



Evaluating Factors that Affect Entrepreneurial Intentions among Higher Learning Institution Students in Lusaka

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ABSTRACT

This study examines the multifaceted factors influencing entrepreneurial intentions among students in higher learning institutions located in Lusaka, Zambia. Entrepreneurship has emerged as a critical driver of economic development and innovation, making it imperative to understand the determinants that shape students' intentions towards entrepreneurial endeavors. The research employs a mixed-method approach, combining surveys and in-depth interviews, to gather comprehensive data from a diverse sample of students. The factors under scrutiny encompass personal traits, educational environment, family background, socio-cultural influences, and exposure to entrepreneurial role models. The findings contribute valuable insights for educators, policymakers, and stakeholders seeking to foster an entrepreneurial mindset within the academic community. Additionally, this research informs strategies aimed at cultivating a more vibrant and sustainable entrepreneurial ecosystem in Lusaka, ultimately promoting economic growth and job creation.

1. Introduction

For all nations' economies to evolve and adapt, entrepreneurship is essential. Entrepreneurship makes contributions in the areas of innovation and employment creation (Majid & Ismail, 2012). This conclusion holds true for both developed countries like the United States (Harris, 2013) and developing countries like Bangladesh (Uddin & Bose, 2012), Nigeria (Owoseni, 2014), and Malaysia. Venture creation is consequently a key source of employment in many countries (Sandhu, et al., 2011). Therefore, in the global socioeconomic climate that is rapidly changing, entrepreneurship has a significant role (Topping, & Tariq, 2010).

Entrepreneurial development is gaining more and more attention from policy makers, institutions, the government, and other organisations (Owoseni, 2014). Entrepreneurship has long been seen as a vital driver of economic development, innovation, and job creation (Uygun & Kasimoglu, 2013). The efforts undertaken by the government, universities, and other organisations to encourage venture creation serve as proof of this (Karabulut, 2014).

Nevertheless, starting new businesses is harder than expected. This is so because starting a new business or engaging in entrepreneurship is a decision made with deliberate thought (Linan, Nabi, & Krueger, 2013). Entrepreneurial intention, according to Reilly and Carsrud (2000), is the greatest indicator of entrepreneurial behaviour or the action of starting a new firm. Although it is well established that individual personality qualities do not reliably predict entrepreneurial behaviour, during the last 20 years, individual attributes have been utilised to predict entrepreneurial behaviour (Thompson, 2009). Entrepreneurship encompasses the actions of people and their intents to start a business. These antecedents include attitudes, subjective norms, and perceived behavioural control (Ajzen, 1991). This is due to the fact that companies cannot just appear overnight; someone has to be responsible for their creation. Before beginning to create a new venture, this person or individual must believe it is personally desired to him (attitudes), socially desirable and accepted by others around him (subjective norms), and assumed it is within his competence and doable (perceived behavioural control). After these three requirements have been met, the intention to start a venture will manifest. Unintentional venture creation, activity, or behaviour is very improbable (Owoseni & Akambi, 2010).

The worldwide unemployment rate has been rising, particularly in light of the most recent financial crisis. Law and order, crime, and an effect of social concerns are all impacted by this (Owoseni, 2014). Entrepreneurship is one of the most popular alternatives to unemployment problems (Egunsola, et al., 2012). Entrepreneurship will assist raise people's standards of life by fostering innovation (Owoseni & Akambi, 2010). Entrepreneurship is widely seen as a vital driver of economic expansion, technological advancement, and job creation (Badulescu & Badulescu, 2013). Governments, students, and universities are growing increasingly concerned about entrepreneurial careers (Karabulut, 2014). Even if the creation of a new venture or entrepreneurship is seen as a choice activity with deliberate intention (Linan, et al., 2013). This suggests that in order to help students in developing entrepreneurial career ambitions via financial or entrepreneurial education, governments and universities must collaborate. There is a need for additional research in developing countries since there aren't enough of them even in developing countries that are particular to this environment. Studies that focus exclusively on Zambia and other African countries, however, are even more deficient (Sandhu, et al. 2011).

