

DETERMINANTS OF ENTREPRENEURIAL INTENTIONS AMONG THE UNDERGRADUATE STUDENTS OF UMARU MUSA YAR'ADUA UNIVERSITY, KATSINA

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Abstract

The paper examines the determinants of entrepreneurial intentions among undergraduate students of Umaru Musa Yar'adua University, with a view to identifying whether these factors can influence entrepreneurial behaviour. A multistage sampling technique via purposive, stratified and random sampling were used for the selection of three hundred and forty-two (342) respondents from the Department of Biology, Islamic Studies, Accounting, Education and Law programmes of the university respectively. Out of which three hundred and two (302) respondents completed and returned the questionnaires. Two hundred and sixty-four (264) of which were found worthy for analysis. The paper used a structured questionnaire to collect data. The data were analysed using Univariate analysis (frequency, mean and standard deviation) and Pearson Product Moment Correlation (PPMC) was employed to test the hypothesis. The findings revealed that the entrepreneurial determinants have a significant influence on students' intention. The outcome of the study also found out that there is a significant relationship between entrepreneurial determinants and entrepreneurial intentions. The study recommends that the entrepreneurial intentions of undergraduates' students can be enhance through entrepreneurial learning as well as establishing collaborations with private businesses and other universities in order to nurture and promote students' intentions towards entrepreneurship.

Keywords: Entrepreneurship, entrepreneurship education, entrepreneurship intention, determinants of entrepreneurship

INTRODUCTION

The current employment challenges facing many countries of the world have attracted so much attention that government at all levels is trying to develop policies that will foster the spirit of entrepreneurship among individuals to accelerate the pace at which new businesses are created for self-employment and reduce the overdependence on government paid jobs. Inclusion of entrepreneurship courses for all students in institutions of higher education was among the policies aimed at fostering the spirit of entrepreneurial behaviour. The process of entrepreneurial behaviour and activities starts with the development of entrepreneurial intention. Entrepreneurial intention is the first crucial step in the process of new venture creation. It refers to the mindset, attitude and willingness of an individual to pursue the creation of new businesses, motivations and behaviours that drive individual to explore opportunities, innovate and take calculated risk to achieve entrepreneurial goals. [Shapero \(1975\)](#) declares that

it is necessary to understand why people choose entrepreneurship as a career. The entrepreneur is the individual who shows high intention in forming and owning a business. Therefore, understanding the motivation for the entrepreneurial intentions and activities are increasingly being recognized as fundamental for building entrepreneurial mind as it can provide valuable information that guide government and other policymakers to identify the best approach that instills entrepreneurial attitude among individuals.

It was established that entrepreneurial behaviour can significantly be taught, learnt, facilitated and motivated through education and training (Drucker, 1985). Human capital entrepreneurship theory believes that knowledge and training provide individuals with the capability to increase their ability, leading to skills acquisitions that enhance entrepreneurial practice (Unger et al., 2011). This makes entrepreneurship education relevant in building students' intentions towards establishing entrepreneurial businesses. Therefore, knowledge has become an indispensable tool for enhancing entrepreneurial activities and national development.

Therefore, since education forms the foundation for acquiring entrepreneurial skills, then higher institutions of learning can play a significant role in instilling entrepreneurial attitudes among students. It is in this respect that the National Policy for the inclusion of entrepreneurship courses for all students in institutions of higher learning was implemented (Dakung et al., 2017; Amuda et al., 2019) to ensure that all students are equipped with the necessary skills and knowledge so that upon graduation they could be able to establish entrepreneurial ventures and reduce the overdependence on government-paid employment. The idea of introducing entrepreneurship in schools is vital to the development of students' mindset towards entrepreneurial activity. Going by this, every student of higher institutions will now graduate having the required skills, being motivated and fully prepared to start his own business. Therefore, the impact of this policy can be measured in terms of students' readiness to pursue entrepreneurship. This paper identifies the core determinants of entrepreneurial intention and to examine whether these entrepreneurial determinants can influence students' intentions towards business start-up among students' of Umaru Musa Yar'adua University, Katsina. It is against this background that the following research questions are formulated;

What are the determinants of entrepreneurial intentions among undergraduate students of Umaru Musa Yar'adua University, Katsina and to what extent do entrepreneurial determinants influence entrepreneurial intentions among undergraduate students of Umaru Musa Yar'adua University, Katsina?

