

**Effect of Individual Entrepreneurial Orientation on Entrepreneurial Intention Amongst Undergraduate Students in Nigeria**

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***Abstract***

*The aim of this study is to examine the relationship between entrepreneurial orientation (IEO) and entrepreneurial intention (EI) amongst undergraduate students in Nigeria. A cross-sectional survey approach was used in this study, in which data was gathered all at once. The sample size of the research is 365 students of Ahmadu Bello University's business school in Zaria. The three (3) dimensions of IEO (Innovativeness (INN), Proactiveness (PRO) and Competitive aggressiveness (COA) survey) was taken from the study of Fatima and Bilal (2019). The data were analysed using partial least square structural equation modelling (SmartPLS). Cronbach's alpha (CA), composite reliability (CR), average variance extracted (AVE), and factor loadings of each measurement are examined. The findings of the study revealed that Competitive aggressiveness (COA) has an insignificant effect on entrepreneurial intention (EI). Innovativeness (INN) has a significant effect on entrepreneurial intention (EI). And Proactiveness (PRO) has a significant effect on entrepreneurial intention (EI). The results of the study will equip entrepreneurship educators and counsellors even government with the knowledge they need to mentor and counsel students who show an interest in starting their own business. Based on the findings, the study recommends that to help student-led firms, spot new trends, and create creative business solutions, universities should incorporate innovation-driven entrepreneurship programs, give access to start-up incubators, and promote entrepreneurship research and development. Also, investigate whether business-friendly policies like start-up grants, tax incentives can encourage entrepreneurial Intention among university students.*

**Keywords:** Innovativeness, aggressiveness, Innovativeness, Proactiveness, Intention

**1.0 INTRODUCTION**

Over 120 million young people were unemployed in 2020, according to the National Bureau of Statistics. Consequently, each year, around 90% of graduates deal with the problem of unemployment (Adeniyi et al. 2022). According to Sasu (2022), the unemployment rate was forecast to be 33% in the third quarter of 2022, up from 32.5% in 2021, while the youth unemployment rate was 33.5%. This is predicted to increase to 40% in 2023 and 44% in 2024. One possible explanation for the high percentage of youth unemployment is a lack of preparedness to start their own business. It is well recognised that entrepreneurship boosts

economic growth and job possibilities in any country, including Nigeria (Ilevbare et al. 2022). Additionally, the decrease in unemployment and poverty is a direct result of encouraging young people to launch their own businesses (Koen et al. 2018).

A key factor in the entrepreneurial ecosystem is students' entrepreneurial intention, which reflects their conscious desire to launch and run a firm in the future. Students' distinct skills and qualities developed during their academic endeavours are intricately linked to this goal (Ahmad et al., 2020). Students are frequently well-equipped to handle the difficulties of entrepreneurship because of their varied skill

set and creative thinking, which have been fostered by their education. Additionally, their inclination for taking risks, which is frequently linked to entrepreneurial endeavours, affects their capacity to welcome ambiguity and investigate new opportunities (Kruse et al., 2019).

Students' entrepreneurial intention determines their capacity to launch a firm. Although having the necessary resources and abilities is crucial, entrepreneurial intention serves as a catalyst for their efforts. According to Hueso et al. (2021), students who are determined to pursue entrepreneurship actively look for possibilities, gather resources, and persevere through challenges. Therefore, entrepreneurial ambition serves as a motivator for students to apply their skills to the real-world implementation of business concepts. Individual entrepreneurial orientation influences people's motivation and mindset to pursue entrepreneurial intentions, acting as a prelude to entrepreneurial intentions. High levels of entrepreneurial intention are fostered by a strong orientation towards risk-taking, innovation, proactivity, autonomy, and competition; these traits ultimately impact entrepreneurial behaviour.

According to Covin and Wales (2012), entrepreneurial orientation is a collection of traits that foretell and precede the development of new goods. Entrepreneurial orientation in education refers to a person's propensity to be creative, proactive, and brave when launching or running a business (Abbasianchavari & Moritz, 2021). According to Sahin et al. (2019), students' increased orientation makes them more inclined to make entrepreneurial decisions. To put it another way, when students have an entrepreneurial orientation, their entrepreneurial intentions can also be thought of as favourable. A person's inclination to innovate, look for business possibilities, and take risks known as entrepreneur orientation (EO) is anticipated to be significantly influenced by their entrepreneurial aim. entrepreneur orientation influences entrepreneurial intentions by enhancing a person's motivation to start a business (Lee et al., 2022).