Scholars have performed a number of research to look at the factors that affect students in higher education's expected income (EI). Self-efficacy, individual attitudes, the drive for accomplishment, and behavioural control are cognitive and personality factors that significantly impact students' aspirations to pursue entrepreneurship (Nasip et al. 2017; Shah and Soomro 2017; Biswas and Verma 2021). Social and environmental researchers have identified several factors that influence students' EI, including past experience, family background, regional culture, and government assistance (Ahamed and Rokhman 2015; Ali et al. 2019; Tiwari et al. 2020). Entrepreneurial education is a crucial component in the development of students' EI. By encouraging students' entrepreneurial actions, entrepreneurial education in higher education plays a significant role in improving fundamental entrepreneurial knowledge and a variety of cognitive and non-cognitive abilities (Walter and Block 2016; Brüne and Lutz 2020). This will encourage students to pursue entrepreneurship more, enhance the quality of entrepreneurship, and result in entrepreneurial success (Galloway and Brown 2002). To study the effects of factors on an individual's EI, several entrepreneurship models and theories have been developed. The majority of the publications in this field of study employed the theory of planned behaviour (TPB) model to examine students' emotional intelligence (EI), as shown by analysis from the review that follows this one. Students' EI is impacted by a number of other models as well, which are covered in more detail later in the paper. These additional models include models other than the TPB model.

Despite the fact that EI is regarded as the dominant influence on an individual's entrepreneurship and that entrepreneurship is considered a key factor in the sustained growth and development of countries, non-quantitative studies pertaining to identify the factors affecting EI have not received much attention. Some scholars have carried out comprehensive reviews of study in this field; Pittaway and Cope (2007), for instance, examined the relationship between business and higher education. The study by Bae et al. (2014) included a comprehensive evaluation of the literature to determine the relationship between student EI and entrepreneurial education. To study the effects of students who are thinking about pursuing entrepreneurial education on their EI, Nabi et al. (2017) conducted a comprehensive review of the literature. In particular, in the Asia-Pacific area, Wu and Wu (2017) conducted a thorough study of the effect of entrepreneurial education on students' EI. In order to get a comprehensive picture and advance this area of research, it is crucial to synthesise the literature (Kuckertz and Block 2021). Therefore, in this paper, factors that have an influence on students' EI are synthesised, and their application by different scholars in this subject is further examined.

1.1.1 Statement of Problem

Due to its capacity to increase employability and lead to the creation of new jobs, entrepreneurship is essential to modern society (Urbano and Aparicio, 2015). Therefore, countries like Zambia should foster an atmosphere where entrepreneurship is seen as a viable career result. The future of entrepreneurship will mostly come from children, it is commonly agreed (Ambad and Damit, 2016).

Entrepreneurial intention (EI) has been recognised in the literature as a crucial variable in predicting who is more likely to launch a firm. Due to the fact that people who state an intention are more likely to act on it than those who do not (Kelley et al., 2012; Henley, 2017), EI is in fact a measure of society's entrepreneurial potential. According to the theory of planned behaviour (TPB), the intention to launch a company is influenced by perceived supportive social norms, individual attitudes, and perceived entrepreneurial skills (Ajzen, 2011).