REVIEW OF RELATED LITERATURE

A number of empirical research studies were conducted in developed and developing countries with regards to the determinants of entrepreneurship intentions. This section reviewed the related literatures in order to validate theoretical predictions.

Concept of Entrepreneurship Education

In order to accelerate business establishment and create a critical mass of entrepreneurs, it is crucial to provide quality entrepreneurial education and training. The level of economic growth in any country is largely dependent on the outcome of entrepreneurial activities. The belief that entrepreneurs are born with innate skills is no longer accepted, as it is now recognized that knowledge and training are essential factors in influencing entrepreneurial intention.

Entrepreneurship education is a type of training program designed to help individuals acquire the necessary expertise to become self-employed by starting their own businesses, rather than solely seeking wage employment (Gambarawa, 2023). Entrepreneurship education aimed to provide a structured programme that informs, trains, and enlightens interested individuals towards business creation. It influences individual attitudes, behaviors, values, or intentions towards entrepreneurship and promotes entrepreneurship awareness, small business development, and socio-economic growth (Gautam & Singh, 2015). The programmes are formalized teachings that prepare young people for the world of business and the opportunities available for establishing their own businesses. Entrepreneurial education fosters self-esteem and confidence by drawing on individual talents and creativity while building the relevant skills and values that will assist students in promoting their perspectives on schooling and external opportunities after graduation (Taiwo & Joseph, 2020).

Justina and Gloria (2019) opined that entrepreneurship education is all about exploring different ways of identifying and recognizing opportunities. It is a structured learning process that helps individuals strengthen their entrepreneurial motives and acquire the skills and capabilities necessary to effectively pursue their entrepreneurial intentions (Kumari, 2014). Entrepreneurship education involves providing the knowledge and technical know-how required to develop an entrepreneurial attitude. This process deals with students' experiences related to entrepreneurship lessons through seminars and skills practice at school (Purwana et al. 2018). These activities are believed to play a significant role in improving students' interest in becoming entrepreneurs. Therefore, entrepreneurship programmes not only help build an entrepreneurial culture but also facilitate the creation of the necessary knowledge and skills to start a business.

Concept of Entrepreneurial Intention

Generally, Intention is a crucial factor that determines an individual's commitment and behavior towards achieving a specific goal. In the context of entrepreneurship, entrepreneurial intention refers to an individual's motivation and seriousness to initiate and start a new venture (Ohanu & Ogbuanya, 2018). Ajzen (2005) suggests that intention is the key predictor of an individual's involvement in a particular behavior, this behavior plays a significant role in influencing the realization of individual intentions. Hence, entrepreneurial intention is a state of mind that guides and directs an individual's actions towards developing and implementing entrepreneurial concepts (Odor et al., 2019). The concept of intention assumes that motivational factors influence behavior, indicating the effort and plan an individual is willing to exert to perform a particular behavior. Factors such as needs, wants, values, beliefs, and situational factors shape and influence individual effort to do something in a specific manner. Entrepreneurial intention is the result of an individual's attitude and values that foster entrepreneurial ventures. Therefore, it is the desire of an individual to establish a business enterprise, which is translated into action by acquiring the necessary skills required for starting a business.