According to recent research, people's reluctance to take on high-risk endeavours like entrepreneurship is the reason behind the rise in unemployment (Wulandari et al. 2021). According to empirical data, successful entrepreneurs are more likely to take risks (Zaleskiewicz et al. 2020). Innovation is also known as entrepreneurship, and proactivity is a key characteristic of an entrepreneur. The three main IEO postures that have been shown to be effective in evaluating entrepreneurial behaviours are risk-taking, innovation, and proactivity (Adeniyi 2021; Chow and Hock 2021). The individual entrepreneurial orientation (IEO) construct among Nigerian youth has not received much attention in research. In this regard, Otache et al. (2022) discovered that exposure to entrepreneurship education raised the degree of IEO among college students using a repeated-measure t-test. Innovation, proactivity, and SMEs' success were found to be significantly and favourably correlated (Yunusa et al. 2022). Adeniyi, Gamede and Derera (2024) their results indicated that IEO risk-taking shows insignificant association with the students' entrepreneurial readiness, while IEO innovation and IEO proactivity show significant association with the students' entrepreneurial readiness. Triyono, Mutohhar, Kholifah, Nurtanto, Subakti, and Prasetya, (2023); Hutasuhut, Aditia and Thamrin (2024) founded that entrepreneurial orientation significantly influences entrepreneurial intentions. Furthermore, Fudamu, Kwabe, and Peter (2024) their result revealed that coefficients of the effect of postgraduate students' gender on entrepreneurial intention and orientation is statistically significant and positive. But according to a study on female entrepreneurs in northwest Nigeria, IEO in terms of proactivity, innovation, and risk-taking has little bearing on the success of female entrepreneurs (Hashimu 2018). Additionally, there was a negligible correlation found between IEO risk-taking and Nigerian students' entrepreneurial preparedness (Adeniyi 2021). According to Hassan, Anwar, Saleem, , Iislam and Hussain (2021), a person's entrepreneurial orientation is not directly and

significantly impacted by their entrepreneurial intentions. This discrepancy shows that more research is necessary to determine the key IEO elements that will help Nigerian youth become more entrepreneurially prepared. According to existing research, taking risks, being creative, and being proactive are all essential components of successful entrepreneurship (Nikitina et al., 2023).

Nigeria's economic volatility and high young unemployment rate deter students from choosing entrepreneurship as a career path (Akinbami et al., 2022). Due to restricted access to funding and business support, even students with a strong entrepreneurial inclination may find it difficult to turn their ideas into actual commercial endeavors (Olawale & Garwe, 2010). Furthermore, Young entrepreneurs find it challenging to register and maintain businesses due to government regulations and bureaucratic obstacles (Amoros et al., 2019). The regulatory and tax environment may be discouraging to even highly enterprising students with strong intentions, making it more difficult for them to move from intention to action. Despite the introduction of entrepreneurship education at Nigerian colleges, its application is frequently more academic than practical (Fayolle & Gailly, 2015). It is challenging to create a solid connection between IEO and EI since many programs do not adequately develop students' entrepreneurial competencies (Bawuah, Buame, & Hinson, 2006).

Therefore, something needs to change to inspire Nigerian youth to develop the entrepreneurial skills necessary to launch their own businesses. It is believed that someone who is entrepreneurially prepared would take risks when launching a business. In light of the different effects of individual attitudes and contextual circumstances on entrepreneurial intent, scholars such as Bolton (2012), Hassan et al. (2021), and Popov et al. (2019) call for a comprehensive investigation of the relationship between IEO and intention across a range of scenarios. Thus, by concentrating on the following goals, this study seeks to evaluate the individual entrepreneurial orientation by

introduction proactiveness, autonomy and competitive aggressiveness as suggested by Adeniyi et al. (2024) in their study; which has not been so much attention by researcher to the best of researcher knowledge. The government is finding it very challenging to handle the growing number of Nigerian college and university graduates who are unemployed. The results of study shall equip entrepreneurship educators and counsellors even government with the knowledge they need to mentor and counsel students who show an interest in starting their own business. Policymakers could also use the data to improve the intervention in entrepreneurial education programs for improved outcomes, particularly employment and wealth among youth. Therefore, the aim of this study is to examine the relationship between individual entrepreneurial orientation (IEO) which has following dimension (innovativeness, proactiveness and competitive aggressiveness) and entrepreneurial intention (EI) amongst undergraduate students in Nigeria.

