

Exploring the Role of Psychological and Social Factors in Shaping Entrepreneurial Intentions among Polytechnic Students in the Niger Delta, Nigeria

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Abstract

This paper focuses on the investigation of the factors that inspire students of Niger Delta Polytechnics in Nigeria to become involved in business ventures. This group plays a key role, as the Niger Delta region is economically viable, yet it is plagued with high rates of youth unemployment. The study based on Ajzen's Theory of Planned Behaviour (TPB) looks at the attitudes towards, perceived behavioural control and subjective norms that affect the psychology/social underpinnings of students' entrepreneurship intentions. The research took a quantitative design in which a pre-tested self-administered structured questionnaire was used to collect the required information. The data was collected from 430 students who were selected based on stratified random sampling from six polytechnic institutions situated in the Niger Delta region. The data were analysed using Pearson's Correlation and Multiple Regression analysis techniques to investigate the relationships among the study variables and how well they predict overrides. They identified that self-efficacy ($r = 0.341$, $p < 0.01$), need for achievement ($r = 0.253$, $p < 0.01$), locus of control ($r = 0.251$, $p < 0.01$) and risk-taking propensity ($r = 0.165$, $p < 0.01$) are some of the psychological factors that have a significant positive relationship with entrepreneurial intention. Social influences were important, as family business background ($r = 0.259$, $p < 0.01$) and subjective norms ($r =$

0.220 , $p < 0.01$) demonstrated meaningful correlations with entrepreneurial intention. Multiple regression analysis shows that these variables explain around one-fourth part of entrepreneurial intention variation together (Adj. $R^2 = .270$; $F = 20.824$; $p < .01$); all predictors significantly contributed to this result. The study brings to the fore the significance of integrating psychological development and social support mechanisms into entrepreneurship education. It goes on to recommend that institution policies and environmental conditions be looked at in order to make the business training for polytechnic students more effective.

Keywords: Entrepreneurship, Entrepreneurial Intentions, Psychological Factors, Social Factors, Self-Efficacy, and Subjective Norms.

Introduction

Admission of young people to higher educational institutions is a yardstick of the growing importance of human capital (Das, 2025). This issue emerges in most developing nations, and Nigeria is not an exception, whereby there is more often an oversupply of educated graduates over the demand in the labour market. These processes, however, become the major cause of recurrent issues such as youth unemployment, underemployment and social unrest in areas like the Niger Delta (Mok & Wu, 2016; Oiku &

Akanbi, 2023). Thus, entrepreneurship implies the creation of jobs by the younger generation EEE – employment, economic activity and self-engagement (Bläse et al., 2025).

By now, it is almost general knowledge that entrepreneurship is the main cause of innovation, economic growth and job creation. Entrepreneurship does not only provide an opportunity to work but also such a platform later on to develop new products, new services and new technologies which support the society in one way or another (Täks et al., 2014; Wang, 2022). Just as Schumpeter (1934) emphasised, entrepreneurship “is the force of ‘creative destruction’”, where innovation makes obsolete old systems so that it can accelerate economic development. In this context Drucker (1985) as well as Stevenson (1983) referred to orderliness by which opportunities are being identified first and then resources are mobilised even in spite of constraints.

These intentions are the most crucial when it comes to the development of entrepreneurship, as they show the preparedness and the willingness to venture into a business, which also shows that these fall within the broad area of entrepreneurship (Tran et al., 2016; Ferdousi et al., 2025). These intentions are affected by numerous factors but particularly psychological and social ones. More specifically, psychological factors include need for achievement, self-efficacy, risk-taking propensity, and internal-external locus of control. Subjective norms as well as family business background also influence intentions since they provide emotional support and role models or sometimes even make it possible to embark on entrepreneurial activities because they lend legitimacy in certain cases (Tong et al., 2011; Agbim et al., 2013).

Tertiary institutions, which specifically include polytechnics, are the key implementers of these ideas. The polytechnics impart technical knowledge and skills; they run entrepreneurship courses and offer mentorship programmes as well as access to resources which will grow a student into an entrepreneur (Aladejebi, 2018; Dzisi & Odoom, 2017). In the Niger Delta region, which is economically disadvantaged yet rich in natural resources, the

polytechnic institutions constitute a special category of institutions that are able to encourage entrepreneurship as a purposeful measure to curb the youth unemployment problem and scarcity of formal employment (Bubou & Okrigwe, 2011; Daniel & Kwopnan, 2018).