However, several settings are ignored in earlier studies on EI that have been done in both developed and developing countries. Russian students Tkachev and Kolvereid (2010), Polish students Jones et al. (2018), Spanish and Taiwanese students Lián and Chen (2019), and Chinese students Yang, et al (2013). Other studies have been done in Asia and the Middle East as well as other European countries (Solesvik et al., 2012; Ozaralli and Rivenburgh, 2016; Chuah et al., 2016; Yang, 2016); and the United States (Ozaralli and Rivenburgh, 2016). (2013). Other international studies have been done; for instance, Engle et al. (2010) studied EI in 12 countries, while Moriano (2012) studied it in six. Iakovleva (2011) claims that although these studies have shown differences in EI between countries, none of them have gone so far as to explore whether or not these differences are caused by variations in development status or even culture. Of the countries under study, Iakovleva (2011), Engle et al. (2010), and Moriano (2012). Scholars are quick to point out that differences in EI and its antecedents will occur because environmental circumstances in developing and developed countries are different. Regarding the applicability of research findings to other settings, particularly developing African countries, all of these studies have limitations. There are also a few studies on EI among university students in Ethiopia Gerba (2012), Uganda Byabashaija and Katono, South Africa Gird and Bagraim (2008), and Malebana (2014). (2011). Despite the fact that a few African countries have been studied, it is crucial to understand that these countries are not all same. Due to their stark socioeconomic and cultural differences, the study of Zambia should be conducted as a separate country in order to fully capture its distinctive traits (Choongo et al. 2017).

Due to the aforementioned, this study has two objectives. By using the theory of planned behaviour in the setting of Zambia, Africa, a developing nation with little research on it, it first aims to add to the literature on entrepreneurial intention. In order to provide the foundation for encouraging graduate

entrepreneurship in Zambia, it also examines the impact of each of the attitude-based antecedents of intention on the choice to launch a firm, such as entrepreneurial education.

1.2. Theoretical Framework

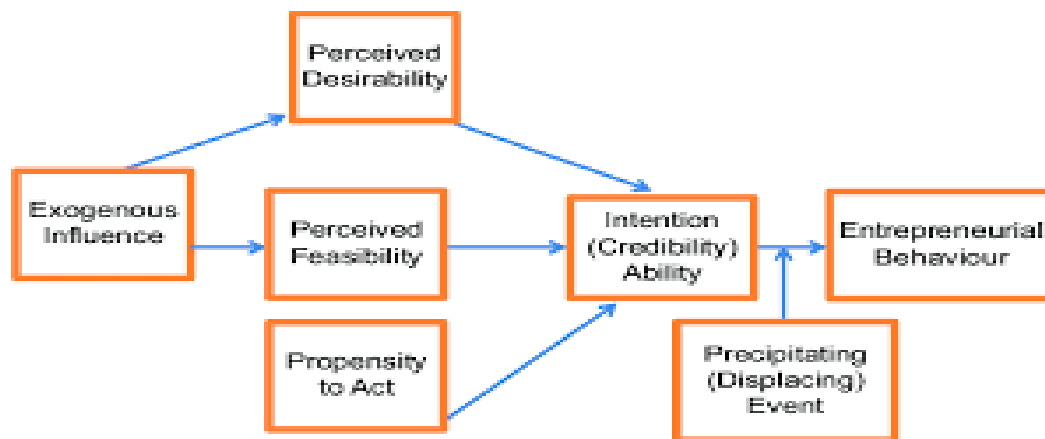
The theoretical review outlines planned behavior theory and how it connects to the present research. Variables of the theory were also clearly identified and elucidated. In addition, connections were formed between the relationships that exist among the variables.

Entrepreneurial Event Model

According to the Entrepreneurial Event (EE) model developed by Shapero and Sokol in 1982, human behaviour is driven by inertia, and an individual won't quit doing something until disturbed by an outside force. According to Egunsola et al. (2012), interruptions may either be harmful or helpful, causing decision-makers to choose the best alternative that is readily available from a wide range of possibilities. Perceived desirability, which describes how appealing the task of starting a business and becoming an entrepreneur is, perceived feasibility, which describes how capable a person believes they are of starting a new venture, and propensity to act on opportunities, which describes a person's willingness to act on decisions, are all factors that influence intentions, according to the EE theory. The model holds that an individual's intentions are not directly influenced by outside factors. Perceived appeal and perceived feasibility are the two key factors that affect start-up intentions.

Perceived feasibility is linked to an individual's capacity and competence as well as the possibility of assistance from stakeholders, but perceived desirability relies on the individual's value (attitude) and social systems in which he or she is engaged (Shapero and Sokol, 1982). These perceptions influence whether or not a person decides to create a firm (Figure 2.1).