Hence; the following hypotheses were developed:

- HO<sup>1</sup> Innovativeness has no significant effect on entrepreneurial intention (EI) amongst undergraduate students in Nigeria.
- HO<sup>2</sup> Proactiveness has no significant effect on entrepreneurial intention (EI) amongst undergraduate students in Nigeria.
- HO<sup>3</sup> Competitive aggressiveness has no significant effect on entrepreneurial intention (EI) amongst undergraduate students in Nigeria.

## **2.0 REVIEW OF LITERATURE**

### **Entrepreneurial intention**

Entrepreneurial intention (EI) is a key component of the entrepreneurial process, representing a conscious decision to pursue entrepreneurial activities (Hisrich et al., 2013). This dedication, which is effectively the first

step towards becoming an entrepreneur, necessitates a concrete manifestation of entrepreneurial intention and signifies a person's impending engagement in entrepreneurship (Bird, 1988). A thorough framework for comprehending the elements influencing entrepreneurial intention (EI) is offered by the Entrepreneurial Event Model (EEM), which was put forth by Shapero and (Sokol, 1982; Salawudeen and Suleiman, 2018), and the Theory of Planned Behaviour Entrepreneurial Model (TPBEM), which was created by Krueger and Carsrud in 1993. These factors include attitudes towards venture creation, subjective norms, and perceived control over entrepreneurial demeanour.

The importance of studying entrepreneurial intention stems from its strong capacity to forecast behaviour related to starting a new business, especially among college students, providing important information about their potential entrepreneurial endeavours (Hueso Arrabal et al., 2021). As noted by Gieure et al. (2020), the literature now in publication continuously shows a positive association between students' real-life behaviour and their emotional intelligence. According to this theory, those with higher EI are more likely to move on to the second stage of starting a new business venture, which involves real behaviour. According to Bogatyreva et al. (2019), this tendency is ascribed to the cognitive capacities that a high EI bestows, allowing people to work hard to accomplish their entrepreneurial objectives.

Given that entrepreneurial intention (EI) significantly affects behaviour connected to the process of founding and launching a new business or startup, it is imperative to understand university students' intents towards entrepreneurship (Hueso Arrabal et al., 2021). The pursuit of entrepreneurship is dependent on people's stated goals, and since entrepreneurial intention (EI) accurately predicts entrepreneurial behaviour, it provides a solution to the problem of direct measurement (Wu, 2010; Salawudeen and Suleiman, 2018). In summary, the analysis of entrepreneurial intention (EI) in the context of entrepreneurship

presents a complex and essential method for comprehending, forecasting, and encouraging entrepreneurial activities among college students.

### **Individual Entrepreneurial Orientation (IEO)**

The three aspects of entrepreneurial orientation (EO) where innovativeness, proactiveness were and competitive aggressiveness first proposed by Miller (1983) and include people's propensity for entrepreneurial attitudes (Bachmann et al., 2024). Rauch et al. (2009; Salawudeen and Suleiman, 2018) improved this concept by adding creativity and opportunity-seeking, and Lumpkin and Dess (1996) went one step further by adding autonomy and competitive aggression. After being exclusively linked to organisations, EO is increasingly recognised on a personal level as well, emphasising its influence on organisational behaviour (Koe, 2016; Robinson & Stubberud, 2014). In this study entrepreneurial intention has three dimension which are innovativeness, proactiveness, and competitive aggressiveness.

