



## Entrepreneurial Skills Determinants and Entrepreneurial Intention among Male Students of Crescent University, Abeokuta, Ogun State

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### Abstract

Many university graduates in Nigeria are working for companies or government, or engaging in online fraud, limiting their entrepreneurial aspirations due to lack of confidence and financial resources. These and other factors led to this study which aims to investigate the determinants of entrepreneurial skills on entrepreneurial intentions among young male students in Crescent University, Abeokuta. The study employs a descriptive survey design in order to elicit data concerning issues that were raised in the course of the study to better understand determinants of entrepreneurial skills on entrepreneurial intentions among young male students. The sample size of 240 male students was selected from population of 600 male (300 and 400 level) students who were actively taking part in the compulsory entrepreneurship courses in their respective departments, using a stratified random sampling procedure. The questionnaire serves as the primary research instrument in this study. Data collected from 233 respondents was analyzed using both descriptive statistics and inferential statistics. Result of the findings reveal a significant positive correlation between all determinants namely creative thinking ( $R = 0.322^{**}$ ,  $N = 233$ ,  $p < 0.01$ ); entrepreneurial leadership ( $R = 0.342^{**}$ ,  $N = 233$ ,  $p < 0.01$ ); need for achievement ( $R = 0.402^{**}$ ,  $N = 233$ ,  $p < 0.01$ ); social skill ( $R = 0.313^{**}$ ,  $N = 233$ ,  $p < 0.01$ ) and entrepreneurial intentions. The study concluded that creative thinking, entrepreneurial leadership need for achievement and social skill are major determinant of entrepreneurial intentions among young male students in Crescent University, Abeokuta. It was recommended that students should encourage being self-confidence in their skills as future entrepreneurs and should not allow their friends to discourage their entrepreneurial intentions.

**Keywords:** Entrepreneurship, Creativity, Leadership, Social skill, Entrepreneurial intentions.

### 1] Introduction

Entrepreneurship education is gaining acceptance in institutions of higher learning in many parts of the world. According to Maheshwari *et al* (2019), reasons alluded to the acceptance are that entrepreneurship education prepares students to face a future filled uncertainty, leave room for creativity and collaboration, teach them how to identify

problems, help them develop grit and equip them with the right skill sets to apply practical solutions to societal problems, particularly those within their immediate environment. As a result, extant studies have indicated that education or exposure to the tenets and principles of entrepreneurship within a school system is a major determinant of entrepreneurial intentions (Zanabazar and Jigjiddorj, 2020).

Aside education, there are other crucial factors that have been identified as determinants of entrepreneurial intentions. For example, in their study of the determinants of entrepreneurial intentions among young graduates in a South-eastern Nigerian state, Ojiaku *et.al*, (2018) found that two broad categories of determinants exist to explain young people's intentions: the pull factors (independence, autonomy, opportunities exploitation among others) and the push factor (government support, personal attitude, self-efficacy, among others). In addition, Tegegn *et.al*, (2016) investigated the factors influencing entrepreneurial intentions in Wolaita Sodo University in Ethiopia and the findings revealed that parent's educational level as well as locus of control and motivation for achievement significantly impacted entrepreneurial intentions among the sample. Also in Indonesian sample, Wardana *et al*, (2020) found that attitudes and intentions towards entrepreneurial activities were significantly determined by need for achievement, risk perception and locus of control.

Despite numerous studies (Cardella, *et.al*, 2020; Corrêa *et al.*, 2021; Moreira *et al.*, 2019; Tegegn *et.al*, 2016; Su *et.al*, 2021; Shabbir, and Kassim, 2021; Shahzad *et.al*, 2021; Maheshwari *et.al*, 2022) indicating the importance of entrepreneurial skills acquisition and intentions towards entrepreneurial activities, there is limited knowledge about how these factors affect young male university graduates in developing countries (Achakpa and Radović-Marković (2018). Young individuals in developing economies are more likely to create their own businesses due to barriers in accessing the formal labor market and the need to escape unemployment and poverty (Maheshwari *et al*, 2022).