It is still observed that, even though they attend schools with an aim to gain skills that can help them start their own jobs, many polytechnic students in the Niger Delta face constraints as far as implementing their education into entrepreneurial ventures is concerned. For this reason, the psychological and social position impacting on their intentions to venture into entrepreneurship must be well understood (Al-Mamary, 2025). Thus, investigating and clarifying how personal traits and social environment influence students’ disposition towards entrepreneurship needs to be carried out. Based on the basics of the Theory of Planned Behaviour as well as other trait-based entrepreneurship theories, the present study examines how certain personal and social determinants collectively dictate entrepreneurial career development. Consequently, this research hopes to provide viewpoints useful for policy development, curriculum definition and institution backing creation in the learner’s entrepreneurial mindset. Highlighting main psychological and social factors influencing entrepreneurial intentions of young people in the Niger Delta creates appropriate areas which can improve the youth of this region who are currently searching for better alternatives towards being job creators rather than job seekers.

Objectives of the Study

Specifically, this study intends to:

- i. Examine the influence of psychological factors, need for achievement, self-efficacy, risk-taking propensity, and locus of control on the entrepreneurial intentions of polytechnic students in the Niger Delta, Nigeria.
- ii. Assess the influence of social factors, family business background and subjective norms on the entrepreneurial intentions of polytechnic students,

- iii. Analyse the combined predictive power of psychological and social factors on students' entrepreneurial intentions.

Hypotheses of the Study

H₀₁: Psychological factors, need for achievement, self-efficacy, risk-taking propensity, and locus of control do not significantly influence the entrepreneurial intentions of polytechnic students in the Niger Delta, Nigeria.

H₀₂: Social factors, family business background, and subjective norms have no significant influence on the entrepreneurial intentions of polytechnic students in the Niger Delta, Nigeria.

H₀₃: Psychological and social factors, when combined, do not significantly predict the entrepreneurial intentions of polytechnic students in the Niger Delta, Nigeria.

Literature Review

The theory, according to Ajzen (1991), specified that the entrepreneurial intention, as a state of mind preceding entrepreneurship behaviour, was often studied because it served as an important predictor when it came to explaining entrepreneurship (Ajzen, 1991; Liñán & Fayolle, 2015). It represents an individual's consciously made-up mind about doing a business and is influenced by many factors, such as personal factors, social factors and environmental factors. For students, especially in higher learning institutions, entrepreneurial intention is the foundation for future entrepreneurial participation (Krueger & Carsrud, 1993).

The results indicated that the most predictive factors of entrepreneurial intention are psychological. McClelland claims that achievement need makes people set goals and do all they can to achieve them; that is why one of the main entrepreneurship character traits is willingness to take over challenges (Agbim et al., 2013). Self-efficacy, as a sign of one's belief in his/her ability to practise entrepreneurship successfully, joins directly with higher levels of entrepreneurial intentions (Boyd & Vozikis, 1994). In the same thread are risk-taking propensities and locus of control as

equally important antecedents; having a high propensity for risk-taking and an internal locus of control is a characteristic of potential primary movers in new venture formation (Liñán & Chen, 2009).

In a social context, subjective norms have the same weight and importance when it comes to determining entrepreneurial intentions. The subjective norms as perceived social pressure for engaging in entrepreneurship behaviour are of high significance, especially in a collectivism context where family and peers' expectations more or less govern personal decisions (Shane, 1992). Furthermore, being in a business family setting might cause early exposure to business operation, which may result in higher student entrepreneurship intention through role modelling and experiential learning (Agbim et al., 2013; Tran et al., 2016).

In the sector of higher education, entrepreneurship development in polytechnics, especially, does not just rely on curriculum planning for sprouting entrepreneurial intentions; there are other aspects which can account for this. These include faculty expertise and institutional support as well as exposure to entrepreneurship ecosystems (Kuratko 2005 & Aladejebi 2018). It is only in the Niger Delta region of Nigeria, where the youth unemployment rate is very high and employment opportunities for young polytechnic students are very rare, that entrepreneurial intentions arise in order to tackle socio-economic problems (Daniel & Kwopnan, 2018). This psychological readiness of the individual is also undeniably important, although social support efforts and institutions are also important.