According to Schumpeter (1934), innovativeness is the capacity for experimentation, invention, and the creation of novel concepts, goods, or procedures. According to Rauch et al. (2009), it shows how much a person wants to change the current quo and bring fresh ideas to the workplace. The ability to think ahead and respond to future market demands before rivals is referred to as proactiveness (Miller, 1983). (Covin & Slevin, 1989; Odeh et al., 2025) It entails being proactive and aggressively seeking out new chances. According to Lumpkin and Dess (2001), competitive aggression is the propensity for an individual to confront competitors head-on in an effort to strengthen their position in the market. It includes tactics like market expansion, pricing competition, and audacious decision-making (Hughes & Morgan, 2007).

As the idea of individual entrepreneurial orientation (IEO) develops, new research



confirms that IEO and EI are positively correlated (Martins & Perez, 2020; Robinson & Stubberud, 2014). Bolton (2012) found strong and statistically sound relationships between each component of IEO and university students' EIs in addition to developing, validating, and testing a measure of IEO that includes risk-taking, innovativeness, and proactiveness.

IEO is a skill set that may be acquired through experience learning, according to research (Sahoo & Panda, 2019; Salawudeen and Suleiman, 2025). In a Malaysian institution, (Ibrahim and Lucky, 2014; Salawudeen and Suleiman, 2018) discovered a significant relationship between IEO and EI among Nigerian students. In a similar vein, Martins and Perez (2020) found that IEO had a positive impact on EIs in a study that included 1723 undergraduate students from Ecuador and Colombia. According to Sahoo and Panda, 2019; Salawudeen and Suleiman, 2025), contextual antecedents have a considerable impact on the IEO and EIs of engineering graduates from Indian universities. Also, Khalil, Hashim, Rababa and Atallah (2024) found that IEO had a positive impact on EIs in their study. Triyono, Mutohhar, Kholifah, Nurtanto, Subakti and Prasetya (2023) their revealed that entrepreneurial orientation is significant in entrepreneurial intentions. Hutasuhut, Aditia and Thamrin (2024) equally found that entrepreneurial orientation significantly influence entrepreneurial intention.

In contrast to predictions, Hassan et al. (2021) found that IEO has an indirect effect on EI among Indian students through the mediation of entrepreneurial motives rather than a direct impact. Amenah, Kusdyanti and Wardana (2024) he influence of Entrepreneurial orientation indirectly influences

entrepreneurial intention through locus of control. Additionally, the studies of Ozigi (2024); Al-Mamary and Alshallaqi (2022) and Ozigi, Gambo, Nwobilor and Ibrahim (2023) found an insignificant relationship between competitiveness aggressiveness with entrepreneurial intention, but the study of Ozigi, et al. (2023) found a significant relationship. Equally, Al-Mamary et al. (2022) Wathanakom, Khlaisang and Songkram (2020) found a significant effect of innovativeness and entrepreneurial intention. And the studies of Ozigi, et al. (2023); Al-Mamary et al. (2022); Delle, Abdul-Nasiru, Kumasey and Kudo, (2022) and Ojeleye, Ojeleye, Karem and Abdullahi (2023) found a significant effect on proactiveness and entrepreneurial intention.

An opportunity to add to the body of literature already in existence is presented by examining the relationship between individual entrepreneurial orientation and entrepreneurial intention in the setting of the Nigeria particularly Northern Nigeria. This study intends to provide light on how some aspects of individual entrepreneurial orientation, such as Innovativeness, Proactiveness and Competitive aggressiveness affect entrepreneurial intention (EI) amongst undergraduate students in Nigeria. Thus, in the context of the Nigeria, the hypothesis posit a indirect relationship between the dimension of entrepreneurial orientation and entrepreneurial intention:

### Conceptual Framework

All of the hypothesised claims about the study variables are based on a research model that the author of this study created. Figure 1 illustrates how the model accounted for the relationship between entrepreneurial orientation and entrepreneurial intention.



Figure 1. Conceptual framework of the study

### 3.0 METHODOLOGY

Since the main objective of this study was to ascertain how individual entrepreneurial orientation affect entrepreneurial intention amongst undergraduate students in Nigeria. The research methodology used in this study was a survey research design. Survey research designs are commonly used in quantitative research to gather information about the attitudes, beliefs, behaviors, or characteristics of a group by sending a survey to a sample or the entire population (Creswell, 2012). In particular, a cross-sectional survey approach was used in this study, in which data was gathered all at once (Creswell, 2012). A convenience sampling technique was used to choose the study's sample. This sampling method falls under the category of nonprobability sampling. Since probability sampling isn't always feasible in educational research, nonprobability sampling was selected (Creswell, 2012). Convenience sampling was also used as a sampling method because to the availability of these participating samples and the researchers' ability to secure the students' consent to participate in the study. The Krejcie and Morgan sample size table was used to calculate the sample size, the mean of population size ranging between 3,000 and 3,500  $(341+350/2)$  was obtained which is 365. The sample size of the research is 365 students of Ahmadu Bello University's business school in Zaria were used (Krejcie & Morgan 1970).