Determinants of entrepreneurial intentions

Different factors have been identified as possible contributors to the formation of entrepreneurial intentions. Pull and push factors are two primary types of factors that play a significant role in the initiation and success of new businesses (Islam, 2012). Pull factors are perceived as positive alternatives that encourage an entrepreneur to start a business, such as earning extra income, continuing a family business tradition, achieving higher social status, enjoying economic freedom through self-employment, utilizing personal knowledge and

experience, and increasing profitability. Push factors, on the other hand, are associated with external factors that compel individuals to start a business, such as a lack of higher formal education, unemployment, dissatisfaction with previous jobs, and family responsibilities. In addition, internal and external factors are also crucial to entrepreneurial intention (Krishna, 2013). Internal factors are related to the entrepreneur's personality and include educational background, occupational experience, desire for innovation, desire for autonomy, and family background. External factors relate to the environment that supports entrepreneurial intention, including government support and financial assistance from institutions.

Review of Empirical Studies

Rusu et al. (2022) investigated the factors that influence youth's entrepreneurial intentions, with a focus on access to finance. The research was conducted between October 2019 and February 2020, using a questionnaire that was distributed to 181 students from Alexandru Ioan Cuza University of Iasi (UAIC) and Gheoghe Asahi Technical University of Iasi (UTGA) in the Northeastern region of Romania. Least square logistics regression was used as the method of data analysis. The results of the study indicate that access to finance plays a significant role in the decision-making process of young people when it comes to engaging in entrepreneurship.

Al-Ali (2021) conducted a study to explore the factors that influence the entrepreneurial intention of both local and international university students in Jordan. The data were collected from 245 students using a self-administered questionnaire, and the sample was selected through convenience sampling. The collected data were analyzed using SPSS version 25 and the smart PLS 3 for structural equation modeling (SEM). According to the findings, entrepreneurial competencies, perceived behavioral control, personal intention, and self-efficacy significantly impact entrepreneurial intention.

Bui et al. (2020) conducted a study to determine the factors influencing the entrepreneurial intentions of National Economics University graduates. The researchers collected data through a questionnaire survey of 250 full-time third-year undergraduates, using convenience sampling techniques. A total of 215 respondents were considered for the analysis. The data was analyzed using regression, and the results showed that the perceived desirability of starting a new venture had the strongest impact on the intention to do so. Perceived feasibility and leadership abilities to overcome adversity also had significant effects on entrepreneurial intentions.

Tshwane and Tshwane (2019) conducted a study to investigate the factors influencing the entrepreneurial intentions of secondary school learners in Mamelodi, South Africa. The study involved 349 learners from 11 secondary high schools who completed a structured self-administered questionnaire in 2016. Data collected were analyzed using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics were used to summarize the characteristics of the sample, while hierarchical multiple regression analysis was used to examine the relationship between the independent variables and the dependent variable. The findings revealed that the perceived behavioral control, attitude towards entrepreneurship, and subjective norms were the major determinants of entrepreneurial intentions among secondary school learners. It was also found that there was a significant positive relationship between entrepreneurial intention and the above-mentioned variables.

Pauceanu et al. (2018) conducted a study on the factors that motivate students to start their businesses in the United Arab Emirates (UAE). The study was conducted among students from 10 universities, and 500 students participated in an online survey out of which 157 fully

completed and returned the survey. The researchers used Factor Analysis and logistic regression to identify the factors that drive students to start their businesses. The study found that four key factors determine entrepreneurial intention among students: entrepreneurial confidence, entrepreneurial orientation, university support for entrepreneurship, and cultural support for entrepreneurship. Of these factors, only entrepreneurial confidence was found to be significantly correlated with entrepreneurial intention.

Ojiaku et al., (2018) conducted a study to investigate what factors influenced the entrepreneurial intentions of young graduates. They surveyed 288 National Youth Service Corp members (NYSC) in Anambra State and used the push-pull-mooring model to analyze the data. The study found that the PPM model was effective in predicting entrepreneurial intentions. The results revealed that pull factors such as independence, autonomy, and opportunities for exploitation, as well as mooring variables including government support, personal attitude, and self-efficacy, significantly influenced entrepreneurial intentions. The mooring variables had the most significant impact.