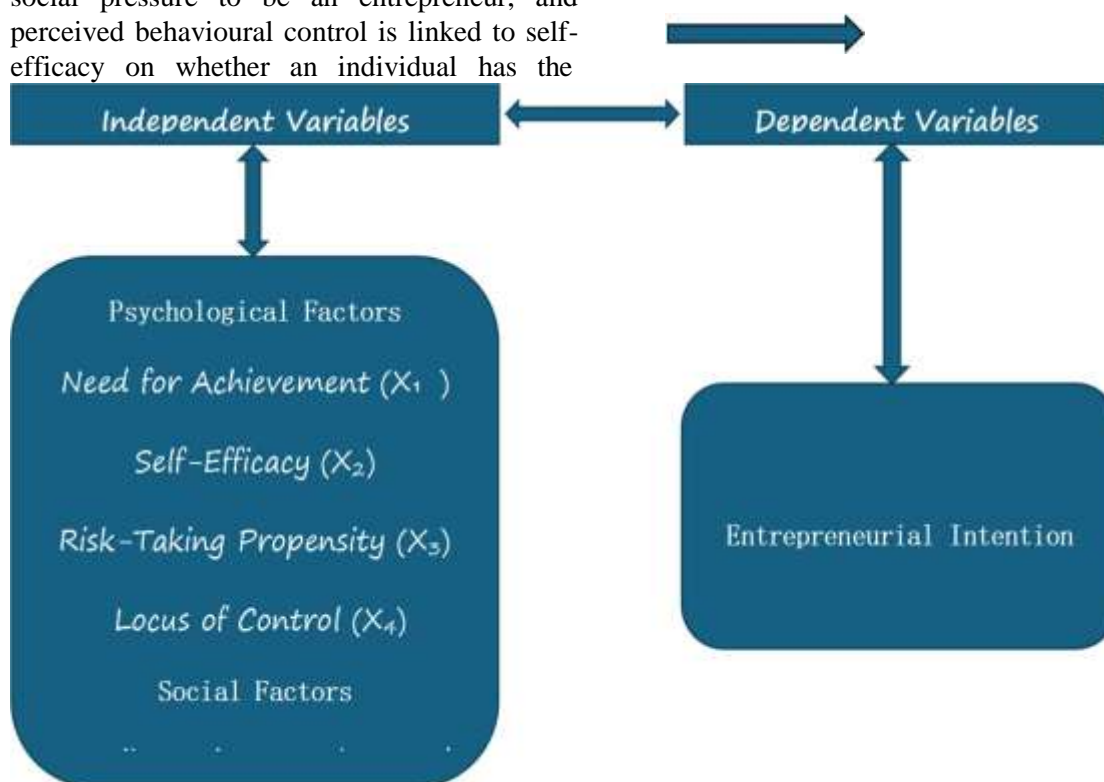
For instance, in this research, it is shown how the psychological traits identified by the previous researchers (e.g., need for achievement, self-efficacy) and social constructs (e.g., subjective norms, family business background) help clarify why these predictors jointly influence entrepreneurial intentions. This identifies the fundamental issues as regards socio-economic and cultural oligopolistic structures which characterise the

Niger Delta region; hence, further inquiry is required on these variables.

Theoretical Framework

The study begins with Ajzen's Theory of Planned Behaviour (TPB) as a starting point that attempts to model the entrepreneurial intention, focusing on three main components – attitude towards behaviour, subjective norms and perceived behavioural control. Attitude explains why one views entrepreneurship as a high calling; subjective norms help gauge social pressure to be an entrepreneur, and perceived behavioural control is linked to self-efficacy on whether an individual has the

necessary confidence to start and manage his business closely aligned with self-efficacy. TPB is set side by side with the Fibonacci sequence in relation to students of polytechnics in the Niger Delta, foregrounding the psychology underlying what motivates people towards entrepreneurship. This framework presents our study hypotheses that personality traits and external factors influence students' goals towards entrepreneurship. TPB also enlightens on possible educational interventions and support from institutions.



