

# Entrepreneurship Aspirations Among Youth Students: A Study with Specific Reference to Arts and Science Colleges in Rajapalayam Region

Thinakaran M<sup>1</sup>, Dr. Tamilmaran R<sup>2</sup>

<sup>1</sup>Ph.D. Research Scholar (FT), School of Management Studies, Tamil Nadu Open University

<sup>2</sup>Associate Professor and Research Supervisor, School of Management Studies Tamil Nadu Open University, Anna Salai, Saidapet, Chennai – 600 015

**Abstract**—This study investigates entrepreneurship aspirations among youth students in Arts and Science colleges in the Rajapalayam region. The research aims to examine the level of entrepreneurship aspirations and analyze the factors influencing them, including educational background, family support, and institutional encouragement. A sample of 80 students was surveyed, and data were analyzed using Friedman Test and Exploratory Factor Analysis. Findings reveal that students exhibit a moderate and fairly uniform level of entrepreneurial aspiration, with external and social factors particularly family support, institutional backing, and exposure to entrepreneurial role models having a stronger influence than formal education. The study emphasizes the need for a supportive ecosystem to nurture youth entrepreneurship.

**Index Terms**—Entrepreneurship, EFA, Friedman Test, Arts and Science Colleges and Government

## I. INTRODUCTION

Entrepreneurship refers to the process of identifying business opportunities and organizing resources to create, develop, and manage new ventures with the aim of earning profits and contributing to economic growth. Entrepreneurs play a crucial role in introducing innovation, generating employment, and enhancing productivity in an economy. In today's dynamic and competitive environment, entrepreneurship is not limited to large industries but extends to small and medium enterprises, start-ups, and self-employment ventures. It encourages creativity, risk-taking, and problem-solving skills, particularly among youth. Entrepreneurship also promotes self-reliance and reduces dependence on

traditional salaried jobs. Governments and educational institutions worldwide are increasingly emphasizing entrepreneurship development through training programs, financial support, and policy initiatives. By fostering an entrepreneurial mindset, individuals can transform ideas into successful enterprises, address social and economic challenges, and contribute to sustainable development and inclusive growth.

## II. ENTREPRENEURSHIP ASPIRATIONS AMONG ARTS AND SCIENCE COLLEGE STUDENTS

Entrepreneurship has become a vital instrument for economic growth, innovation, and employment generation in both developed and developing economies. In the present scenario of increasing competition and limited job opportunities, entrepreneurship offers youth an alternative and sustainable career path. Youth students, particularly those pursuing higher education in Arts and Science colleges, possess significant potential to contribute to entrepreneurial development through creativity, innovation, and skill application. However, their decision to pursue entrepreneurship is largely influenced by personal aspirations, educational exposure, family background, and institutional support.

The Rajapalayam region is home to several Arts and Science colleges that cater to students from diverse socio-economic backgrounds. Understanding the entrepreneurship aspirations of these students is essential for assessing their readiness to engage in entrepreneurial activities. This study focuses on

examining the level of entrepreneurial aspiration among youth students and identifying the factors influencing their entrepreneurial intentions. The insights gained can help institutions and policymakers design effective strategies to promote entrepreneurship among college students.

### III. STATEMENT OF THE PROBLEM

Entrepreneurship has emerged as a key driver of economic growth, innovation, and employment generation, particularly in developing economies. Youth students, especially those pursuing higher education, constitute a vital segment for nurturing entrepreneurial talent and mindset. In recent years, governments and educational institutions have emphasized entrepreneurship education to encourage self-employment and reduce dependence on traditional salaried jobs. However, the level of entrepreneurial aspiration among students varies significantly based on individual, social, and institutional factors. Arts and Science college students often receive comparatively less practical exposure to entrepreneurship than students from professional or technical institutions, which may affect their motivation and readiness to pursue entrepreneurial careers. In the Rajapalayam region, Arts and Science colleges cater to a large number of youth students from diverse socio-economic and educational backgrounds. Many of these students face challenges such as limited awareness of entrepreneurial opportunities, inadequate skill development, lack of family support, financial constraints, and insufficient institutional encouragement. While some students may possess innovative ideas and a desire to become entrepreneurs, external factors such as parental expectations for secure employment and limited access to mentorship or incubation facilities may discourage them from pursuing entrepreneurship. Despite the importance of fostering entrepreneurship at the grassroots level, there is a noticeable lack of systematic research focusing on the entrepreneurial aspirations of Arts and Science college students in this region.

