



Research Article

Volume-04|Issue-05-2024

Assessment Of Entrepreneurship Development Studies on Motivation and Intention of Undergraduate University Students in North-Western Nigeria

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The Federal University Gusau and the Tetfund Education Trust Fund (TetFund) funded this research project under grant allocation “TETFUND/DR &D/UNI/GUSAU/IBR2023/VOL.1”

Article History

Received: 11.08.2024

Accepted: 28.09.2024

Published: 03.10.2024

Citation

Lawal, S., Iliyasu, S., & Gimi, S., H. (2024). Assessment Of Entrepreneurship Development Studies on Motivation and Intention of Undergraduate University Students in North-Western Nigeria. *Indiana Journal of Economics and Business Management*, 4(5), 1-7.

Abstract: This study determines to assess the Influence of Entrepreneurship Development Studies on Entrepreneurship Motivation and Intention of Undergraduate University Students in North-Western Nigeria. A purposive sample of 700 undergraduate students were selected at random from seven Universities, 100 for each state of the Northwest region of Nigeria. 561 responded questionnaires were returned, which represented 80.14% of the total responses and the data was analysed using SPSS 27.0. The Regression analyses shows that there is significant relationship between Entrepreneurship Development Studies and Entrepreneurship motivation of undergraduate university students and there is significant relationship between Entrepreneurship Development Studies and Entrepreneurship Intention of the undergraduates. It is therefore, recommended that Entrepreneurship Development Studies at the universities should be strengthened to keep on influencing Entrepreneurship Motivation and intention of university undergraduate students in north-western Nigeria by providing enabling environment for learning.

Keywords: Entrepreneurship, Entrepreneurship Development Studies, Entrepreneurship Motivation and Entrepreneurship Intention.

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INTRODUCTION

The main purpose of introducing entrepreneurship development studies into the Nigerian universities is to serve as strategy and a catalyst to tackling youth and graduate unemployment. The persistent lack of new jobs in the labour market has necessitated the need to revisit the contents of entrepreneurship development studies and align it with the need to reduce the growth of unemployment in the country. The World Bank reported that 33.3% of Nigerians are unemployed and the youth constitutes the majority. Similarly, Vanguard reported that as at December, 2019, about 25 million graduates of tertiary institutions are seeking jobs that do not exist, hence a need for a paradigm shift to entrepreneurial skills acquisition and development for venture creation at schools.

The introduction of entrepreneurship development studies in Nigerian universities is considered as one of the far-reaching decisions made by the government to reduce graduates and youth unemployment. Despite this laudable effort, numerous studies have found that there is little or no motivation and intention of university's undergraduates due to certain deficiencies (Alinno, 2020). It has been observed that too much emphasis has been placed on 'about'

entrepreneurship studies (concepts and theories) with little emphasis on practical application of enterprise ideas and practice (Adeola, 2020; Olukundun *et al.*, 2018; Amalia & van Kurflesch, 2021).

Statement of The Problem

The current entrepreneurship studies in our universities could not address the increasing rate of unemployment. Studies have shown that entrepreneurship development studies offered by the Nigerian universities have not adequately stimulated students' entrepreneurial motivation and intention which aid in the birth of new enterprises with the capacity to generate new jobs. The entrepreneurship development studies often lack experiential learning component, thus reducing the impact of training on the potential entrepreneurs. The above deficits led to low rate of the development of entrepreneurial mindset, acquisition of skills and competencies which manifest in low rate of entrepreneurial development and venture creation after graduation. The entrepreneurship development studies needs to extend beyond classroom teaching as common practice to a paradigm shift to more practical and realistic aspect of entrepreneurship development studies that boosts the motivation and intention of university undergraduate students with improvement in creating jobs opportunities after graduation.

Previous studies on the effectiveness of the current entrepreneurship development studies did not proffer a comprehensive policy direction and strategies to address the problem of providing lifelong skills to the students in universities to foster the development of entrepreneurial mindset and skills to be economically viable in today's dynamic world.

