campus are: experience of the real working world; desire for financial independence; low income of parents and desire to own and grow one's own business.

VI. Recommendation

Based on the findings of this study, the following recommendations were made:

1. Government should review their policies on 'school admission and tuition fees' in order for students from low income families to have access to education rather than undergoing business activities on campus
2. Government should find a solution for student entrepreneurship on campus so as to enable students to focused only on academic activities while in school.
3. Policy makers should make policies to control the rate students involve in business on campus.
4. Financial support should be extended to student so as to get money to buy books and pay their dues.

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