This research seeks to address this gap by examining the level of entrepreneurship aspirations among youth students studying in Arts and Science colleges in the Rajapalayam region. It also aims to analyze the key factors influencing these aspirations, including educational background, family support, and

institutional encouragement. Understanding these dimensions is essential for identifying existing barriers and opportunities, and for formulating effective educational strategies and policy interventions. The findings of this study are expected to provide valuable insights for educators, policymakers, and institutions to strengthen entrepreneurship education and create a supportive ecosystem that encourages youth students to consider entrepreneurship as a viable and rewarding career option.

### IV. RESEARCH OBJECTIVES

1. To examine the level of entrepreneurship aspirations among youth students studying in Arts and Science colleges in the Rajapalayam region.
2. To analyze the factors influencing entrepreneurship aspirations of Arts and Science college students in the Rajapalayam region, such as educational background, family support, and institutional encouragement.

### V. RESEARCH QUESTIONS

1. What is the level of entrepreneurship aspirations among youth students studying in Arts and Science colleges in the Rajapalayam region?
2. What factors, such as educational background, family support, and institutional encouragement, influence the entrepreneurship aspirations of Arts and Science college students in the Rajapalayam region?

### VI. SIGNIFICANCE OF THE RESEARCH

The importance of studying entrepreneurship aspirations among youth students lies in its direct relevance to economic development, employment generation, and social progress. Youth students in Arts and Science colleges represent a significant yet often underexplored segment of potential entrepreneurs. By examining the level of entrepreneurship aspirations among these students in the Rajapalayam region, the present study helps to assess their interest, motivation, and readiness to pursue entrepreneurial careers. Such an assessment is crucial for understanding whether existing educational systems are effectively encouraging entrepreneurial thinking or whether students continue to rely primarily on traditional

employment options. Analyzing the factors influencing entrepreneurship aspirations—such as educational background, family support, and institutional encouragement—is equally important. These factors play a decisive role in shaping students' career choices and entrepreneurial intentions. Understanding how family expectations, academic exposure, and college-level support systems impact students' aspirations enables educators and policymakers to identify both barriers and enabling conditions for entrepreneurship. This insight is particularly valuable in the Rajapalayam region, where socio-economic conditions and limited employment opportunities make entrepreneurship a viable solution for youth empowerment.

The findings of this research can assist Arts and Science colleges in designing more effective entrepreneurship-oriented curricula, training programs, and support mechanisms such as mentoring, workshops, and incubation facilities. Policymakers and development agencies can also use the results to frame region-specific initiatives that promote youth entrepreneurship. Overall, this study contributes to bridging the gap between education and employment by fostering an entrepreneurial mindset among youth students and supporting sustainable regional development.

#### VII. NEED AND SCOPE OF THE RESEARCH

The need for the present research arises from the growing importance of entrepreneurship as a means of addressing youth unemployment and promoting sustainable economic development. In many regions, including Rajapalayam, a large number of Arts and Science graduates enter the job market each year with limited employment opportunities. While entrepreneurship offers a viable alternative career path, the extent to which youth students aspire to become entrepreneurs and the factors influencing these aspirations remain inadequately explored. Understanding the level of entrepreneurship aspirations among Arts and Science college students is therefore essential to assess their willingness and preparedness to engage in entrepreneurial activities. This research is also needed to identify the key factors that shape entrepreneurial aspirations, such as educational background, family support, and institutional encouragement. Many students may

possess entrepreneurial potential but lack motivation, guidance, or support due to socio-cultural expectations, academic constraints, or insufficient exposure to entrepreneurship education. By analyzing these influencing factors, the study can highlight existing gaps in the educational system and the role of families and institutions in fostering or hindering entrepreneurial intent.

The scope of the research is confined to youth students enrolled in Arts and Science colleges in the Rajapalayam region. It focuses on measuring their level of entrepreneurial aspiration and examining how various personal, familial, and institutional factors influence these aspirations. The findings of the study will be useful for educational institutions, policymakers, and entrepreneurship development agencies in designing targeted interventions, training programs, and supportive policies. Ultimately, the research aims to contribute to strengthening the entrepreneurial ecosystem and encouraging youth students to view entrepreneurship as a realistic and desirable career option.