The study wishes to determine the level of entrepreneurship motivation and intention drive from entrepreneurship development studies of university undergraduates in north-western Nigeria.

Objectives of The Study

The general objective of this study is to determine the influence of entrepreneurship development studies on entrepreneurship motivation and entrepreneurship intention of university undergraduate students in north-western Nigeria.

- To determine the impact of entrepreneurship development studies on entrepreneurship motivation of undergraduate students of north-west Nigerian universities.
- To investigate the influence of entrepreneurship development studies on entrepreneurship intention of university undergraduate students in north-western Nigeria.

Research Questions

- To what extent do entrepreneurship development studies have impact on entrepreneurship motivation of undergraduate university students in north-western Nigeria?
- Do the entrepreneurship development studies influence entrepreneurship intention to university undergraduates in north-western Nigeria?

LITERATURE REVIEW/ CONCEPTUAL AND THEORETICAL FRAMEWORK

Entrepreneurship

Attempts have been made to define and clarify the concept of entrepreneurship in different ways by various authorities that have undertaken some works in this area of endeavor. According to Banks and Value (1990), entrepreneurship is an unrehearsed combination of economic resources instigated by the uncertain prospect of contemporary monopoly profit. Hisrich and Peters (2002), opined that entrepreneurship is the process of creating something new of value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence.

In similar vein, Aina and Salao (2008), sees entrepreneurship as "any purposeful activity that initiates, maintains or develops a profit oriented business

interaction with internal situation of the business or with the economic, political and social circumstances surrounding the business".

In the words of Timmons and Spinelli (2000), entrepreneurship is an activity which will result in creation, enhancement realization and renewal of value not just for the owners but all participants and stakeholders. Likewise, Mainoma and Aruwa (2012), argued that entrepreneurship is the dynamic process of creating incremental wealth. The wealth is created by individuals who assume the major risk in terms equity, time and providing value for some product or service. The product or service may not be new or unique but value must be infused by the entrepreneur by securing and allocating the necessary skills and resources. Aruwa (2006) see entrepreneurship as: "the willingness and ability of an individual to seek for investment opportunities, to establish and run an enterprise successfully".

Tuned (2014) defined entrepreneurship as the ability of some people to accept risk and combine factors of production in order to produce goods and services. It can also be seen as the willingness and ability of an individual to seek out investment opportunity in an environment, and be able to establish and run enterprise successfully based on the identified opportunities. Entrepreneurship also is "about learning the skills needed to assume the risk of establishing a business, developing the winning strategies and executing them with all the vigor, persistence and passion needed to win any game" (Inegbenbor,2006).

Entrepreneurship has been simply captured as the use of human courage to seek investment opportunities and establishing a profit-oriented enterprise (Ikeme&Onu, 2007 cited in Agah, 2016, page 25-26). In the words of Tijani- Alawiye (2004) describes entrepreneurship as the process of increasing the supply of entrepreneurs or adding to the stock of existing small, medium and big enterprises available to a country by creating and promoting many capable entrepreneurs, who can successfully run innovative enterprises, nurture them to growth and sustain them, with a view to achieving broad socio-economic development goals.

In this paper, entrepreneurship is considered to be more than just starting and / or engaging in business activities. It is a process through which an individual/ or group of individuals identify opportunities, allocate resources, create value, enhance realization and developing those opportunities through application of the right managerial technical and networking skills to create value not just for the owners but for all participants and stakeholders. The definition adopted here aligns with Schumpeter's (1934) description of an entrepreneur as a visionary change management agents. Also, in this work an entrepreneur is taken to be an instigator of

entrepreneurial events for so long as they occur (Kanothi, 2009).

