

PUSH-PULL MOTIVATION AND ENTREPRENEURIAL INTENTION AMONG UNDERGRADUATE STUDENTS OF PRINCE ABUBAKAR AUDU UNIVERSITY, ANYIGBA, THE MODERATING ROLE OF PERSONAL CHARACTERISTICS

Udeh Fabulous Omaiye¹ & Jafaru Sule Garba²

^{1&2}Department of Business Administration

Faculty of Management Sciences

Prince Audu Abubakar University

Kogi State, Nigeria

udefabulous@gmail.com¹

jafarugarbas@gmail.com²

Abstract

Push-pull motivations represent two distinctive forces propelling individuals towards entrepreneurial pursuits. This study investigates push-pull motivation factors and entrepreneurial intention among undergraduate students of Prince Abubakar Audu University, Anyigba: The Moderating Role of Personal Characteristics. The specific objectives was to; investigate the impact of push motivation factors on entrepreneurial intention among undergraduate students; examine the impact of pull motivation factors and entrepreneurial intention among undergraduate students and to examine the moderating role of personal characteristics of push and pull motivations on the entrepreneurial intention among undergraduate students. The target population consisted of 16,750 undergraduate students. The sample size is 390. The nature of data used in the study was primary data. Data obtained from the primary source was used through questionnaire to acquire information from the respondents. The study used descriptive and multiple regression analysis to test the hypotheses. The findings revealed that; combination of motivational factors; pull and pull and personal characteristics, influence entrepreneurial intention among undergraduate students. In conclusion the dynamics of push and pull factors are what extensively influence the entrepreneurial intention among undergraduate students. The push factors, such as dissatisfaction with traditional employment opportunities or personal traits like risk-taking propensity, drive people towards entrepreneurship. On the other hand, pull factors include perceived opportunities in the market or role models that attract aspiring entrepreneurs towards venturing. The study recommended that, institutions should consider designing educational programs that meet both push and pull motivations by including the practical aspects of entrepreneurship and by creating a non-threatening environment in which the students can explore their entrepreneurial ideas.

Key Words: Push and Pull Motivation, Perceived Risk, Entrepreneurial Intention, Undergraduate Students, Prince Audu University Anyigba-Kogi State

Introduction

Entrepreneurial intention, a key precursor to actual entrepreneurial behavior, has been widely recognized as a crucial driver of economic growth and innovation in any society, among undergraduate students, the desire to pursue entrepreneurship has garnered increased attention in recent years, particularly in the context of developing economies where job creation is essential (Mangada, 2023). Push and pull motivation factors represent two distinct yet interconnected forces that shape entrepreneurial intentions. Push factors often arise from external pressures such as unemployment, dissatisfaction with current employment, or financial necessity, driving individuals to explore entrepreneurship as an alternative to traditional employment (Amoda & Ishola, 2020). On the other hand, pull factors are rooted in intrinsic motivations, such as the desire for independence, the pursuit of opportunities, or the potential for financial success, drawing individuals toward entrepreneurship through positive incentives. In the case of undergraduate students, both push and pull motivations can significantly influence their entrepreneurial intentions. Push and pull motivational factors and their influence on the entrepreneurial intentions of undergraduate students, with particular attention to the

context of educational institutions, where entrepreneurial support and exposure play a crucial role in shaping these motivations (Ilevbare, et al., 2022).

Despite growing awareness of entrepreneurship as a viable career path for undergraduate students, many still face significant challenges in translating entrepreneurial intention into actual ventures. In Nigeria, where youth unemployment rates are high, students often feel compelled to consider entrepreneurship out of necessity, rather than through a clear desire or ambition (Na-Allah & Ahmad, 2022). This creates a gap between entrepreneurial intention and effective entrepreneurial action. Push factors, such as unemployment, financial instability, and dissatisfaction with the job market, are increasingly forcing students to consider entrepreneurship as an alternative to traditional employment. However, while these pressures can drive entrepreneurial intention, they may also lead to ventures initiated out of necessity rather than opportunity, which often struggle to thrive in the long term. On the other hand, pull factors, including the appeal of autonomy, innovation, and the potential for financial success, also play a significant role in shaping entrepreneurial intention. However, the effectiveness of these pull factors is often limited by inadequate access to resources, insufficient entrepreneurial education, and a lack of mentorship within academic institutions. As a result, many students with high entrepreneurial aspirations lack the necessary skills and support systems to successfully launch and sustain their businesses (Ezeh, et al., 2019). The following questions were raised to address below objectives:

- a. What is the impact of push motivation factors on entrepreneurial intentions among undergraduate student of Prince Abubakar Audu University?
- b. What is the impact of pull motivation on entrepreneurial intentions among undergraduate students of Prince Abubakar Audu University, Anyigba?