However, there are significant gender gaps in start-up activities, and socio-cultural factors may influence young people's decisions and actions. A systematic review of literature between 2010 and 2020 revealed that there is a significant potential for young male entrepreneurship in developing countries, but this direction is seldom investigated (Jaiswal, 2023). Cultural beliefs, rooted in conservative traditional values and customs, may also contribute to the failure of many young graduates to engage in entrepreneurial activities (Maheshwari *et al*, 2022).

Nigeria's economy is characterized by the menace of crime due to youth unemployment, hindering development (Tijani & Shodiya, 2023). Many recent college graduates prefer government or private jobs while some engage in online fraud. Only few pursue entrepreneurship due to lack of confidence and limited capital access (Zwane *et al*, 2021; Jaiswal, 2023).

The importance of building young males entrepreneur is crucial in today's global entrepreneurship landscape. Globally, 30.2 percent of young entrepreneurs expect to hire six or more employees in the next five years, compared to 18.7 percent in 2019. Young entrepreneurship can also provide a competitive advantage in the labor market (Ahmed, *et al*, 2021; Zainol and Al-Mamun, 2018). However, there is limited knowledge on the relationship between creative thinking, entrepreneurial leadership, need for achievement,

and social skill and entrepreneurial intentions to create sustainable businesses. This study aims to fill this gap and explore the factors influencing entrepreneurial intentions of young male students in Crescent University Abeokuta.

## **2] Literature Review**

### **2.1] Concept of Entrepreneurship**

Entrepreneurship is the act of identifying business opportunities, acquiring resources, and taking on risks to make profits (Chukwu *et al.*, 2022). It is a process that has contributed to modern civilization's progress, contributing to economic growth, job creation, and social development (Irikefe, 2023). Entrepreneurs manage enterprises, developing innovative solutions to complex issues (Ferreira, 2021).

### **2.2] Entrepreneurial Skills**

Entrepreneurial skills are essential qualities an entrepreneur needs to manage a business effectively. These skills include creativity, innovation, initiative, self-efficacy, strategic planning, problem-solving, leadership, communication, teamwork, and digital communication (Jardim, 2021). Common categories of entrepreneurial skills include personal characteristics, interpersonal skills, critical and creative thinking skills, and practical skills and knowledge (Bagheri, 2017).

### **2.3] Determinant of Entrepreneurial Skills**

#### **2.3.1] Creative thinking**

Creativity is a complex concept that involves generating novel solutions and problem-solving (Anggraeny, 2023; Shahzad *et al.*, 2021). It is a valuable soft skill for various jobs and is essential in entrepreneurship. Creativity involves identifying opportunities and combining resources in innovative ways. A positive mindset and high self-confidence are essential for successful entrepreneurial activities (Caniëls and Motylska-Kuźma, 2023).

**H<sub>01</sub>:** There is no significant relationship between creative thinking and entrepreneurial intentions of young male students in Crescent University Abeokuta.

#### **2.3.2] Entrepreneurial leadership**

Entrepreneurial leadership involves organizing groups to achieve common goals through risk-taking, innovation, opportunity recognition, and change management in a dynamic environment (Nguyen, 2020). Entrepreneurial leadership is a significant motivator for recognizing opportunities in organizations and significantly influences individual innovative job behavior (Boris *et al.*, 2021; Ta'Amnha *et al.*, 2023).

**H<sub>02</sub>:** There is no significant relationship between entrepreneurial leadership and entrepreneurial intentions of young male students in Crescent University Abeokuta.

### **2.3.3 Need for Achievement**

The process of actualizing sources of inspiration and influencing one's behavior to meet needs and achieve goals is known as motivation (Damayanti, 2023). The need for achievement refers to —one's responsibility for involvement in activities to achieve one's desired outcome. Need for achievement is associated with a positive mood, task interest, and organizational spontaneity (Asmare 2023; Abun, et.al, 2018).