Al Bakr and Mehrez (2017) conducted a study to explore the factors that affect the entrepreneurial intentions of Arab students. Specifically, they aimed to investigate the impact of universities, role models, the entrepreneurial curriculum, and demographic characteristics of students in promoting their attitudes towards entrepreneurship. The study used quantitative techniques, and data was collected from a sample of 1500 undergraduate Arab students enrolled in public universities. Descriptive statistics and regression analysis were employed to analyze the data. The study's findings revealed that Arab students recognized the importance of universities, the entrepreneurship curriculum, role models, and demographic factors in shaping their attitudes towards entrepreneurship. Universities and the entrepreneurship curriculum were found to have a greater influence on students' entrepreneurial attitudes compared to role models and demographic variables.

Tegegn et al. (2016) conducted a study to identify the factors that determine entrepreneurship among prospective graduates of higher institutions in the Wolaita Sodo University, Ethiopia. The study used a survey design and collected data through a structured questionnaire from prospective graduates who had taken at least one entrepreneurship course. The study population consisted of prospective graduate students from both private and public higher education institutions in the Wolaita zone. A sample size of 200 was determined using Yamane's (1973) sample selection formula, and a proportional sampling technique was used to determine the number of samples required from each department. Descriptive and inferential analyses were used to analyze the data. The study's findings indicate that a father's education level was a significant factor in improving entrepreneurship among young university students. Furthermore, professional attraction, locus of control, and motivation for achievement were identified as significant dimensions of entrepreneurship among the studied population.

Huy and Hieu (2015) conducted a study to identify the factors that influence the entrepreneurial intentions of undergraduate students in Vietnam. They collected data from 180 students at various universities in Hanoi, Vietnam, using self-employment questionnaires. The data was analyzed using multiple regression analysis. The results showed that several variables, including risk-taking propensity, creativity, personality traits such as locus of control and need for achievement, have a significant impact on the intention of students to start a new venture. Furthermore, contextual factors such as perceived support in the entrepreneurship-related context also had a direct influence on the entrepreneurial intentions of the students.

Agbim et al. (2013) carried out a study to investigate the factors that influence entrepreneurial intention among graduates of Nigerian tertiary institutions. The study involved 307 graduates, who were selected through purposive sampling methods. Mean, standard deviation, and analysis of variance were used to analyze the data. The research discovered that creativity was the primary determinant of entrepreneurial intention, and the respondents' age had a positive correlation with their entrepreneurial intention.

Ghazali et al. (2012) explored the various factors that affect students' perception of their entrepreneurial intention. The study included analyzing demographic profiles, attitudinal and behavioral factors, and how these factors influence the students' intention to become entrepreneurs. Data for this study was collected via a structured questionnaire from all registered undergraduate students of the academic session 2010-11. The study used an intercept survey sampling technique, where the students were intercepted at the entrepreneurship program. The study findings revealed that female students had significantly higher attitudes, social skills, and desire to succeed than male students. Moreover, students who attended entrepreneurship courses/training had significantly higher attitudes, social and marketing skills, desire to succeed, leadership skills, and innovation and creativity influenced their decision to become entrepreneurs.

Theoretical Framework

The Theory of Planned Behavior (TPB) by Ajzen (2005) provides the underlying theory for this paper. According to TPB, any attitude or behavior requires considerable planning. The process of business creation can be anticipated based on the intention developed by an individual. TPB is a widely accepted theory that advances the explanation of entrepreneurial intention and is used in most studies related to individual intention (Schlaegel & Khoening, 2014; Aladejebi, 2018; Taiwo & Joseph, 2020).