#### VIII. RESEARCH HPOTHESES

1. There is a significant level of entrepreneurship aspiration among youth students studying in Arts and Science colleges in the Rajapalayam region.
2. Educational background, family support, and institutional encouragement have a significant influence on the entrepreneurship aspirations of Arts and Science college students in the Rajapalayam region.

#### IX. REVIEW OF LITERATURE

Maxwell et al. (2018) examined that the influence of the contents of an entrepreneurship curriculum as it relates to the entrepreneurial development of university students in Nigeria. In this descriptive research, quantitative content analysis followed by qualitative thematic analysis were used to examine the data collected through a survey and semi structured interviews conducted on entrepreneurship educators in a selected university in Nigeria. Results from the analysis showed that most educators opined that majority of the students in the selected university are able to develop critical thinking abilities and business idea generation competencies. However, the results

also showed that the educators were of the opinion that most students are not able develop the confidence, commitment and drive for the achievement of entrepreneurial goals and aspirations at graduation. Therefore, it was recommended that entrepreneurship curricula in Nigerian universities should motivate the development of entrepreneurial mindset and action. The study also recommended the engagement of real-life scenarios in practical activities to motivate the development of the drive and commitment required for students to engage in entrepreneurship at graduation.

Thakur, S. (2019) examined that Entrepreneurship plays a premium role in industrial development. Entrepreneurship development is the key to the economic development of any country. There are two crucial problems in India, i.e., unemployment and scarcity of financial resources. Only entrepreneurial development can provide a solution to these problems. Entrepreneurs not only generate self-employment but also provide employment opportunities for others by setting up enterprises. On the other hand, most of the youth graduating from colleges and universities are aspiring for a job, rather than starting their own enterprise. The present paper is an attempt to find out the entrepreneurial aspirations among the university students and their future aspirations after completion of degree. An attempt has also been made to find out the reasons why students could not opt for entrepreneurship as a career option.

Joesyiana et al. (2023) provided education and knowledge to the younger generation, enabling them to realize their entrepreneurial aspirations and play a direct role in the local economy. The community service takes place in RT. 03 RW. 02, Bandar Raya Village, Payung Sekaki District, and involves teenagers and students, particularly the local youth, as participants in the counseling sessions. The methodology used in this community service includes lecture-style presentations and question-and-answer sessions. The lecture-style presentations are employed to deliver general knowledge about entrepreneurship education to the younger generation, aiming to foster their interest in entrepreneurship. The question-and-answer sessions are used to address specific topics that may not have been fully covered in the lecture-style presentations. This counseling program involves business practitioners from various business activities in the vicinity of the counseling location. It directly involves faculty members from the Management

Study Program at STIE (School of Economics) and lecturers from Universitas Islam Riau, as well as teenagers/students from RT. 03 RW. 02, Bandar Raya Village, Payung Sekaki District, who serve as the target subjects of the program.

Matharu et al. (2025) highlighted that social entrepreneurship aims at resolving the issue of poverty through creation of meaningful jobs in the society. Social Entrepreneurship as a career option might not be thought of by many of the graduating students, in fact many of the students might also not be aware of the concept of social entrepreneurship. The present study makes an attempt to bridge this gap by studying the perception of students towards social entrepreneurship. The study makes use of survey method wherein a self-designed questionnaire was prepared on the basis of extensive review of literature, for collection of data from 500 post graduate students selected from 4 National level Universities in India. The data was tested for reliability and validity and was analysed with the help of Factor Analysis technique of data reduction. Five factors were identified in the analysis namely- attitude, supportive measures, attributes, competitiveness, change agent. The results of the study can be useful for the higher education institutes in terms of framing strategies for developing interest towards social entrepreneurship. Higher Education Institutes can introduce courses for development of interest and skills required for social entrepreneurship. The study will also be useful to the Government for implementation of policies and facilitation of activities that promote the development of social entrepreneurship in the country.