**H<sub>03</sub>:** There is no significant relationship between need for achievement and entrepreneurial intentions of young male students in Crescent University Abeokuta.

### **2.3.4] Social skill**

Social skills of an entrepreneur encompass the combination of entrepreneurial opportunity awareness, and political acumen. Developing skills enables businesspeople to identify and seize opportunities, which enable them to be more creative (Irikefe, 2023). Gaining access to the knowledge, influence, and recommendations required for success depends on political acumen (Zwane *et al*, 2021). High acumen allows businesspeople to show a good understanding of society (Khanjanian and Olfati, 2019); this social skill is helpful for successfully securing the crucial resources needed for entrepreneurship in a changing and complicated environment.

**H<sub>04</sub>:** There is no significant relationship between social skill and entrepreneurial intentions of young male students in Crescent University Abeokuta.

## **2.4] Entrepreneurial Intentions**

Entrepreneurial intention is a psychological condition that directs focus towards company goals and encourages individuals to start new businesses or infuse new meaning into existing ones (Konget *al*, 2020). It is a prerequisite for growth of entrepreneurship, but personal traits and environment can hinder it (Konget *al.*, 2020). Esfandiar *et al*, (2017) suggests that undergraduate students' ambition to start a business is influenced by personal differences and external conditions, with macro-level variables primarily involving socio-cultural traditions and standards, and micro-level variables involving personal qualities and capacity.