Previous researchers have validated the data collection instruments utilised in this study. Linan and Chen's (2009) research served as the basis for the indicators of entrepreneurial intention (EI). The three (3) dimensions of entrepreneurial orientation (Innovativeness (INN), Proactiveness (PRO) and Competitive aggressiveness (COA) survey was taken from the study of Fatima and Bilal (2019). The

questionnaire was structured with the following which made up of thirteen (15) opinion statements designed in a Likert Scale showing: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) weighted 5, 4, 3, 2, 1 respectively. Partial least square structural equation modelling was used in this study to analyse the data (SmartPLS). Because it enables the estimate of complicated models with multiple constructs, indicators, and structural paths without imposing stringent distributional assumptions on the data, researchers find the Partial least square structural equation modelling analysis method intriguing (Hair et al., 2019). The evaluation of the measurement models and the evaluation of the structural model were the two primary processes in the study of the output data (Hair et al., 2016; Ringle et al., 2015).

### 4.0 RESULT AND DISCUSSION

#### Nexus between Individual Entrepreneurial Orientation on Entrepreneurial Intention

#### Validity & reliability Measurement model assessments

To assess the validity and reliability of the measurement model for this study, Cronbach's alpha (CA), composite reliability (CR), average variance extracted (AVE), and factor loadings of each measurement are examined. According to Hair Jr et al. (2021), a measurement model is considered valid if the AVE is greater than 0.5, the CR and CA values are greater than 0.7, and the factor loading value is equal to or greater than 0.7. According to Table 1, each construct's item loadings range from 0.703 to 0.881.

Further study was conducted to assess the discriminant validity of the measurement model. Discriminant validity was evaluated using the Heterotrait-Monotrait ratio of

correlations, or HTMT. A measurement model is considered to have discriminant validity if the calculated HTMT values are less than 0.85 (Kline, 2016). In our analysis, all computed HTMT values were less than 0.85; only one computed HTMT value exceeded the threshold, which is INN-COA with value higher as 1.111 which not a problem to the study because other aspect of validating discriminant validity made the threshold. The correlation values, which varied from 0.676 to 0.744, are displayed in Tables 3, 4, and 5. This thorough validation process enhances the robustness of the measurement model by ensuring that the constructs are distinct and accurately assessed. Consequently, the reliability and credibility of the research findings are significantly enhanced, bolstering the study's methodological rigor and providing a solid foundation for further investigation.

### Structural model

The values of all path coefficients, P values, T statistic values, and correlations between the

**Table 1: Item loadings, CA, CR and AVE values.**

Items	Items loading	VIF	CA	CR	AVE
COA1	0.809	2.082	0.898	0.925	0.712
COA2	0.877	2.798			
COA3	0.813	2.050			
COA4	0.836	2.239			
COA5	0.879	2.766			
EI1	0.791	1.590	0.792	0.856	0.543
EI2	0.735	1.594			
EI3	0.703	1.436			
EI4	0.709	1.588			
EI5	0.744	1.438			
INN1	0.810	2.090	0.898	0.925	0.712
INN2	0.876	2.784			

latent variables are displayed in Table 6 and Fig. 2. According to the analysis, Competitive aggressiveness (COA) ( $\beta = -1.124$ ,  $p = 0.165$ ) have an insignificant effect on entrepreneurial intention (EI). Innovativeness (INN) ( $\beta = 1.591$ ,  $p = 0.044$ ) has a significant effect on entrepreneurial intention (EI). The result demonstrates that Proactiveness (PRO) ( $\beta = 0.293$ ,  $p = 0.000$ ) have a significant effect on entrepreneurial intention (EI). Additionally, the findings show that together, COA, INN, and PRO explain 47.5% of the variation in EI. Furthermore, the results were 0.247 higher than 0 after the Q2 prediction was carried out. This demonstrates the predictive relevance of the model. The inner and outer models' variance inflation factor (VIF) values were assessed. Since the criterion needs the variance inflation factor values to be lesser than 5, multicollinearity is not an issue. The values of our model, which range from 1.438 to 2.798 and are within the 5 criterion (Cohen, 2003), are shown in Table 1 below. Therefore, multicollinearity issues are not a possibility.