## X. RESEARCH METHODOLOGY

The study adopted a descriptive research design to examine the level of entrepreneurship aspirations among youth students and analyze the factors influencing these aspirations. Descriptive research helps in systematically collecting and presenting information about the current status of students' entrepreneurial intentions and associated factors such as educational exposure, family support, and institutional encouragement. A stratified random sampling method was used to select students from Arts and Science colleges in the Rajapalayam region. This ensures representation across different streams, years of study, and socio-economic backgrounds, providing

a more accurate understanding of entrepreneurship aspirations among the student population. Primary data are collected using structured questionnaires and interviews targeting students. The questionnaire includes questions on students' entrepreneurial intentions, motivation, exposure to entrepreneurship education, family influence, and institutional support. Secondary data will be gathered from books, journals, research articles, government reports, and college records related to entrepreneurship education, youth aspirations, and regional economic development. This provided context and support the analysis of primary data. Totally 80 college students were met from different Arts and Science Colleges in and around Rajapalayam District.

## XI. DATA ANALYSIS AND RESULTS DISCUSSION

11.1 Friedman Test for assessing the Level of Entrepreneurship Aspiration among youth students studying in Arts and Science colleges in the Rajapalayam region

The analysis of study variables in relation to the level of entrepreneurship aspiration among youth students studying in Arts and Science colleges in the Rajapalayam region reveals important insights into their entrepreneurial mindset.

Table 1 Assessment of Level of Entrepreneurship Aspiration among youth students studying in Arts and Science colleges in the Rajapalayam region

Study Variables in relation to Level of Entrepreneurship Aspiration	Mean Rank
Entrepreneurial intention	2.41
Desire for self-employment	2.59
Willingness to take business risk	2.44
Motivation to start a business <sup>4</sup> .	2.57
	Value
Ch-Square	5.205
Asymp. Sig.	.157
N	80

The mean rank values indicate that desire for self-employment (2.59) and motivation to start a business (2.57) occupy the relatively higher positions among the variables, suggesting that students show a stronger preference for independent career options and possess a reasonable level of enthusiasm toward initiating

business ventures. Willingness to take business risk (2.44) and entrepreneurial intention (2.41) follow closely, reflecting a moderate level of readiness to face uncertainties and a developing intention to pursue entrepreneurship as a career choice. The Friedman Chi-square test result shows a Chi-square value of 5.205 with an Asymptotic Significance value of 0.157 at a sample size of 80 respondents. Since the p-value is greater than 0.05, the difference among the mean ranks of the variables is not statistically significant. This indicates that there is no substantial variation among entrepreneurial intention, desire for self-employment, willingness to take business risk, and motivation to start a business in shaping the overall level of entrepreneurship aspiration.

11.2 Exploratory Factor Analysis for assessing the Factors influencing Entrepreneurship Aspirations of Arts and Science college students in the Rajapalayam region

Exploratory Factor Analysis (EFA) is a statistical technique used to identify underlying factors that explain relationships among observed variables. It helps reduce data complexity by grouping correlated variables into factors, commonly used in social science and behavioral research. The results of the KMO and Bartlett's Test of Sphericity indicate the suitability of the data for factor analysis in examining the factors influencing entrepreneurship aspirations among Arts and Science college students in the Rajapalayam region.

Table 2 (a) KMO and Bartlett's Test of Sphericity in relation to Factors influencing Entrepreneurship Aspirations of Arts and Science college students

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		729
Bartlett's Test of Sphericity	Approx. Chi-Square	174.734
	df	6
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is 0.729, which exceeds the recommended minimum value of 0.60, suggesting that the sample size is adequate and the intercorrelations among variables are sufficiently strong for applying Exploratory Factor Analysis. Bartlett's Test of Sphericity shows an approximate Chi-square value of 174.734 with 6 degrees of freedom and a significance

value of 0.000, which is statistically significant at the 1 per cent level. This result indicates that the correlation matrix is not an identity matrix and that meaningful relationships exist among the variables. Therefore, the data are appropriate for factor extraction, and factor analysis can be reliably used to identify the underlying dimensions influencing

entrepreneurship aspirations among youth students in Arts and Science colleges in the Rajapalayam region. The communalities table presents the extent to which each variable contributes to explaining the factors influencing entrepreneurship aspirations among Arts and Science college students in the Rajapalayam region using Principal Component Analysis.