Conceptual Framework

Empirical Review

Recent empirical research has increasingly focused on the factors that shape entrepreneurial intentions within diverse learning environments and sociocultural settings. The growing body of studies examines how psychological traits, social influences, and educational experiences contribute to the development of students' entrepreneurial mindsets. These factors, explored in depth across various contexts, provide critical insights into the motivations and challenges

students face in pursuing entrepreneurial ventures.

Findings by Khuong and An (2016), who conducted the research on the possible drivers of entrepreneurial intention amongst Vietnamese university students, it is pointed out that personality traits as well as prior entrepreneurial experience and the environment both directly and indirectly affect the intention. The study at hand is nearly similar to a study that was conducted which sought to identify factors influencing individuals' intention within a specific regional context in which several forecaster variables were taken into account. Further support for

this position was given by Maheshwari (2021), who illustrated that self-efficacy, risk propensity, and TPB constructs had significant positive effects on the entrepreneurial intentions of Vietnamese students, while educational support somehow impeded this path. As a result, there is much more focus on this perspective and traits such as self-efficacy and risk-taking propensity. Vafaei-Zadeh et al. (2023) have made Malaysian students their main focus when it comes to cyber-entrepreneurial intentions. These scholars emphasised self-efficacy, creativity, opportunity recognition, and entrepreneurial orientation as key determinants. Digital entrepreneurship took up the foreground in their research, although some of the issues that revolve around personal confidence, say, for example, over decision-making power, may be handled through TPB or the self-efficacy perception system, which was touched on. In empirical work by Tetteh et al. (2024), they did this so as to do a literature review that focused on the impact of entrepreneurship intentions in light of macro-environmental factors and society values vis-à-vis infrastructure development, government policies and access to finance. Their results are in support of closeness between national and social environments as well as some challenges and concerns regarding contrast with the same mental attitude and behavioural patterns that let us analyse subjective norms and socio-cultural factors in Nigeria's Niger Delta region. Talukder et al. (2024) carried out an investigation into the influence of propensity for risk-taking, need for achievement, education for entrepreneurship and entrepreneurial intentionality among students at universities in Bangladesh. They found that propensity for risk-taking and need for achievement influence intentionality. Both directly and indirectly, via attitudes, perceived behavioural control is supported using PLS-SEM; thus, based on cognitive constructs, Ayooluwa et al. (2023). Chauhan et al. (2024) empirically explored the moderating role of family support on the link between motivational factors and sustainability concerns at early-stage business creation. The

results reveal that family background as well as perceived social support play an important role in developing entrepreneurial spirit, which correlates with previous studies that turn into psychological competences as well as subjective norms and major social drivers' particular areas where they are applied. These studies provide good empirical evidence that psychological and/or social variables are direct determinants of business creation intent. They validate the prediction power principle advocated by the Theory of Planned Behaviour thanks to referencing these constructs within the current study relating to intended behaviour, mainly concerning the Niger Delta socio-cultural contextual community setting system.

Methodology

Study Area

The study was carried out in Bayelsa, Delta and Rivers States in the Niger Delta of Nigeria. These states were picked because of the economic diversity within their boundaries and the concentration of polytechnics and higher education institutions. Each state offers distinctive entrepreneurial prospects in various industries, including oil and gas, agriculture, and ecotourism. The socio-economic challenges faced by the region make it a relevant context for exploring student entrepreneurial intentions.

Research Design

The current research employed a quantitative approach to investigate the psychological and social factors affecting entrepreneurship propensity among students at the polytechnics of Nigeria. The design made it possible to do a systematic collection as well as statistical analysis of numerical data using structured questionnaires. Such an approach was regarded as suitable for this study, as it helped to increase the objectivity, generalisability, and empirical rigour of the study.

Population and Sampling

This population includes 6,255 students from six polytechnics in Bayelsa, Delta, and Rivers States. A minimum sample size of 362 was calculated using Cochran's formulae. To

increase the representativeness and to take care of non-response bias, stratified random sampling based on demographic variables like gender, age group and academic discipline was used to select 430 students.