Figure 2.1: Shapero and Sokol's Entrepreneurial Event Model



Source: (Shapero and Sokol, 1982)

Perceived desirability, according to Shapero and Sokol, is the degree to which a person finds establishing a company appealing. The degree to which one thinks they can launch a firm is known as perceived feasibility. According to Shapero and Sokol, "propensity to act" refers to an individual's propensity to act through on their choices, indicating the volitional elements of intentions (I will do it). They contend that without some propensity to act, it is difficult to imagine well-formed intentions. Conceptually, a person's propensity to act advantage of an opportunity relies on how they see their level of control, or how strongly they want to exert control. Propensity to act, according to Shapero and Sokol, is the same as internal locus of control (Chen et al., 1998).

Shapero and Sokol's model, according to Egunsola et al. (2012), makes the assumption that every individual has a propensity to maintain their existing behaviour up until they experience a "displacement event." Displacements often include either positive (pull) or negative (push) events. The bottom line is that a change in behaviour is triggered by a displacement, and the decision-maker then searches for the greatest opportunity among a variety of alternatives. For instance, finishing college coursework requires graduating students to weigh their options and choose the greatest opportunity. The alternatives available to studies often include corporate job, launching a company, or continuing their education. Such a choice is based on what a person considers to be desirable and individual (Krueger et al., 2000; Shapero and Sokol, 1982).

Exogenous factors do not directly influence a person's intention or behaviour, similar to the TPB. They function on the basis of perceived attractiveness and feasibility. According to empirical research, the propensity to act, perceived feasibility, and desirability together account for more than half of the variation in EI (Krueger JR et al., 2000; Krueger, 1993; Peterman and Kennedy, 2003).

Theory of Planned Behaviour

The best predictor of human behaviour is still believed to be intentions (Krueger, 2008). The Theory of Planned Behavior Model (TPB), which links attitude and beliefs to behavior/intentions, is used as a theoretical framework since recent research (Yurtkoru et al., 2014) suggests that intentions may

predict future entrepreneurship. This is due to the theory of planned behaviour seemingly being the most complete of all competing models of entrepreneurial action (Ogundipe et al., Ogundipe, 2012), as well as being one of the most well-known, consistently validated, and prominent theories of entrepreneurial intention that provide a well-developed theoretical theory (Ogundipe et al, 2012 and Owoseni 2014).

This extensively used theory in behavioural psychology and entrepreneurship has the advantage of effectively fusing a variety of behavioural attitudes, including psychological propensities, social attitudes, and personal characteristics (Ajzen, 1991). On the basis of cultural and ethnic inclinations or origins, this is nonetheless constrained or distorted. According to Kalinzo and Nyambegera's study, different ethnic and cultural groups exhibit varying behaviours with regard to business and firm creation (Kalinzo and Nyambegera, 2014).

The TPB was employed in the field of psychology, despite the fact that it is currently frequently used in many studies on entrepreneurship intentions. The TPB, however, may be positively contrasted with Shapero and Sokol's earlier work (1982). Shapero's Entrepreneurship Event (SEE) Model included factors for perceived attraction toward an action, perceived feasibility of the action, and propensity to do the action (Shapero and Sokol, 1982). Another important theory to investigate in the study of entrepreneurial intention is Bandura's theory of self-efficacy (1982). As a result, the TPB's perceived behavioural control and the SEE model's degree of feasibility are quite comparable since they both place a strong emphasis on a crucial Banduraian concept known as self-efficacy (1982). Additionally, it may be advantageous to compare the TPB's subjective norms, or personal attitude, to the SEE's perceived feasibility and propensity to act (Krueger, 2000). According to Krueger (2000), the SEE is a more applicable model than the TPB since it was developed in the field of entrepreneurship. Although venture creation is a behaviour, it is believed to have an antecedent in intention. As a result, TPB seems to be a more applicable and useful model for conducting studies on entrepreneurship intention.