Theory of Planned Behavior (TPB) states that, an individual's intention is shaped based on certain factors such as behavior, attitude, subjective norm, and perceived behavior. The attitude towards a behavior refers to the degree to which a person has positive or negative feelings about their behavior of interest. Subjective norm relates to an individual's perception of the social environment surrounding the behavior, while perceived behavioral control refers to the individual's perception of the extent to which performance behavior is determined. (Faloye & Olatunji, 2018; Odor et al., 2019; Odia & Anuolowapo, 2019)

The attitude towards a behavior determines the individual's circumstances towards producing a favorable or unfavorable evaluation of a particular behavior. Attitudes are grouped into two: perceived feasibility and perceived desirability. Perceived feasibility is concerned with the degree to which individuals think they are prepared to initiate and undertake a successful entrepreneurial activity. Perceived desirability is seen as how attractive the process and idea of establishing entrepreneurial activity are. Therefore, an individual's decision to engage in the entrepreneurial venture as a desirable career option is likely to be related and translated into an intention to choose to become self-employed.

The relevance of TPB is that it believes people tend to activate their entrepreneurial intention when there are available social and environmental possibilities. These factors push individuals to the entrepreneurial intention of establishing their own business. TPB was adopted as a foundational theory because it is very relevant and explains the connection between people's

behavior and intentions of being alert to entrepreneurial opportunity, which exposes individuals to increase their entrepreneurial intention.

RESEARCH METHODOLOGY

The paper adopts the descriptive survey research design to explore the entrepreneurial determinants on entrepreneurial intention. The population of the study comprises of all the final year students of Umaru Musa Yar'adua University, Katsina from the faculties of Natural and Applied Sciences, Humanities, Social and Management science, Education and Law. The total population stands at three thousand one hundred and five (3,105) during the period under review. The sample size was determined using an appropriate statistical formula (Ibrahim, 2009). Therefore, minimum sample size required for this study is 342 respondents.

A multi-stage sampling technique for sample selection was utilized. In the first stage, purposive sampling was used to select five departments from the faculties. To ensure fair representation, one department was selected from each of the faculty, i.e. Biology, Islamic Studies, Accounting, Education and Law.

In the second stage, a stratified sampling formula with proportionate allocation formula was used to determine the total number of respondents required from each department using stratified sampling formula (Ibrahim, 2009).

In this sampling procedure, the size of the sample taken from each department is proportionate to the presence of the population. Hence the number of sample to be drawn from each department is weighted based on the proportion of the respondents in each departments which stands at 211, 91, 69, 751 and 84 for Biology, Islamic Studies, Accounting, Education and Law programmes respectively, making a total of 1,206 respondents. A sample size of 60, 26, 22, 210 and 24 respondents were selected from the Biology, Islamic Studies, Accounting, Education and Law departments of the University respectively, a total sample size of 342 students were drawn from the selected departments. Finally, Simple Random sampling was used to select the respondents to be administered the questionnaires.

The paper specifically used structured questionnaire to collect data on 5 points- Likert- scale with a simple weight of 1,2,3,4 and 5. This means that the higher the average points the higher the agreement with the statement. The data were analysed using Univariate analysis (frequency, mean and standard deviation) and Pearson Product Moment Correlation (PPMC). Univariate analysis (frequency and percentages) was employed to summarise the demographic aspect of the data, with respect to gender, department, and course of study. While frequency, mean and standard deviation statistics were employed to analyse the research question and PPMC was used to test the hypothesis.

RESULTS/HYPOTHESIS TESTING

The data collected was presented and analysed using descriptive statistics via frequency counts and percentages. The table below shows the demographic characteristics of the respondents:

Table 1: Respondents' Demographics

Variable	Frequency	Percentage
Gender		
Male	202	76.52
Female	62	23.48
Total	264	100
Department		
Biology	46	17.42
Education	152	57.58
Accounting	21	7.95
Law	20	7.58
Islamic Studies	25	9.47
Total	264	100

Source: Author's Computation

Table 1 shows that 76.52% (202) of the respondents were male, while 23.48% (62) were female. This revealed that the majority of the respondents were males. The outcome of this analysis is not surprising given that most of businesses are dominated by males in Northern Nigeria. This is also expected considering some societal and cultural norms that limit women from full involvement and participation in business and assumed women do more of physical work involved in running a household. With regards to their departments, majority, 57.58%(152) of the participants were from the Department of Education, followed by 17.42% (46) from the Department of Biology, while the departments of Islamic Studies, Accounting, and Law had 9.47% (25), 7.95% (21), and 7.58% (20) participants respectively. This implied that students from education department have the highest number of participations compared to other departments. This is as a result that education programmes is having higher enrolments of students within the programmes of study.