## Conceptual Framework

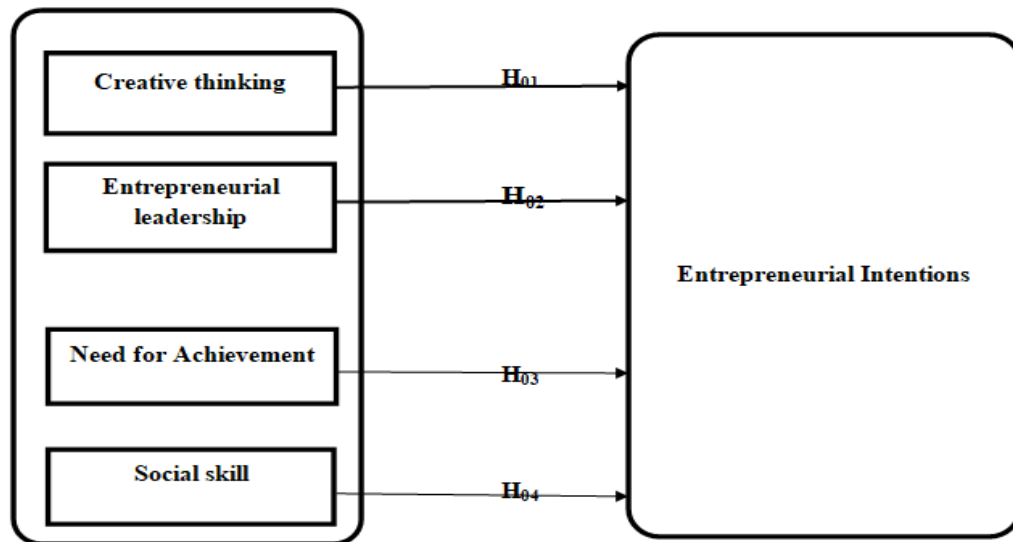


Figure 1: Determinants of Entrepreneurship and Entrepreneurial Intentions

Source: Authors Conceptualization, 2025

### 2.5] Theoretical Framework

The study anchored on the theory of planned behavior as it is an extension of the theory of reasoned action, which predicts the execution of a behavior using attitude and norms as predicting variables. It aims to explain behavior with partial control, allowing people to choose whether or not to engage in the activity. The theory adds perceived behavioral control, subjective norms, and attitudes toward the activity as independent drivers of intention. Three key beliefs impact these determinants: behavioral beliefs, normative beliefs, and control beliefs. Subjective norms, normative views, and behavioral beliefs all affect how male students feel about entrepreneurship. Negative attitudes are linked to failure, uncertainty, or monetary loss, whereas positive attitudes are linked to independence, creativity, or financial success. Entrepreneurial inclinations are influenced by subjective norms, including peer pressure, family expectations, and social perspectives. Another factor is control beliefs, such as the capacity to manage difficulties. The entrepreneurial drive of male students can be increased by fortifying these elements through instruction, financial assistance, and mentoring.

### 2.7] Empirical review

Musa, *et al* (2023) looked at Entrepreneurial Intention among University Students in Malaysia. This study involved a total of 260 students at one selected public university. The research adopted a quantitative methodology, utilizing standardized questionnaires that are self-administered to gather data. Inferential statistics was used to analyse the data that had been gathered, incorporating statistical methods such as multiple linear regression and Pearson correlation. The results showed that there was a significant

relationship between personal attitudes, subjective norms, perceives behavior control and entrepreneurial intention.

Damayanti (2023) examined the Influence of Need for Achievement and Self Efficacy on Student Entrepreneurship Intention in Ethiopia using descriptive and inferential statistics. The research results of the multiple regression analysis test shows that the need for achievement variable has no significant influence, but the self-efficacy variable shows a significant influence; from the simultaneous multiple regression analysis test results, it can be seen that all variables show a significant influence, between the need for achievement and self-efficacy variables on entrepreneurial intention.

Chukwu *et al* (2022) studied self-efficacy as correlates of entrepreneurial intention of agricultural students in public tertiary institutions in the South-South, Nigeria. The result shows there was significant and positive relationship among the variables. The study suggested that students should be encouraged while in their course of study to involve in creating new ventures and should be encouraged to be entrepreneurial during holidays as it has a lot to contribute to positive attitudes towards entrepreneurship. Self-built experience is requisite for success in entrepreneurship because subjective norms of individuals and their entrepreneurial intentions are affected therein.

Su, *et al* 2021) made systemic review of factors influencing entrepreneurial intention of university students in china: Integrating the perceived university support and theory of planned behavior. The study results revealed that perceived university support significantly affected student attitude toward entrepreneurship, which signaled universities' critical role in establishing entrepreneurial spirit in students. A significant effect on behavioral control was also observed for perceived university support.

### 3] Methodology

This study uses a descriptive survey design to investigate the determinants of entrepreneurial skills among young male students in a Nigerian university. The population consists of 600 male (300 and 400 level) students who were actively taking part in entrepreneurship courses in their respective departments. The sample determined using Taro Yamane's formular, as shown below, includes 240 undergraduate (300 and 400 level male) students who are actively participating in compulsory entrepreneurship courses. The researcher uses stratified random sampling to select respondents for this study. The study aims to provide insights into the factors influencing entrepreneurial skills and intentions among young male students.

This study used a well-structured questionnaire, developed by the researcher to collect data using a five-point Likert's scoring scale, to seek respondents' opinions on various items. A quantitative method of data analysis was used for this study. The analysis of quantitative data incorporated a descriptive and inferential statistics to describe and compare the relationship and variance among variables of interests to the study. Correlation and Regression were used to ascertain the influence of the identified determinants on students' entrepreneurial skills and intentions.

### 3.1] Sample Size Determination

$$n = \frac{N}{[1 + N(e)^2]}$$

Where:

n= Sample size

N= Population

e= level of significance (5%)

1= constant

Calculation;

$$n = \frac{600}{[1 + 600(0.05)^2]}$$

$$\frac{600}{[1 + 600(0.0025)]}$$

$$\frac{600}{[1 + 1.5]}$$

$$\frac{600}{[2.5]}$$

$$n = 240$$

The sample size is 240 male students drawn from both 300 and 400 level. Below is the table 3.1 showing sampling distribution according to the level.