Data Collection Instrument and Techniques

These were obtained through the questionnaires that were given to polytechnics in the Niger Delta. In order to achieve a proportional representation of students based on key demographics, stratified random sampling was adopted.

Research Instrument

Data were collected by means of a detailed questionnaire which consisted of 41 questions divided into four sections. The questionnaire posed questions about demographic characteristics, motivational factors and other constructs, including self-efficacy and need for achievement, in the Likert scale format. The instruments were standardised using validated instruments so that content validity was ensured and Cronbach's alpha reliability coefficient exceeded 0.70 for all constructs.

Data Analysis

Disparities in data were analysed to show the differences and similarities in respondents' perceptions by means of contrast data analysis. To answer the study's hypotheses, Pearson's correlation analysis was used regarding the relationships between variables; multiple regression analysis was employed to test the predictive influence of psychological and social factors on entrepreneurs' intentions. The computations were conducted using SPSS version 26 with a significance level of 5% ($\alpha = 0.05$) for all calculations.

Model Specification

This research clarifies the entrepreneurship intention (Y) through the regression model, which is constructed on six independent variables (X1-X6) that are need for achievement, self-efficacy, family business background, subjective norms, risk-taking cell and locus of control. To explore these relationships, applying the Correlation Coefficient of Pearson to Equation 1 was used.

$$Y = rf(X_n)$$

(1)

Where: r is the coefficient of correlation. The multiple regression estimated predictive effects:

$$Y = f(X_1, X_2, X_3, X_4, X_5, X_6)$$

(2)

In econometric terms, the model is specified as:

$$Y = \alpha_0 + \alpha_1x_1 + \alpha_2x_2 + \alpha_3x_3 + \alpha_4x_4 + \alpha_5x_5 + \alpha_6x_6 \quad (3)$$

Where: α_0 is the intercept of factors influencing entrepreneurial intention; ε_i captures unexplained variability.

Results and Discussion

Reliability

The validity of the odds utilised to assess entrepreneurship intentions factors among polytechnic students in the Niger Delta Biosphere was tested based on Cronbach's alpha. The results reflected that there is a high internal consistency, as the overall value for alpha was 0.895. As such, aspects of entrepreneurial intention (0.896), risk-taking propensity (0.844) and locus of control (0.822) demonstrated to be high reliability combines. Since the need for achievement displayed the lowest alpha (0.541), it is adequate only for exploratory research contexts; thus, it is acceptable for them.

Table 1: Cronbach's Alpha Reliability Coefficient for Study Variables

Variables/Factors	Number of Items	Cronbach's Alpha Reliability Coefficient
Need for Achievement	4	0.541
Self-Efficacy	4	0.771
Family Business Background	4	0.691
Subjective Norms	4	0.695
Risk-Taking Propensity	4	0.844
Locus of Control	4	0.822

Entrepreneurial Intention	5	0.896
All Items	29	0.895

Source: Field Survey, 2025

Descriptive Statistics of Demographics

The demographics of the respondents are summarised in Table 2. The sample was mostly made up of males (67.7%), and the majority were aged between 19 and 24 years (61.2%). Respondents were from all categories of academic levels, with the majority being students taking engineering/technology courses (64%). Social/Management Sciences (29.1%) and Education (4.2%) were next. Stratification ensured that there was a good mix of participants from different disciplines and age groups as well as academic levels. Demographic diversity helps in making it easier for findings to be applicable to various student populations studying technical subjects in particular.

Test of Hypothesis

For this study, three (3) hypotheses were formulated and tested.

Hypothesis 1: Psychological factors, need for achievement, self-efficacy, risk-taking propensity, and locus of control do not significantly influence the entrepreneurial

intentions of polytechnic students in the Niger Delta, Nigeria.