To analyze the determinants of entrepreneurial intentions, descriptive statistics that is mean and standard deviation were used to see the extent to which the identified factors influence students' Entrepreneurial Intention?

Table 2 presents analyses on respondents' opinion on different factors as the possible reasons contributing to the development of entrepreneurial intention towards business start-ups among undergraduate student of Umaru Musa Yar'adua University, Katsina.

Table 2: Determinants of Entrepreneurial Intention

Determinants of Entrepreneurial Intention	NI	NV	N	SI	VI	Mean	Std. Deviation	N
Family business tradition.	6	28	42	81	107	3.9659	1.0939	264
Desire for self-employment	4	8	45	103	104	4.1174	0.9007	264
Entrepreneurial knowledge	11	9	44	72	128	4.1250	1.0731	264
Profitability	6	28	41	81	108	3.9735	1.0941	264
Entrepreneurial experience	13	15	45	89	102	3.9545	1.1090	264
Desire for innovation	9	25	44	79	107	3.9470	1.1223	264
Difficulty in finding job	7	27	70	68	92	3.7992	1.1071	264
Marital life problems	16	34	51	81	82	3.6780	1.2109	264
Desire for achievement	10	18	53	67	116	3.9886	1.1218	264
Economic freedom	20	28	39	77	100	3.7917	1.2630	264
Business minded friends	14	24	57	83	86	3.7689	1.1551	264
Access to start-up capital	8	26	59	81	90	3.8295	1.0984	264
Dissatisfaction with current employment	26	35	47	74	82	3.5758	1.3203	264
Economic hardship.	26	30	52	70	86	3.6098	1.3150	264
Demands from the local environment.	27	30	44	75	88	3.6326	1.3216	264

[NI] = No Influence at all, [NV] = Not Very Influential, [N] = Neutral, [SI] = Somewhat Influential, [VI] = Very Influential

Table 2 analyses some determinants of entrepreneurial intentions and students' responses regarding their influence. From the table, it is revealed that all the fifteen determinants received positive responses from the students, as the mean scores were above 3.00. Therefore, this implies that the respondents agreed that these factors are the determinants of entrepreneurial intention among undergraduates of Umaru Musa Yar'adua University Katsina.

The table shows the respondents' analysis of respective mean scores, which indicate that respondents who consider entrepreneurial knowledge (Mean=4.12, SD=1.07), desire for self-employment (Mean=4.11, SD=0.90) and desire for achievement (Mean=3.98, SD=1.12), reported the highest mean scores on the entrepreneurial determinants. These findings suggest that in terms of relative importance, respondents who considered the aforementioned entrepreneurial determinants are more likely and expected to develop a higher entrepreneurial

intention than those who choose dissatisfaction with current employment (3.67, SD=1.32) and economic hardship (3.60, SD=1.31), which reported the lowest mean scores on the entrepreneurial determinants.

More importantly, it should be noted that all the determinants of entrepreneurial intention received a positive response, as all reported an above-average cut-off point mean score of 3.00 on a five-point Likert scale. These suggest that students agreed that the entrepreneurial determinants have some degree of influence on their ability towards entrepreneurial intention. Therefore, it can be deduced from the results that all the determinants have some relevance and are capable of influencing business start-ups among the undergraduates' students of Umaru Musa Yar'adua University, Katsina. To answer the following hypothesis that is presented as follows;

Ho1. Entrepreneurial determinants have no significant influence on entrepreneurial intentions among undergraduates' students of Umaru Musa Yar'adua University Katsina.

To test this hypothesis, Pearson Product Moment Correlation statistic was used, and the result is presented in [Table 3](#).