INN3	0.812	2.043			
INN4	0.836	2.249			
INN5	0.881	2.780			
PRO1	0.779	1.650	0.825	0.876	0.586
PRO2	0.796	1.785			
PRO3	0.749	1.716			
PRO4	0.739	1.702			
PRO5	0.764	1.705			

Source: Smart-PLS Output (2025)

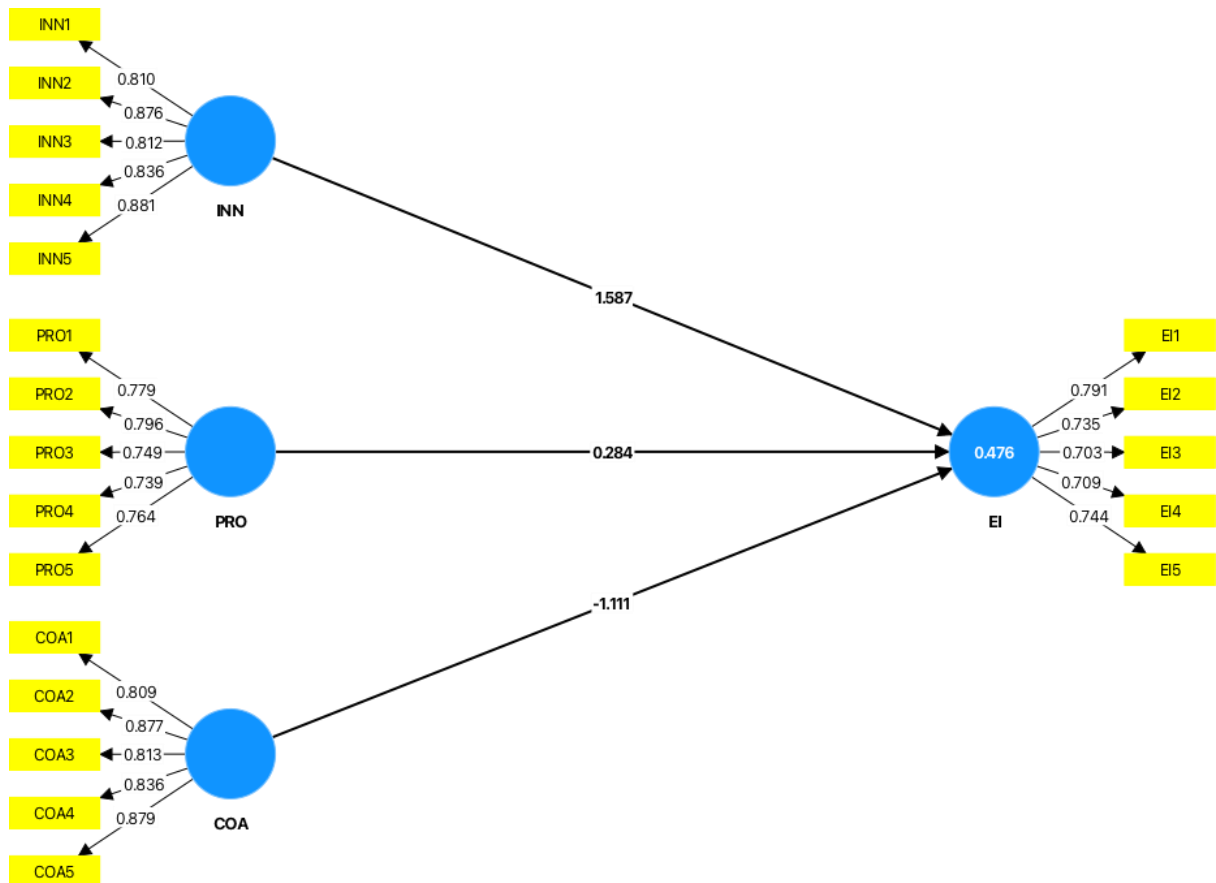


Fig. 2. Measurement model.