Table 2 (b) Communalities with regard to Factors influencing Entrepreneurship Aspirations of Arts and Science college students

	Initial	Extraction
Educational background (entrepreneurship-related courses/training)	1.000	.035
Family support (financial and moral support)	1.000	.881
Institutional encouragement (college support, incubation, mentoring)	1.000	.788
Exposure to role models / entrepreneurial environment	1.000	.883

The initial communalities for all variables are 1.000, indicating that each variable initially accounts for its total variance before extraction. After extraction, family support shows a very high communality value of 0.881, suggesting that financial and moral support from family plays a crucial role in explaining entrepreneurship aspirations. Similarly, exposure to role models and the entrepreneurial environment records the highest extraction value of 0.883, highlighting the strong influence of entrepreneurial role models and surrounding business culture on students' aspirations. Institutional encouragement, including college support, incubation facilities, and

mentoring, also demonstrates a high communality of 0.788, indicating its substantial contribution to the extracted factor structure. In contrast, educational background related to entrepreneurship courses or training has a very low extraction value of 0.035, implying that formal entrepreneurship education contributes minimally to explaining the variance in entrepreneurship aspirations among the students.

The Total Variance Explained table presents the results of Principal Component Analysis conducted to identify the underlying factors influencing entrepreneurship aspirations among Arts and Science college students in the Rajapalayam region.

Table 2 (c) Total Variance Explained with regard to Factors influencing Entrepreneurship Aspirations of Arts and Science college students

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.586	64.658	64.658	2.586	64.658	64.658
2	.994	24.849	89.506			
3	.273	6.833	96.340			
4	.146	3.660	100.000			

The analysis shows that the first component has an eigenvalue of 2.586, which is greater than the recommended threshold value of 1, indicating that it is a significant factor. This component alone explains 64.658 per cent of the total variance, demonstrating that a single dominant factor accounts for a substantial proportion of the variation in entrepreneurship aspirations among the students. The remaining components have eigenvalues less than 1 and therefore are not considered significant for extraction, as they

contribute relatively little to explaining the variance. Although the second, third, and fourth components cumulatively account for additional variance, only the first component is retained under the Kaiser criterion. The extraction sums of squared loadings further confirm that the retained component explains 64.658 per cent of the total variance, indicating a strong and meaningful factor structure.

The component matrix presents the factor loadings of variables influencing entrepreneurship aspirations

among Arts and Science college students in the Rajapalayam region, extracted using Principal Component Analysis.

Table 2 (d) Component Matrix with regard to Factors influencing Entrepreneurship Aspirations of Arts and Science college students

Study Variables in relation to Factors influencing Entrepreneurship Aspirations	Component 1
Educational background (entrepreneurship-related courses/training)	
Family support (financial and moral support)	.938
Institutional encouragement (college support, incubation, mentoring)	.888
Exposure to role models / entrepreneurial environment	.940

The results indicate that one dominant component has been extracted, confirming the presence of a single underlying factor influencing students' entrepreneurship aspirations. Family support shows a very high factor loading of 0.938, indicating that financial and moral support from family strongly influences students' entrepreneurial aspirations. Exposure to role models and the entrepreneurial environment also records a high loading of 0.940, highlighting the significant role played by successful entrepreneurs, business networks, and surrounding entrepreneurial culture in shaping students' aspirations. Institutional encouragement, including college support systems, incubation facilities, and mentoring, has a strong loading of 0.888, demonstrating its substantial contribution to fostering entrepreneurship aspirations among students. In contrast, educational background related to entrepreneurship courses or training does not show a notable loading on the extracted component, suggesting that formal entrepreneurship education has a relatively limited influence compared to social and institutional factors.

## XII. FINDINGS

- According to the finding with regard to Friedman Test, entrepreneurship aspiration among youth students in the Rajapalayam region is fairly uniform across these dimensions, highlighting that multiple factors collectively contribute to

entrepreneurial aspirations rather than any single dominant factor.

- Using Exploratory Factor Analysis, it is found that external and social influences such as family support, institutional backing, and exposure to entrepreneurial role models are far more influential than formal educational background in shaping entrepreneurship aspirations among youth students in Arts and Science colleges in the Rajapalayam region.
- Secondly, the results suggest that entrepreneurship aspirations among youth students in Arts and Science colleges in the Rajapalayam region are largely influenced by a single underlying factor, emphasizing the importance of consolidated influences such as family support, institutional encouragement, and exposure to entrepreneurial environments in shaping students' entrepreneurial aspirations.
- The last findings reveal that entrepreneurship aspirations among youth students in Arts and Science colleges in the Rajapalayam region are predominantly influenced by a combined factor comprising family support, institutional encouragement, and exposure to entrepreneurial role models, emphasizing the importance of a supportive ecosystem in nurturing entrepreneurial aspirations.