On definitions of an entrepreneur, rarely do scholars agree on a universal definition of any sort. Rather scholars see an entrepreneur from different perspectives, and sometimes also reflecting a particular social angle. The term “entrepreneur” is a French word and literally translates to mean “one who takes between”. Richard Cantillon (1725) and Jean Baptiste Say (1824) are some important French writers who expressed views on the role of entrepreneur. For Cantillon, an entrepreneur is one who bears uncertainty, buys labour and materials, and sells products at certain prices. He is one who takes risks and makes innovation on factors of production. He was thus the first to recognize the crucial role of the entrepreneur in economic development. Say, (1824) also made similar contribution - considering the entrepreneur the pivot of the economy and a catalyst for economic change and development as cited by (cited by Deakins, 1996, pp33). On his part, Schumpeter (1934) sees the entrepreneur as an innovator. He does new things in a new way. He supplies new products; makes new techniques of production, discovers new markets, and develops new sources of raw materials. The modern use of the term “entrepreneur” is usually credited to the works of Schumpeter. Drucker (1985) considers that the entrepreneur always searches for change, responds to it and exploits it as an opportunity. In their own contribution, Meredith, Nelson and Neck (1991) posit that entrepreneurs are people who have the ability to see and evaluate business opportunities; to gather the necessary resources and to take advantage of them; and to initiate appropriate action to ensure success. Based on the above review, we can now operationalise the concept of entrepreneur as a change agent, an innovator who is always willing to improve himself and his venture to perform and survive and also a risk taker, who exploits business opportunities in his environment and utilize resources effectively to develop new technologies, produces new products and services to maximize his profits and contribute significantly to society’s development. This definition encompasses the desire of the entrepreneur to maximize profit and contribute to economic and social wellbeing of the society. It shows that the entrepreneur as one who is also imbued with the ability to organize a business venture with the desire to achieve valued goals or results.

It is also of interest to note and clarify the concepts of “entrapreneur” which is related to that of entrepreneur. An employee of an existing organization may also be engaged in entrepreneurial activities through innovations, creation of new ideas, and improvement of old ways of doing things and products development according to (Kanter, 1983). This is the case of an entrapreneur who is capable of initiating changes from within in large organizations. Sometimes when such an employee is dissatisfied with the organization because he receives no support to fund and develop new products he

may decide to leave and establish a new company to put his ideas into practice. In this case he becomes an entrepreneur, many businesses have their roots in entrepreneurship. The entrapreneur is therefore an entrepreneur within an already established organization.

Entrepreneurship Development Studies

Entrepreneurship Development Studies (EDS) is a curricular programme designed by National University Commission in Nigeria for undergraduate students to prepare students to develop interest and competencies in entrepreneurship that can guide them after graduation. It is an all-semester programme and compulsory for all students irrespective of their chosen field of study. It involves both theory and practice. Omerzel (2010) posits that through acquisitions, firm can acquire technological capabilities or market relationship. Marquardt (1996) (as in Omerzel, (2010) distinguishes between externally acquired knowledge and internally (within an organization) create knowledge. The imitation of successful operation practices of other companies falls within the most important methods of acquiring knowledge from the environment. Steyn (2009) posits that Katz argues that knowledge transfers and knowledge creation starts when people sharing their internal tacit knowledge by socializing with other people or by obtaining it in digital or analogue form. The shared knowledge is then internalized by other people which generate new knowledge. This newly created knowledge is again shared with other people and the process begins again.

As knowledge flows in institutions between individuals, and from one level to another, the organization repository is accumulated through interactions between the organizations agents. It is necessary for a company to create a culture which encouraged communication. Sharing knowledge may play a significant role in increasing one’s exposure to different ideas and provides different source of information.