Table 2: Discriminant matrix of factors.

CONSTRUCTS	COA	EI	INN	PRO
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<b>COA</b>				
<b>EI</b>	0.738			
<b>INN</b>	1.111	0.744		
<b>PRO</b>	0.676	0.684	0.676	

Source: Smart-PLS Output (2025)

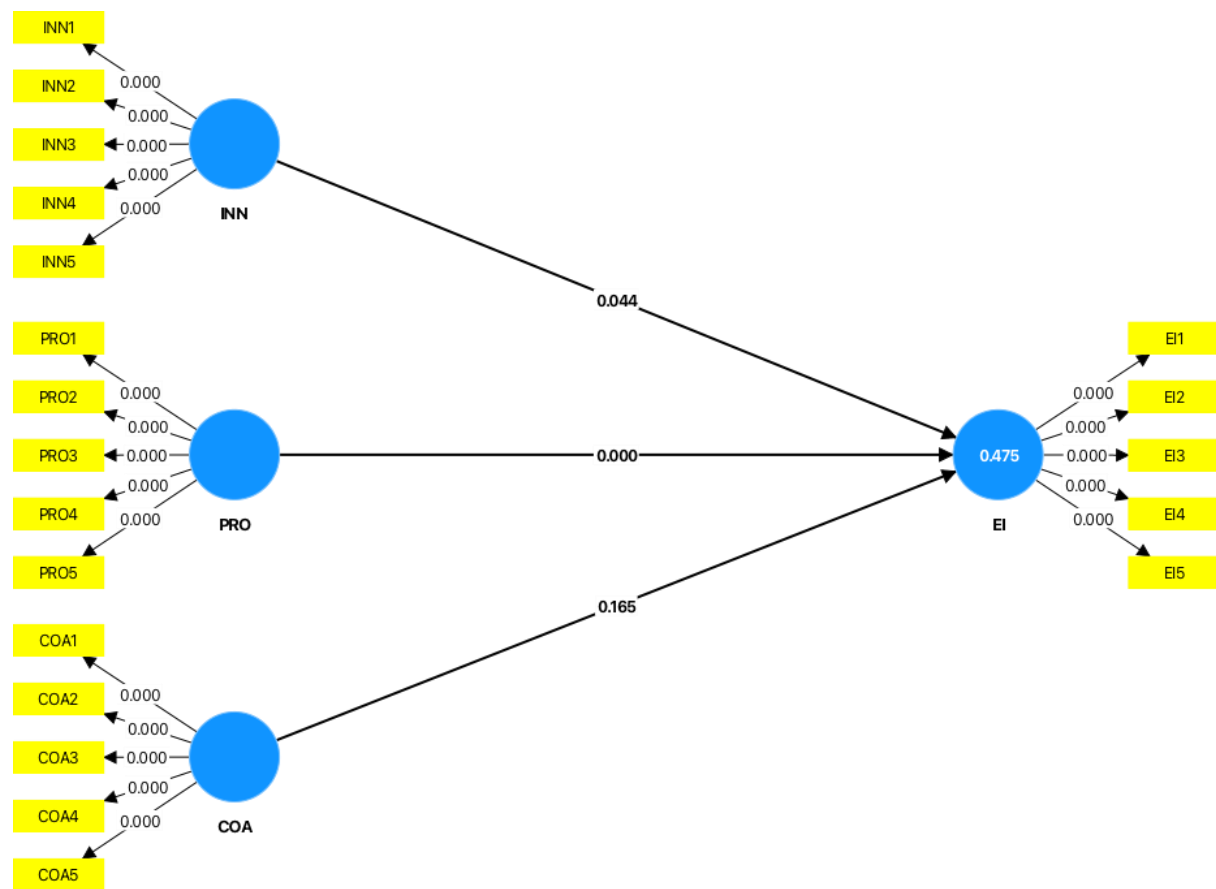


Fig. 3. Structural model.

Table 6: Path coefficient, T statistics, P values and hypothesis results.