According to the Theory of Planned Behavior, people's attitudes and beliefs have an impact on their intentions and behaviours. To put it another way, according to Ajzen's Theory of Planned Behaviour, the likelihood that a behaviour will be carried out increases with the strength of the intention to do so. It is based on the premise that any good intention demands some amount of thinking and effort to support the theory (Ajzen, 1991). When it comes to other behaviours, where behaviour may be planned, intentions predict deliberate behaviour. On the other hand, intentions are believed to seize the emotional factors that control behaviour and represent one's effort to perform in deliberate behaviour.

In the context of entrepreneurship, intention has been highlighted as a key characteristic for forming an organisation and as a predictor of emerging trustworthy enterprises (Katz and Gartner, 1998). (Katz and Gartner, 1998; Krueger, Michael and Casrud 2000). The planned behaviour theory developed by Ajzen in 1991 is often used to identify the factors that motivate people to launch new firms. This theory is often employed to predict and clarify a broad range of people's intentions and behaviours. Understanding the factors that influence students' willingness to become entrepreneurs is crucial, especially in regions where graduate unemployment is on the rise. This is because entrepreneurship is a source of economic development, innovation, and employment (Amero, 2018). This is noteworthy since the majority of students are still seeking for employment or without a job after taking entrepreneurship lessons in school for many years. This model was initially used to measure entrepreneurial intentions by Krueger and Carsrud (1993), and it has since grown to be one of the most popular models in the study on entrepreneurial intentions.

According to the model, behavioural intention (BI) is "a measure of the strength of one's intention to perform a given behaviour" (Fishbein and Ajzen, 1975, p. 288). In entrepreneurial studies, entrepreneurial intention (EI), which denotes an intentional desire to become an entrepreneur, has taken the role of business intention (BI) (Wilson et al., 2007). A person's attitudes (PA), perceived behavioural control (PB), subjective norm (SN) (Ajzen, 1991), and perceived entrepreneurial support, also described as entrepreneurial education, all impact or predict their intentions, according to the model's explanation (Mumtaz et al., 2012; Turker and Selcuk, 2009). Other scholars, such as Nyambegera and Kilonzo (2014), contend that although the theory's applicability and significance for developing countries seem to be empirically validated, they have not yet been proven and justified.

In the model, attitude is once more defined as "a disposition to respond favourably or unfavourably to an object, person, institution, or event" (Ajzen, 2005, p. 3), and attitude toward a behaviour is defined as "the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question" (Ajzen, 2005, p.3) (Ajzen, 1991). Perceived Behavioural Control (PBC) is related to people's confidence in their capacity to perform out the behaviour under investigation as well as their beliefs that they have control over that behaviour, as outlined in the model (Ajzen, 2002). PBC is concerned with the feasibility of the behaviour since behaviours are more likely to engage in it when they believe they can control and master it (Fayolle et al., 2006). PBC is analogous to Bandura's (1997) self-efficacy theory, which deals with an individual's conviction that they are capable of carrying out a task (Bandura, 1997). As a result, some scholars prefer to use self-efficacy ratings while conducting empirical studies as opposed to PBC measures. Ajzen (2002) asserts that PBC is a more comprehensive notion than self-efficacy because it includes a measure of controllability.

Subjective norm, which is defined as "a person's sense that the majority of people who matter to him feel he should or should not perform the behaviour in question," is another factor that influences entrepreneurial intention (Fishbein and Ajzen 1975, p. 354). Ajzen (1991) claimed that participating in a particular behaviour as a result of peer pressure is a subjective norm. Although agreeing, Engle et al. (2010) described it as a social norm and noted that this influence might come from parents, friends, or partners. It has to do with whether or not a person believes that peers and significant people in his or her life should engage in the behaviour. Subjective norms are a person's evaluation of the social forces influencing the desired behaviour.

2. Material and method

Research design, as per Kerlinger and Lee (2011), is the conceptual framework that serves as the manual for data collection, measurement, and analysis. It serves as a framework for analysing research questions in the best manner feasible, including via the collection, organisation, analysis, and interpretation

of data. It involves setting up the conditions for data collection and analysis in a way that tries to balance procedural economy with relevance to the research goal.