Creation of knowledge is a costly affair that is why it is critical for organizations to store the knowledge and provide access to it, in a professional and efficient manner throughout the organization to leverage on it to achieve sustainable competitiveness. The process of storing knowledge allows for the creation of a quality knowledge base of an organization which should contain the entire usable knowledge of an organization. In order to be able to store knowledge, one usually collects and processes it in electronic form, part of it can be stored in the form of books, documents, and plans while part of it, usually tacit knowledge, remain with employees. It is only by using knowledge that one creates its direct utility value. One creates new knowledge when using existing knowledge, one continually returns to the initial stage of knowledge management. That is the acquisition and creation of knowledge which are repeatedly followed by the transfer and storage of knowledge.

Nonaka and Takeuchi (1995) distinguish between two type of knowledge; Tacit and Explicit knowledge. Tacit knowledge is described as information that is difficult to express, formalize or share. It is unconsciously acquired from the experiences one has while immersed in an environment. Tacit knowledge is intuitive and acquired by having some considerable experiences and expertise at some task or job.

Explicit knowledge can be expressed in words and numbers and can be easily communicated and share in the form of hard data, scientific formulae, codified procedures or universal principles.

Sanchez (2005) distinguishes between two types of knowledge. Personal knowledge: knowledge within the organization consists of tacit personal knowledge in the minds of individuals in the organization. To manage the personal knowledge of individuals, managers are typically urged to identify the kinds of knowledge possessed by various people in an organization and then to arrange appropriate interactions between knowledgeable individuals. That is by transferring people as knowledge carriers from one part of organization to another, to encourage them share their knowledge with each other in order to move knowledge from one part of the organization to another and through their interactions to create new knowledge that may be useful to the organization.

The organizational knowledge approach assumes that knowledge is something that can be made explicit that is can be articulated and explained by individuals who have knowledge even though some effort and assistance may sometimes be required to help individuals articulate what they know. The organization knowledge approach addresses ways that organizational knowledge assets can be disseminated within an organization usually through documents, drawing, standard operating procedures, manuals of best practice and the like.

Entrepreneurial Motivation

Entrepreneur is human being who has his dignity, self-respect, values, sentiments, aspirations, dreams apart from economic status. Indeed, economic betterment and social aspiration motivates a person to distinguish from others. Entrepreneurship is to a great extent the product of motivation. Motivation refers to the inner drive that ignites and sustains behaviour to satisfy needs. Behaviour is always caused and it is not spontaneous. In other words, human behaviour is goal directed or directed towards satisfaction of needs. A person's behaviour is shaped by several socio-psychological factors such as his goals, education level, cultural background, work experience, etc. When a person, feels some need tension arises in his mind until the need is satisfied. The tension motivates him to take action. If the action is successful need is

satisfied otherwise the person changes the action until the need satisfaction occurs.

The term 'motivation' has its origin in the Latin word "movere" which means to "move". Thus, motivation stands for movement. One can get a donkey to move by using a "Carrot or a stick", with people one can use incentives, or threats or reprimands. However, these only have a limited effect. These work for a while and then need to be repeated, increased or reinforced to secure further movement. The term motivation may be defined as "the managerial function of ascertaining the goals of subordinates and helping them to realize those goals.

Entrepreneurial Intention

Entrepreneurial intentions represent a frequently adopted theoretical construct implemented in ambition to help explicate an individual's transition from distal thoughts into more proximal entrepreneurial action. A large body of diverse and wide-spanning literature is now evolving in this area recognising the importance of developing and nurturing initial desires in hopes of facilitating their transfer into more tangible personal, social and economic value. Intention is the psychological acceptance of the willingness to aspire to undertake certain activity by setting a mind to it or a drive to accomplish certain goal.