The above relationships discussed in Table 3 were reached through Pearson's level of correlation statistics and were demonstrated in Figure 3 at $p < 0.01$, as shown in Fig. 3 above. Following are some examples of Need for Achievement ($r = .253$), Self-Efficacy ($r = .341$), Risk-Taking Propensity ($r = .165$), and Locus of Control ($r = .251$), which are positively correlated with entrepreneurial intention as stated earlier. Therefore, it can be inferred that high need for achievement, self-efficacy, risk-taking propensity and internality among students will lead to a higher likelihood of observing entrepreneurial intentions among them. Hence, these findings constitute sufficient evidence to completely disprove the null hypothesis with respect to psychological traits playing a critical role in determining whether a person is an entrepreneur or not. Consequently, the results obtained provide empirical evidence against null hypothesis acceptance, giving valid support to the entrepreneurship prediction model system significance on psychological traits establishment.

Table 4.2: Descriptive Statistics of Respondents' Demographics

Demographics Characteristics	Frequency	Percentage (%)
Gender		
Male	291	67.7
Female	139	32.3
Age		
Below 18 years	33	7.7
19-24 years	263	61.2
25-30 years	100	23.3
Above 30 years	34	7.9
Level of Study		
ND 1	88	20.5
ND 2	145	33.7
HND 1	85	19.8

HND 2	106	24.7
Others	6	1.4
Course Studied		
Education	18	4.2
Engineering/Technology	275	64.0
Social or Management Sciences	125	29.1
Others	12	2.8

Table 2: Pearson's Correlation between Entrepreneurial Intention and Psychological factors

Variable	Mean	Std. Dev	N	Pearson R	P	Remark
Need for Achievement	16.97	2.14	430	.253**	0.000	Sig
Self-Efficacy	17.18	2.31		.341**	0.000	Sig
Risk-Taking Propensity	16.47	2.54		.165**	0.001	Sig
Locus of Control	16.15	2.51		.251**	0.000	Sig
Entrepreneurial Intention	19.78	4.42				

Source: Field Survey, 2025

Hypothesis 2: Social factors, family business background, and subjective norms have no significant influence on the entrepreneurial

intentions of Polytechnic students in the Niger Delta, Nigeria.

Table 3 Pearson's Correlation between Entrepreneurial Intention and Social Factors

Variable	Mean	Std. Dev	N	Pearson R	P	Remark
Family Business Background	16.47	2.53		.259**	0.000	Sig
Subjective Norms	15.89	2.65		.220**	0.000	Sig
Entrepreneurial Intention	19.78	4.42				

Source: Field Survey, 2025

In this respect, table 3 provides evidence of the waistcoat belief on the social factors and the EIs at the 1 per cent significance level ($p < 0.01$). Both AFB ($r = .259$) and SNs ($r = .220$) are positively correlated with EI; thus, it can be said that students from EFs and those who perceive high social support generally are more likely to engage in self-employment ventures. The findings of this study further put into perspective issues on family background exposure and social approbation as determinants of entrepreneurial aspirations. Thus, this study rejects the null hypothesis that social factors do not have a significant causal link to students' entrepreneurship intention in the Niger Delta region.

Hypothesis 3: Psychological and social factors together, when interacting, do not significantly

predict the entrepreneurial intention of polytechnic students in the Niger Delta, Nigeria.

According to data shown in Table 4, the combination of linear components of Need for Achievement, Self-Efficacy, Family Business Background, Subjective Norms, Risk-Taking Propensity, and Locus of Control is an influential factor in regard to its effect on Entrepreneurial Intention ($F = 20.824$; $R = .532$, $R^2 = .284$, $\text{Adj. } R^2 = .270$; $P < .01$). Together these presumed independent variables are able to clarify just over a quarter of all variance in entrepreneurial intention. Individual contributions are as follows: Need for Achievement ($.505P < .01$), Self-Efficacy ($.264P < .05$), Family Business Background ($.859P < .01$), Subjective Norms ($.465P < .05$),

Risk-Taking Propensity (.290P < .05), and
Locus of Control (.212P < .05).