An epistemological philosophy served as the study's guiding principle. The present study's research strategy was a descriptive research design. This study design will be utilised because, according to Creswell (2014), it makes it simpler to statistically define the characteristics, trend, and relationship between the independent factors and the dependent variable.

The sampling size refers to the number of observations used to derive population estimates. The idea is to save data and time for researchers by allowing them to estimate data for the whole population (Creswell, 2014). The sample estimate for the current study will be calculated using Yamane's formula given by.

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

Where n is the sample size, N is the population size, and e is the level of precision which was set at 0.05 (5%) with a confidence level of 95%.

Applying the formula to derive the sample size gives the following.

$$n = \frac{434}{1 + 434(0.05)^2} = 208$$

Therefore, the sample size for this study was 208 customers

This study employed both primary and secondary data sources to get accurate, sufficient, and relevant information. While secondary sources give secondary material obtained from publically accessible sources, primary sources provide firsthand knowledge to address a particular research issue (Hox and Boeije, 2005). The phrase "primary data" refers to previously unreported information that the researcher personally obtained from study participants (Currie, 2005). As a result, respondents will be requested to complete a questionnaire in order to collect primary data.

A survey questionnaire was used to collect the data. Approaches to survey research are suitable for quantitative research. One of the key advantages of the survey approach is its capacity to accept large sample sizes, generalizability of results, ability to discover minute differences between different sampled groups, and relative ease of administering and recording questions and responses (Hair et al., 2016). Getting information from people with a range of expertise levels decreases information bias, which raises the reliability of the data (Snyder, 2019). Using a questionnaire, researchers may learn more about respondents' actions, attitudes, past and present behaviour, beliefs, and reasons for acting in connection to the studies subject (Bulmer, 2004). The questionnaire aids in minimising bias mistake. Additionally, it strengthens the anonymity of the target respondents, increasing the reliability of their answers (Phellas et al, 2011). Additionally, SPSS software may be used to typically quantify the findings of the questionnaires.

To answer the study's mentioned purpose in chapter one, the survey questionnaire approach was utilized. The researcher used a survey questionnaire to ask respondents to rate their responses. The study is based on primary data collected via the use of standard questionnaires. The questionnaire was divided into two parts and produced in line with the study's goals. In the first stage, the demographic information of the respondents was collected. The survey's second section inquired about how the study's variables that were adopted. A five-point Likert scale questionnaire was presented to the respondents. A response scale of 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree is used for each item in the survey questionnaire. For the aim of the study, respondents were asked to rate how much they agreed or disagreed with each statement in each component of the questionnaire.

This chapter contains the results of the research. The research design for this study is a descriptive survey research design. The study sampling design and simple random sampling method used to choose the sample size were also presented in this chapter. This chapter also went through how data was gathered, evaluated, and presented. The findings and discussion of the findings will be presented in Chapter four.

3. Results and Discussion

In the preceding chapter, the study discussed the research approach employed in this study. This chapter aims to present and analyze the empirical results obtained. The chapter consists of several sections, including the presentation of the respondents' demographic profile, which reveals their gender, age group, and degree of education. To assess the applicability of the study variables, the study utilized Cronbach's alpha coefficient and factor analysis to determine data reliability and validity. Descriptive statistics were presented to aid in comprehending the study variables and preparing them for inferential statistics. The study also included the results of a correlation analysis to explore the relationship between study variables, and the results of a regression analysis to fit the regression model and test the hypotheses.

The sample size for this study was 240 respondents, and as a result, 240 questionnaires were distributed to collect the necessary information. After examining the questionnaires, the study deemed 207 of them suitable for analysis, resulting in an 86% response rate in terms of responses. This response rate is regarded as high and adequate based on the criterion suggested by Saunders and Thornhill (2007) of 30% to 40%.