### 4] Results and Discussion

This section deals with the analysis and interpretation of data collected for the study on the determinants of entrepreneurial skills on entrepreneurial intentions among young male students in Crescent University Abeokuta, as gathered from all categories of respondents from the sample of the study population.

#### 4.1] Test of Hypotheses

##### Hypothesis One

There is no significant relationship between creative thinking and entrepreneurial intentions of young male students in Crescent University Abeokuta.

Table 3: Correlation analysis of creative thinking and entrepreneurial intentions

Variable	Mean	Std. Dev.	N	R	P	Remark
Creative thinking	4.34100	.373289	233	0.322**	0.001	Significant



Entrepreneurial intentions	4.69750	.320028				
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Source: Author's Computation (2025)

The results of the Pearson product moment correlation analysis examining the relationship between creative thinking and entrepreneurial intentions of young male students in Crescent University Abeokuta are presented in Table 3. The findings reveal a significant positive correlation between creative thinking and entrepreneurial intentions ( $R = 0.322^{**}$ ,  $N = 233$ ,  $p < 0.01$ ). These findings lead to the rejection of the null hypothesis, which proposed no significant relationship between creative thinking and entrepreneurial intentions, indicating the presence of a meaningful relationship between these variables.

### Hypothesis Two

There is no significant relationship between entrepreneurial leadership and entrepreneurial intentions of young male students in Crescent University Abeokuta.

Table 4: Correlation analysis of entrepreneurial leadership and entrepreneurial intentions

Variable	Mean	Std. Dev.	N	R	P	Remark
Entrepreneurial leadership	4.35200	.30327	233	0.342 <sup>**</sup>	0.001	Significant
Entrepreneurial intentions	4.69750	.320028				

Source: Author's Computation (2025)

The results of the Pearson product moment correlation analysis examining the relationship between entrepreneurial leadership and entrepreneurial intentions of young male students in Crescent University Abeokuta are presented in Table 4. The findings reveal a significant positive correlation between entrepreneurial leadership and entrepreneurial intentions ( $R = 0.342^{**}$ ,  $N = 233$ ,  $p < 0.01$ ). These findings lead to the rejection of the null hypothesis, which proposed no significant relationship between entrepreneurial leadership and entrepreneurial intentions, indicating the presence of a meaningful relationship between these variables.

### Hypothesis Three

There is no significant relationship between need for achievement and entrepreneurial intentions of young male students in Crescent University Abeokuta.

Table 5: Correlation analysis of need for achievement and entrepreneurial intentions



Variable	Mean	Std. Dev.	N	R	P	Remark
Need for achievement	4.45211	.30452	233	0.402*	0.001	Significant
Entrepreneurial intentions	4.69750	.320028				

Source: Author's Computation (2025)

The results of the Pearson product moment correlation analysis examining the relationship between need for achievement and entrepreneurial intentions of young male students in Crescent University Abeokuta are presented in Table 5. The findings reveal a significant positive correlation between need for achievement and entrepreneurial intentions ( $R = 0.402^{**}$ ,  $N = 233$ ,  $p < 0.01$ ). These findings lead to the rejection of the null hypothesis, which proposed no significant relationship between need for achievement and entrepreneurial intentions, indicating the presence of a meaningful relationship between these variables.

#### Hypothesis Four

There is no significant relationship between social skill and entrepreneurial intentions of young male students in Crescent University Abeokuta.