	Original sample (O)	Sample mean (M)	(STDEV)	T statistics	P values
COA -> EI	-1.124	-1.138	0.808	1.390	0.165
INN -> EI	1.591	1.606	0.790	2.013	0.044
PRO -> EI	0.293	0.296	0.055	5.332	0.000

Source: Smart-PLS Output (2025)

## Discussion

Hypothesis one shows that competitive aggressiveness has an insignificant effect on entrepreneurial intention. The finding was in line the study of Ozigi (2024); Al-Mamary and Alshallaqi (2022) and Ozigi, Gambo, Nwobilor and Ibrahim (2023) but was not in line with the finding of Ozigi, et al. (2023) whose found a significant relationship. The finding implied that having high competitiveness doesn't necessarily influence students' entrepreneurial ambitions, as they may prioritize innovation, have limited market experience, and focus on unique business ideas in the early stages. The finding connects with theory of planned behaviour (TPB), attitude, perceived behavioural control, and subjective standards all influence entrepreneurial intention. It is implied that students do not view competitive aggression as a significant component of their entrepreneurial attitudes or confidence because it has no discernible effect on entrepreneurial intention. Rather, they might concentrate more on individual skills and commercial prospects.

The non acceptance of hypothesis 2 indicates innovativeness has a significant effect on entrepreneurial intention. The finding was in line the study of Al-Mamary et al. (2022) Wathanakom, Khlaisang and Songkram (2020). The finding indicates that students are more likely to pursue entrepreneurship if they believe they are inventive. Innovativeness is a reflection of the capacity to come up with original concepts, create new goods, and put them into practice all of which are essential for successful entrepreneurship. According to TPB, entrepreneurial intention is significantly influenced by one's attitude towards entrepreneurship. Students that are highly innovative view entrepreneurship as a chance to be creative and solve problems since innovation is associated with favourable views towards starting new businesses. This increases their

motivation to start their own firm and the possibility that they will do so.

The fact that hypothesis 3 has not been accepted suggests that proactiveness has a significant effect on entrepreneurial intention. The finding was in line the study of Ozigi, et al. (2023); Al-Mamary et al. (2022); Delle, Abdul-Nasiru, Kumasey and Kudo, (2022) and Ojeleye, Ojeleye, Kareem and Abdullahi (2023). The result implies that proactive students are more likely to become entrepreneurs. Proactive people are ahead of the competition, take initiative, and predict market trends. Business creation and sustained success are fueled by this entrepreneurial mindset. The finding is accordance with TPB which places a strong emphasis on perceived behavioral control, or a person's confidence in their capacity to behave. Proactive students are more confident in launching a business because they feel in control of their future business prospects. Since proactive people are more likely to follow through on their goals, this is consistent with the TPB framework.

## 5.0 CONCLUSION AND RECOMMENDATIONS

The study came with the conclusion that:

1. Student's propensity to start their own business is not strongly predicted by competitive aggression. Instead, than seeing entrepreneurship as direct rivalry with already-existing enterprises, they can see it as a process of innovation and opportunity creation.
2. Students' entrepreneurial intention is strongly influenced by their innovativeness. People are more likely to launch enterprises if they believe they are creative and capable of coming up with innovative concepts.
3. In order to shape entrepreneurial ambition, proactiveness is essential. The confidence and drive required to start their own business are more likely to be developed by students who take the initiative and look for chances.

Based on the findings, the study recommends that:

1. To help student-led firms, spot new trends, and create creative business solutions, universities should incorporate innovation-driven entrepreneurship programs, give access to startup incubators, and promote entrepreneurship research and development.
2. Universities can help early company endeavours by offering seed money, mentorship, and development programs to students, as well as by encouraging participation in business competitions and training in entrepreneurial leadership.

This study analysed the effects of Individual Entrepreneurial Orientation on Entrepreneurial Intention amongst undergraduate students in Nigeria. Future researchers can explore on if collaborative entrepreneurship such as partnerships and joint ventures influences/moderate the relationship between entrepreneurial orientation on entrepreneurial intention amongst undergraduate students in other part of the country or other part of the world. Also, investigate whether business-friendly policies like startup grants, tax incentives can encourage entrepreneurial Intention among university students.

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