## XIII. SUGGESTIONS AND RECOMMENDATIONS

- Since entrepreneurship aspiration among youth students is found to be fairly uniform across multiple dimensions, it is suggested that colleges adopt a holistic entrepreneurship development approach rather than focusing on a single aspect such as motivation or intention alone. Integrated programmes combining awareness building, confidence enhancement, risk management skills, and career guidance should be introduced. Workshops, seminars, and experiential learning activities can be designed to simultaneously strengthen all dimensions of entrepreneurship aspiration, thereby ensuring balanced development among students.
- As external and social influences such as family support, institutional backing, and exposure to role models play a greater role than formal

education, it is recommended that colleges actively engage families and the local entrepreneurial community. Institutions can organize family-inclusive entrepreneurship awareness programmes, invite successful local entrepreneurs for guest lectures, and create mentorship opportunities. Such initiatives can strengthen the social environment around students and reinforce positive entrepreneurial attitudes beyond the classroom.

- Given that entrepreneurship aspirations are largely influenced by a single consolidated factor, institutions should focus on building a strong entrepreneurial ecosystem within colleges. This may include establishing entrepreneurship cells, incubation centers, startup clubs, and networking platforms that integrate family involvement, institutional support, and real-world exposure. A unified support system will help students perceive entrepreneurship as a viable and supported career option, thereby enhancing their aspirations.
- As the final finding emphasizes the role of a combined supportive ecosystem, it is suggested that policymakers and educational administrators collaborate to create sustainable support mechanisms for student entrepreneurship. This includes providing access to mentoring, seed funding information, internship opportunities with entrepreneurs, and continuous guidance. Strengthening partnerships between colleges, industries, financial institutions, and entrepreneurial networks can significantly nurture and sustain entrepreneurship aspirations among youth students in the Rajapalayam region.

#### XIV. CONCLUSION

The study on entrepreneurship aspirations among youth students in Arts and Science colleges in the Rajapalayam region highlights the growing relevance of entrepreneurship as a viable career option. The findings indicate that while a segment of students exhibits a positive inclination toward entrepreneurship, the overall level of aspiration varies due to several influencing factors. Educational exposure, family support, and institutional encouragement play a significant role in shaping students' entrepreneurial intentions. Limited practical training, lack of awareness, and socio-cultural

expectations often restrict students from actively considering entrepreneurial careers. The study emphasizes the need for stronger entrepreneurship education, supportive institutional frameworks, and positive family involvement to nurture entrepreneurial aspirations among youth students. By addressing these influencing factors, Arts and Science colleges and policymakers can foster a conducive environment that motivates students to develop entrepreneurial skills and confidence. Ultimately, encouraging entrepreneurship among youth students can contribute to employment generation, self-reliance, and sustainable economic development in the Rajapalayam region.

#### REFERENCES

- [1] Joesyiana, K., Anggraini, N., Harahap, A. R. I., & Mildawati, R. (2023). Entrepreneurship education for the youth to support the entrepreneurial aspirations of the younger generation. *Pasundan Community Service Development*, 1(1), 19-24.
- [2] Matharu, S. K., Panga, M., Pachori, C. D. S., Sharma, P., & Baid, M. (2025). Youth, Sustainability, And Social Enterprise: Career Aspirations of University Students. *International Journal of Environmental Sciences*, 11(7s), 1161-1169.
- [3] Thakur, S. (2019). Entrepreneurial Aspirations Among University Students. *IUP Journal of Entrepreneurship Development*, 16(2).
- [4] Maxwell, O. A., Stephen, I. A., Hezekiah, F. O., Paul, S. O., & Oyafunke-Omoniyi, C. O. (2018). Entrepreneurship curriculum contents and entrepreneurial development of university students in Nigeria. *International Journal of Entrepreneurship*, 22(1).
- [5] Kuratko, D. F. (2017). *Entrepreneurship: Theory, Process, and Practice* (10th ed.). Cengage Learning.
- [6] Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2017). *Entrepreneurship* (10th ed.). McGraw-Hill Education.
- [7] Singh, R. (2016). *Youth Entrepreneurship: Opportunities and Challenges*. Routledge India.
- [8] Venkataraman, S. (2018). *Entrepreneurship and Innovation in Emerging Economies*. Springer.
- [9] Gibb, A. (2002). *Inspiring Entrepreneurs: Youth, Enterprise, and Education*. Ashgate Publishing.