Table 6: Correlation analysis of social skill and entrepreneurial intentions

Variable	Mean	Std. Dev.	N	R	P	Remark
Social skill	4.35201	.30400	233	0.313**	0.001	Significant
Entrepreneurial intentions	4.69750	.320028				

Source: Author's Computation (2025)

The results of the Pearson product moment correlation analysis examining the relationship between social skill and entrepreneurial intentions of young male students in Crescent University Abeokuta are presented in Table 6. The findings reveal a significant positive correlation between social skill and entrepreneurial intentions ( $R = 0.313^{**}$ ,  $N = 233$ ,  $p < 0.01$ ). These findings lead to the rejection of the null hypothesis, which proposed no significant relationship between social skill and entrepreneurial intentions, indicating the presence of a meaningful relationship between these variables.

#### 4.2] Discussion of Findings

This present study investigated the determinants of entrepreneurial skills on entrepreneurial intentions among young male students in Crescent University Abeokuta.

Governed by four objectives that generates four research hypotheses with four dimensions of entrepreneurial skills the discussion of result of the finding is as follow

The finding reveals a significant positive correlation between creative thinking and entrepreneurial intentions. The result is in line with Adu *et al.*, (2020) who found support for the proposed model, depicting that, with the exception of self-efficacy, other factors such as behavioral control, risk-taking ability and pro-activeness mediate the relationship between entrepreneurial education and entrepreneurial intentions of students and Usman and Zuru (2019) that creative thinking is an important determinant of entrepreneurial intentions among students.

The analysis also shows a significant positive correlation between entrepreneurial leadership and entrepreneurial intentions. With this result, we can conclude that there is significant relationship between entrepreneurial leadership and entrepreneurial intentions among young male undergraduate students in Crescent University Abeokuta. The result is line with Osobajo *et al.*, (2023) that innovation depends on an entrepreneurial mindset and culture to have a dynamic attitude toward entrepreneurial opportunities and the skills to understand those opportunities. The result also shows a significant positive correlation between need for achievement and entrepreneurial intentions. This is consistent with previous studies like Akolgo *et al.*, (2018) who found that need for achievement is significantly higher intensity of entrepreneurial mindset.

The findings further show a significant positive correlation between social skill and entrepreneurial intentions. This is consistent with previous study like Irikefe, (2023) who found that social skill is helpful for successfully securing the crucial resources needed for entrepreneurship in a changing and complicated environment. Overall, the finding of this study in line with Usman and Zuru (2019) who revealed in their review of the determinants of entrepreneurial activities that the elements that impact the phenomenon include social skill, market conditions, financial accessibility, creation and dissemination of knowledge, entrepreneurial capabilities, and entrepreneurial culture. These justified the three key beliefs of TPB (behavioral beliefs, normative beliefs, and control beliefs) that impacts determinants of entrepreneurial inclinations.

## **5] Conclusion and Recommendations**

This study examines the relationship between entrepreneurial skills and entrepreneurial intentions among young male students at Crescent University Abeokuta. The results indicate a strong positive correlation between entrepreneurial leadership, creative thinking, need for achievement, and social skills. The study also found that social skills are critical for securing resources needed for entrepreneurship in a changing environment, while market conditions, financial accessibility, knowledge creation and dissemination, entrepreneurial capabilities, and entrepreneurial culture are among the factors influencing entrepreneurial activities. It was recommended that:

- i) There is need to have a coordinated exertion by the university management to upgrade the entrepreneurial intention of male students through creativity.

- ii) The university should have a few projects to urge the students to consider their entrepreneurial vocation as another option. This is expected improve their entrepreneurial leadership skill.
- iii) Students should encourage self-confidence in their skills as future entrepreneurs and should not allow their friends to discourage their entrepreneurial intentions.
- iv) School management should time to time organize entrepreneurial boot camp for youth graduates where they can interact to enhance their social skills

### **Suggestion for Future Studies**

The research suggests a comparative analysis among higher learning institutions for a comprehensive understanding of entrepreneurial intentions. However, the results are limited due to their reliance on Nigerian University data, suggesting future studies should validate results in other contexts and consider other occupations. The study also highlights the need for rigorous cultural norms in studying entrepreneurial skills and intention.

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