Table 4. Multiple Regression of Entrepreneurial Factors and Entrepreneurial Intention

Variable	F-Ratio	Sig of P	R	R ²	Adj R ²	B	T	P	Remark
Constant	20.824	.000b	.532a	0.284	0.270	11.739	2.173	.030	Sig
Need for Achievement						0.505	2.807	.005	Sig
Self-Efficacy						0.264	2.513	.012	Sig
Family Business Background						0.859	2.679	.008	Sig
Subjective Norms						0.465	2.026	.043	Sig
Risk-Taking Propensity						0.290	2.211	.029	Sig
Locus of Control						0.212	2.214	.031	Sig

Source: Field Survey, 2025

Specifically, the regression coefficients (B) were positive and significant, indicating a direct relationship between each independent variable and entrepreneurial intention. The regression model can therefore be expressed as follows:

$$EI = 2.173 + 0.505N_A + 0.264S_E + 0.859F_{BB} + 0.212L_C \quad (4)$$

Where: EI = Entrepreneurial Intention, N_A = Need for Achievement, S_E = Self-Efficacy, F_{BB} = Family Business Background, S_N = Subjective Norms, R_P = Risk-Taking Propensity, L_C = Locus of Control.

Consequently, null hypothesis is rejected implying that psychological and social factors jointly significantly and positively influence entrepreneurial intentions among Polytechnic students in the Niger Delta.

Discussion of Results

In its quest to find out the factors that affect the young people of higher learning institutions across the Niger Delta region, especially in the area of entrepreneurship, this study was undertaken. It was found that all four factors of psychological nature and two of social nature had significantly strong positive relationships with entrepreneurial intention at population 1 per cent (p < 0.01). These are also disclosed among the independent variables that collectively autograph and statistically significantly determine enterprise intention (Adj R² = 0.270, F = 20.824, P = 0.01) and thus

test the null hypothesis. In view of this, if a student possesses a decent level of self-confidence, determination, risk-taking, and internal locus of control, as well as social support and a family business background, they are far more likely to be an entrepreneurially inclined individual. The study empirically brings out that venturing into entrepreneurship is not only determined by what students acquire knowledge-wise, but it is largely affected by who they are as individuals as well as their society status or setting maybe."

Similarly, these findings are consistent with Ajzen's (1991) Theory of Planned Behaviour that posits attitudes towards persons, normative beliefs (referent others' opinions and views) and perceived behavioural controls enable one to predict intention to behave in a certain way. They include Atkinson (1964), who identified traits like achievement motivation, amongst others, as being crucially important in determining enterprising behaviours; some recent studies reviewed by Nguyen et al. (2019) and Maheshwari & Agarwal (2021) provided empirical evidence on how trait psychology, including self-efficacy, can have immense predictive power for explaining variance in diverse phenomena; and Chauhan et al. (2024) and Vafaei-Zadeh et al. (2023) brought her family approval role for promoting entrepreneurial career objectives in their last works.

However, it has been discovered by several researchers, including Chauhan et al. (2025), that these few factors, such as family

background or social acceptance, which may act to somehow influence start-up intentions, seem not to be acknowledged among social classes, thus further compounding with other researchers within development through regional youth. Huang et al. (2016); Vafaei-Zadeh et al. (2023). Therefore, the above explanation indicates that just having technical knowledge – skills – is not a sufficient condition. Mental preparation comprises confidence, motivation, risk-taking and belief systems, along with people's perceptions about their background support, which figure prominently in making someone ready enough to embark on a journey starting a new venture. System effort needs to be designed to nurture a larger number of entrepreneurial

Conclusion

Indeed, the study shows that psychological and social factors, including but not limited to need for achievement, self-efficacy, risk-taking propensity, locus of control, family business background and subjective norms, serve as very good indicators when it comes to understanding the process of forming entrepreneurial intentions among polytechnic students in the Niger Delta. It also indicates that personality traits and social environments should be dealt with if entrepreneurship is to have a significant weight as a desirable career. As a result of this, higher institutions may incorporate entrepreneurship training courses in their curriculum that will enhance students' self-esteem, achievement motivation and willingness to take risks.

Moreover, it is equally recommended that mentoring programmes be put into practice, shaping together with exposure to role models amongst those who are well-known for performing entrepreneurial roles so as to strengthen subjects' perception and cognitive structure concerning the aforementioned family businesses. Some processes entail change in the education curriculum for the integration of entrepreneurship in all disciplines; partnership colleges with industries as well as governments to provide an enabling environment where innovation and entrepreneurship among students can be nurtured during apprenticeship

sojourns will instil in them psychological readiness for such transitions, helping them go from being seekers of employment to opportunity creators, therefore substantially contributing to the regional or national development system.

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