Studies carried out with the objective of assessing the efficacy of the entrepreneurship motiv curriculum for the development of entrepreneurial skills to equip graduates to set up their own businesses are reported below. Amongst the studies, Alinno, (2020) argues that the present curriculum of entrepreneurship education is ineffective, the content is theoretically laden and hence inadequate and unsuitable for developing potential entrepreneurs. Others (e.g. Adeola, 2020; Olukundun *et al.*, 2018) suggest that the curriculum of entrepreneurship education needs to be enriched and divorced from traditional classroom and theoretical to field and practice-based approach. Olutuase *et al.* (2020), results demonstrate the fact that entrepreneurship education components will not automatically yield desired results if not carefully designed and based on contextual factors. A study by Iwu *et al.* (2019), showed insignificant evidence with regards to perceived relevance and adequacy of the curriculum course content related to entrepreneurial intention of students. Above empirical evidences suggest that the current entrepreneurship education curriculum in higher institutions is ineffective. Partly due to the use of inappropriate pedagogical approaches and inadequate content (Adeola, 2020; Annilo. 2020).

Theoretical Frameworks

In the study of entrepreneurship education curriculum and stimulation of entrepreneurship and enterprise development, experiential learning theory expounded by American philosopher John Dewey (1913)

is relevant in understanding the underlining argument of this project. The theory as advocated by its founder is a hands-on approach to learning. Dewey believed that human beings learn through a 'hands-on' approach. Accordingly, entrepreneurial learning and application is more effective through experience and hands-on based learning rather than theory-based approach. Experiential learning gives emphasis to individual's experience in the learning environment. Entrepreneurship is a life-long skill; therefore, hands-on experience counts in teaching it because students learn better when exposed to practical trainings.

METHODOLOGY

This study relied on primary data collected by the use of descriptive survey design. The independent variables are Entrepreneurship Motivation, Entrepreneurship Intention and the dependent variable is Entrepreneurship Development Studies.

The sample participants in this study were 700 undergraduate university students from north-western region of Nigeria. One university was selected as a sample from each of the seven states of northwest and a sample of 100 questionnaires were administered to each university.

The response rate was 400 questionnaires after rejecting the damaged ones and it is based on the clean responded questionnaires that the analyses was done by using SPSS 27.0. ANOVA and Regression analysis was used during the analysis.

Research Design

A structured questionnaire was used for data collection. The questionnaire consists of three sections. The first section sought information on demographic characteristics of respondents and their gender. The second and third sections sought information on their course of study and level of degree and the last part was questions about entrepreneurship motivation and intention of the students.

Items in the third section were in multiple choice formats where respondents were requested to tick correct response option that best describe their motivation and intention on entrepreneurship. Items in the second and third section were of the likert scale format with five response options, viz: SA for strongly Agreed, A for agreed, UD for undecided, D for disagreed and SD for strongly disagreed. For analysis sake, SA was scored 5 point, A 4 points, UD 3 points, D 2 points and SD 1 point.

Results and Responses Rate

700 questionnaires were distributed and 561 were returned given a response rate of about 80.14% and based on the returned questionnaire the analysis was made. This implies that the response rate is over 70% Nworgu (1991) posits that where the response rate is less than 65%, the result could differ considerably. Therefore the response rate for this study was considered adequate for valid analysis.

$EDS = \beta_0 + \beta_1 EM + \beta_2 EI$
EDS = Entrepreneurship Development Studies
EM = Entrepreneurship Motivation
EI = Entrepreneurship Intention
 $\beta_0, \beta_1, \text{ and } \beta_2$ are coefficient of determinations.
 μ = Error term

Multiple Regression Results

| Model Summary ^b | | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | .655 ^a | .429 | .424 | .01427 | 2.284 |

a. Predictors: (Constant), Entrepreneurship Development Studies \

b. Dependent Variable: Entrepreneurship Motivation and Intention

Source: SPSS Output, 2023

The above table shows an adjusted r square value of 0.424 indicates that 42.4% of the dependent variable (Entrepreneurship Motivation and Intention) was explained by the independent variables (Entrepreneurship Development Studies) and therefore, 57.6% of other factors not in the study affected by

Entrepreneurship Development Studies. However, based on the adjusted r square result, entrepreneurship development studies appeared to be a strong variable for predicting the motivation and intention of undergraduate university students in northwestern Nigeria.