Table 3: Relationship between Entrepreneurial determinants and Entrepreneurial Intention

		Students' Entrepreneurial Intention	Determinants of Entrepreneurial Intention
Students' Entrepreneurial Intention	Pearson Correlation	1	.460**
	Sig. (2-tailed)		.000
	N	264	264
Determinants of Entrepreneurial Intention	Pearson Correlation	.460**	1
	Sig. (2-tailed)	.000	
	N	264	264

Source: Author's Computation

[Table 3](#) shows the correlation between entrepreneurial determinants and entrepreneurial intention among undergraduates of Umaru Musa Yar'adua University Katsina was. Now, since the p-value (.000) was less than the alpha value (.05), the null hypothesis was rejected, and the alternate hypothesis was accepted. So, the researcher concluded that there is a significant relationship between entrepreneurial determinants and entrepreneurial intention among undergraduates of Umaru Musa Yar'adua University Katsina. This means that entrepreneurial determinants have a positive significant influence on students' entrepreneurial intentions.

SUMMARY

This paper explores the determinants of entrepreneurial intentions among undergraduates of Umaru Musa Yar'adua University, Katsina, using Biology, Islamic Studies, Accounting, Education and Law Department, each representing the five (5) faculties of the University. The paper reviewed conceptual and empirical literature linking entrepreneurial determinants and their relationship with students' entrepreneurship intention. The paper adopted the Theory of Planned Behavior (TPB) as its theoretical framework. A sample size of 60, 26, 22, 210 and 24 respondents were selected using multistage sampling. A structured questionnaire was used as the main source of data collection. Univariate analysis (frequency and percentages) and Pearson Product Moment Correlation (PPMC) were utilized for analysis.

FINDINGS

1. The paper established that the motivation of undergraduate students wishing to take the path of self-employment by establishing their entrepreneurial venture seems to be relevant in explaining the driving factors to entrepreneurial intention. All of the identified factors play a role in shaping the entrepreneurial intentions of undergraduate students.
2. The study revealed a significant correlation between entrepreneurial determinants and intention among undergraduates of Umaru Musa Yar'adua University Katsina. The result of the correlation coefficients returned a significant relationship between the variables.
3. Since entrepreneurship practice can greatly be facilitated through educational institutions, the study revealed that universities have a greater role in encouraging students to opt for entrepreneurial courses that will influence their attitude and behaviour towards entrepreneurial practice.

CONCLUSIONS

Based on the results, it can be concluded that all fifteen factors identified by the researcher are considered important in determining entrepreneurial intention among the respondents. These factors include family business tradition, desire for self-employment, entrepreneurial knowledge, profitability, entrepreneurial experience, desire for innovation, difficulty in finding a job, marital life problems, desire for achievement, economic freedom, business-minded friends, access to start-up capital, dissatisfaction with current employment, economic hardship, and demands from the local environment. Furthermore, the research found a significant moderate relationship between entrepreneurial determinants and entrepreneurial intention among the undergraduates of Umaru Musa Yar'adua University Katsina.

RECOMMENDATIONS

1. The government, in collaboration with universities, should continue to pay more attention to the students' motives and preferences and enact policies that will create an enabling environment to inspire entrepreneurial intentions among students. These policies should specifically be enacted to create an enabling environment to support such students who are determined to establish new businesses after their studies.

2. The outcome of the study revealed a significant relationship between entrepreneurship determinant and student intention, the paper recommends that entrepreneurial intentions of undergraduates can be further developed and enhanced through entrepreneurial learning and by making the entrepreneurial courses more practical through physical demonstration and practice that will facilitate quick learning process among the University students.
3. As a part of the enterprise development strategy, the paper suggests that universities should collaborate with other universities with entrepreneurial learning models. This partnership will help in nurturing and developing entrepreneurial intentions among the students. It is also recommended to regularly invite successful entrepreneurs to deliver lectures that can encourage the development of enterprise creation among the students.

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