Factor analysis is a statistical technique used to identify underlying variables that explain the correlations among multiple variables. It is employed in data reduction to identify a smaller number of factors that explain most of the variance in a larger set of variables. Factor analysis is important in research to test construct validity, detect variability among observed variables, and eliminate redundant data. Before conducting factor analysis, it is necessary to assess the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy to ensure the accuracy of the results.

The study found that with a p-value of 0.000 educational support was found to have a significant effect on the entrepreneurial intentions among students in Lusaka District. This implies that the more the students were educated or received knowledge from their educators concerning the hows and the details of what it means to be an entrepreneur the pupils would like to become entrepreneurs. This is in accordance with Mc Vay et al., (2008), who stated that a primary goal of business education is to give students with a broad range of business skills rather than focusing primarily on producing new professional accountants (Mc Vay et al., 2008). Because business curriculum material offers students with a fundamental theoretical foundation for understanding business management while also providing students with knowledge and practices necessary for successfully beginning and operating a small business (Venter, 2001). While there are legitimate concerns about how well institutions of higher education prepare graduates to meet the challenges of ever-changing and high-demand workplaces (Rubin and Dierdorff, 2009), a lack of business knowledge and skills is frequently cited as one of the main reasons for small business failure (O'Gorman, 2001).

The study found that with a p-value of 0.003 personal attitude was found to have a significant effect on the entrepreneurial intentions among students in Lusaka District. This implies that the more the students had a positive outlook on being an entrepreneur and had a personal desire concerning the how's and the details of what it means to be an entrepreneur, the more it was perceived that the pupils had a behavioral intention to become an entrepreneur. According to Al-Jubari, et al., (2019) and Farooq et al., (2018), studies have showed that one's attitude toward entrepreneurial spirit is a factor determining entrepreneurial intention. They go on to say that such transformation occurs in higher education institutions as a result of education or experience, which may improve the efficacy and viability of entrepreneurship. As a result, people who see entrepreneurship as a viable career path alternative may develop entrepreneurial ideas and start their own business.

The study found that with a p-value of 0.366 conducive environment was not found to have a significant effect on the entrepreneurial intentions among students in Lusaka District. This implies that even if there are good policies or multiple financial institutions that would work for the benefit of young entrepreneurs this would not guarantee that students in Lusaka District would have an increased behavioural intention to become entrepreneurs. These results contradict Singh and Krishna (1994), who stated that access to capital, knowledge, and social networks are all thought to influence entrepreneurial intention. Instrumental preparedness refers to the combination of these three factors. Capital is a term that refers to financial resources that may be used to start a new business. For start-up companies to succeed, they must have access to capital. Entrepreneurs who start a new business usually have a limited amount of money to work with. They rely heavily on their own money as well as loans from family and friends. Obtaining capital from outside sources is challenging in the early stages of a business.

4. Conclusion and Recommendation

The summary of the findings was outlined below as follows:

The study found that with a p-value of 0.000 educational support was found to have a significant effect on the entrepreneurial intentions among students in Lusaka District. This implies that the more the students were educated or received knowledge from their educators concerning the details of what it means to be an entrepreneur the pupils would like to become entrepreneurs.

The study found that with a p-value of 0.028 personal attitude was found to have a significant effect on the entrepreneurial intentions among students in Lusaka District. This implies that the more the students had a positive outlook on being an entrepreneur and had a personal desire concerning the details of what it means to be an entrepreneur, the more it was perceived that the pupil had a behavioral intention to become an entrepreneur.

The study found that with a p-value of 0.001 conducive environment was not found to have a significant effect on the entrepreneurial intentions among students in Lusaka District. This implies that even if there are good policies or multiple financial institutions that would work for the benefit of young entrepreneurs this would not guarantee that students in Lusaka District would have an increased behavioural intention to become entrepreneurs.