| ANOVA ^a | | | | | | |
|--------------------|--------------|----------------|------------|-------------|--------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | .052 | 3 | .017 | 84.452 | .000 ^b |
| | Residual | .069 | 337 | .000 | | |
| | Total | .120 | 340 | | | |

a. Dependent Variable: Entrepreneurship Motivation and Intention

b. Predictors: (Constant), Entrepreneurship Development Studies

Source: SPSS Output, 2023

The above table (ANOVA^a) shows significant level of 0.00 which is far below the established significant level of this paper (0.05). Therefore, the F-statistic (84.452) is large enough for this study to infer that all the independent variables (Entrepreneurship Development Studies) have significant impact on the

Entrepreneurship Motivation and Intention in Nigeria. The implication is that an increase in the effectiveness of the independent variables will lead to an increase in Entrepreneurship Motivation and Intention of undergraduate university students in northwestern Nigeria.

| Coefficients ^a | | | | | |
|-------------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | .009 | .005 | | 1.630 | .104 |
| 1 | .228 | .116 | .092 | 1.962 | .041 |
| Entrepreneurship Dev. Studies | .387 | .088 | .249 | 4.392 | .000 |

a. Dependent Variable: Entrepreneurship Motivation and Intention

Source: SPSS Output, 2023

The results from the table above shows that, entrepreneurship development studies has significant positive impact on the motivation of undergraduate students in northwestern Nigeria, this is indicated from the beta coefficient of .092 which is significant at p value of 0.041. This suggests that, when EDS by 1%, Motivation of undergraduate university students in northwestern Nigeria also increases by 9%. The study therefore infers that Entrepreneurship Development Studies have positive significant impact on Motivation of undergraduate university students in northwestern Nigeria.

The results from the table above show that Entrepreneurship Development Studies has significant positive impact on the Intention of undergraduate university students in northwestern Nigeria. This is indicated from the beta coefficient of .249 which is significant at p value of 0.00. This suggests that, when Entrepreneurship Development Studies increase by 1%, Intention of undergraduate university students in northwestern Nigeria also increases by 24.9%. The study therefore infers that Entrepreneurship Development Studies have positive significance on Entrepreneurship Intention of undergraduate university students in northwestern Nigeria.

DISCUSSION OF FINDINGS

The findings from the results were able to allow us to accept the two alternative hypotheses. The study found that entrepreneurship development studies has significant positive impact on the entrepreneurship motivation of university undergraduate students in northwestern Nigeria, this is indicated from the beta coefficient of .092 which is significant at p value of 0.05. This suggests that, when entrepreneurship development studies increased by 1%, entrepreneurship motivation of university undergraduate students in northwestern Nigeria also increases by 9%. The study therefore infers that entrepreneurship development studies have positive significance on entrepreneurship motivation of

university undergraduate students in northwestern Nigeria.

Finally, the study found that entrepreneurship development studies has significant positive impact on entrepreneurship intention of university undergraduates in northwestern Nigeria, this is indicated from the beta coefficient of .424 which is significant at p value of 0.00. This suggests that, when entrepreneurship development studies increase by 1%, entrepreneurship intention Nigeria also increases by 42.4%. The study therefore infers that entrepreneurship development studies have positive significance on entrepreneurship intention of university undergraduates in northwestern Nigeria.

CONCLUSION AND RECOMMENDATION

Entrepreneurship Development Studies have significant positive impact on Entrepreneurship Motivation of undergraduate university students in north-western Nigeria and Entrepreneurship Development Studies have significant influence on Entrepreneurship Intention of undergraduate university students in north-western Nigeria.

It is therefore, recommended that Entrepreneurship Development Studies at the universities should be strengthened to keep on influencing Entrepreneurship Motivation and intention of university undergraduate students in north-western Nigeria.

Government should give more emphasis on entrepreneurship training and development in universities and other tertiary institutions of learning across the country to enable students develop motivation and intention.

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