This research makes theoretical contributions in four areas. To begin, this study suggests that, in view of inconsistent findings in previous research on factors that influence EI, the impact of educational support should be examined in conjunction with individual and institutional factors. It suggests that a positive environment, personal attitude, and educational support all influence EI. The relevance of the aforementioned factors is thus clarified. Second, in contrast to previous research and models that examined at education, individual factors, and environmental factors individually, this study develops and verifies a multi-level integrated model to explore how these factors interact to construct EI. Finally, the study demonstrates that the basic EI model may be applied to emerging nations. Finally, the research offers and verifies frameworks for assessing EI effectiveness.

This study used TPB to investigate how entrepreneurship education, personal attitude, perceived behavioral control, subjective norms, and a favorable environment impact student entrepreneurial intention from the standpoint of university support. The results are important for government agencies establishing entrepreneurship education policy and colleges implementing entrepreneurship education into practice. To implement the "mass entrepreneurship and innovation drive," Zambia's government has adopted numerous regulations targeted at fostering student entrepreneurial activity. It compels all educational institutions to give entrepreneurship education to students. Education support, perceived behavioral control, and personal attitude are all important factors in student entrepreneurship, according to the findings. As a result, the development of successful entrepreneurs requires a scientifically reasonable entrepreneurship system. Entrepreneurial psychology education is also important. Students who desire to start a business might benefit from a conducive environment for entrepreneurial psychology education. In addition, most students find that business internship programs, training in startup incubators, the Know about Business program, and tabletop simulations for emergency response plans provide the finest entrepreneurship education. General, entrepreneurship courses may benefit overall economic and social development by encouraging students to participate in the ongoing process of entrepreneurship. As a result, tailoring entrepreneurship courses to certain professions is required to guarantee optimum resource allocation

and therefore increase the efficiency of entrepreneurship education expenditure. Furthermore, this study suggests that educational institutions create an education-based course structure that focuses on students' entrepreneurial ambitions in order to give enough support for entrepreneurship education. Schools may host creative entrepreneurship contests and start-up incubators for students to better prepare them for future entrepreneurship after graduation and to limit the number of risks they will experience throughout the startup process.

Recommendations

From the findings of this study the following recommendations are made:

The curriculum of entrepreneurship education should include innovations in services, channels and branding. This will enable the learners to be innovative in their approach to entrepreneurial activities.

Entrepreneurship is known to be a significant determinant of economic growth. And so, it is recommended that economies with a more significant share of entrepreneurship exhibit faster economic recovery as entrepreneurship contributes to job creation and reduction in the unemployment rate.

From the foregoing, the study recommends that, there is need to increase students' attitude towards entrepreneurship. This can be achieved by organizing programmes where students can equip themselves on the positive gains of self-employment thereby increasing their interest towards self-employment than paid employment.

Entrepreneurial educators could also consider embarking on rigorous initiatives that would keep the required level of entrepreneurial awareness and self-employment in the mindsets of students to yield positive attitudes and increase their interest in becoming entrepreneurs.

Government should come up with ways of spreading entrepreneurial knowledge and encouraging innovation in Zambian schools and society through subjects in schools, information dissemination and other means so that a lot of people can be taught about the importance of starting businesses, then perhaps the young can stop blaming the government for not giving them job but they can start their own businesses, policies can also be put in place to support small businesses that cannot stand on their own especially financially.

There were various flaws in this study. For data gathering and analysis, it first used a questionnaire survey. The empirical analysis of students who received entrepreneurship education found only relationships between the dimensions; further research is needed to investigate additional factors in their future entrepreneurial intention. In order to debate fresh views on such factors, future research may combine qualitative and quantitative methodologies. Second, the study sample did not include students from all of Zambia's provinces, and student values may differ depending on where they live. As a result, future research might broaden its sample to include data from institutions throughout the country to improve external validity. The findings were also achieved using a cross-sectional approach. Researchers examining entrepreneurship education in the future may use a longitudinal approach and produce up with different results. Fourth, only the impacts of a favorable environment, educational support, attitude, subjective norms, and behavioral control on entrepreneurial intention were examined in this study. There are a variety of additional factors that influence such intentions (for example, creativity and family). As a result, future research may incorporate more factors to allow for a more in-depth examination of the subject.

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