The main objective of this study is to examine push and pull motivation and entrepreneurial intention among undergraduate Students in Prince Abubakar Audu University, Anyigba: The moderating role of personal characteristics. Specifically, the study intends to achieve the following;

- i. To examine the impact of push motivation factors on entrepreneurial intentions among undergraduate student of Prince Abubakar Audu University, Kogi State, Nigeria.
- ii. To investigate the impact of pull motivation on entrepreneurial intentions among undergraduate students of Prince Abubakar Audu University, Kogi State, Nigeria.

The research aimed to test the following hypotheses:

Ho¹: Push motivation factor has no impact on entrepreneurial intention among undergraduate students of Prince Abubakar Audu University, Kogi State, Nigeria.

Ho²: Pull motivation factor has no impact on entrepreneurial intention among undergraduate students of Prince Abubakar Audu University, Kogi State, Nigeria.

Literature Review

Push and Pull Motivation

Pull factors are the motivators that “attract” individuals to create a new venture through their own personal desire, while push factors are motivators that, drawing on external factors unrelated to the individuals' entrepreneurial characteristics, “force” these individuals engage in entrepreneurship (Nyame-Asiamah, et al., 2020). A push motivation factors are the external or negative circumstances that “push” individuals toward entrepreneurship, often out of necessity rather than desire, these factors create a sense of pressure or dissatisfaction in an individual's current situation, compelling them to seek alternatives, such as starting their own business. Push factors are typically associated with unfavorable conditions that force people into entrepreneurship as a means of survival or escape.

Push motivation can stem from various sources, such as a sense of duty, fear, external deadlines, societal expectations, or basic needs. In essence, push motivation represents a “pushing force” that propels individuals to act, often irrespective of their personal desires or interests (Mahadea, & Khumalo, S2020). It can be temporary, providing the drive needed to meet immediate goals or overcome

challenges, but it might not sustain long-term engagement or passion. Push motivation factor refers to the external pressures, challenges, or negative circumstances that drive individuals to pursue entrepreneurial ventures out of necessity rather than choice or opportunity. These factors "push" individuals toward entrepreneurship because their current situation may be unsatisfactory, such as unemployment, job dissatisfaction, or financial difficulties. Essentially, push motivation is characterized by a response to external adversity, where entrepreneurship is seen as a means of survival or escape from undesirable conditions (Othman, et al., 2020).

Push Motivation Factors and Entrepreneurial Intentions among Undergraduate Students

Push motivation factors refer to external circumstances or negative conditions that push individuals into entrepreneurship, these factors often involve dissatisfaction with current situations, such as unemployment, financial necessity, or a lack of job opportunities, which compel individuals to seek self-employment or entrepreneurship as a means of survival. They are often viewed as necessity-driven motives rather than a pursuit of entrepreneurial passion or opportunities (Dada, et al., 2023). Entrepreneurial intentions represent the willingness and desire of an individual, particularly students, to engage in entrepreneurial activities. Among undergraduate students, these intentions are shaped by various personal, educational, and environmental factors. Students may be motivated by opportunities to innovate, financial independence, or even future job security (Adeoye, 2021). Students who perceive limited job prospects upon graduation may turn to entrepreneurship as a viable career path, the fear of unemployment or dissatisfaction with the quality of available jobs can push them toward self-employment, Students who feel that their chosen field of study does not offer fulfilling career prospects or who are dissatisfied with conventional career paths may be motivated to explore entrepreneurship as an alternative (Ajah, 2022).

Pull Motivation Factors and Entrepreneurial Intentions among Undergraduate Students

Pull motivation factors refer to positive, opportunity-driven forces that attract individuals to entrepreneurship, these factors often involve the appeal of autonomy, creativity, financial independence, and personal fulfillment that entrepreneurship offers (Dada, et al., 2023). Unlike push factors, which drive individuals to entrepreneurship due to necessity or negative circumstances, pull factors encourage individuals to pursue entrepreneurship because of its perceived benefits and opportunities (Amoda & Ishola, 2020). Entrepreneurial intentions represent the inclination of individuals, particularly students, to engage in entrepreneurial activities, these intentions are shaped by personal motivations, skills, educational background, and environmental factors. For undergraduate students, entrepreneurial intentions reflect their desire to explore entrepreneurship as a potential career path, whether driven by intrinsic motivations like creativity and innovation or external factors like support networks and market opportunities. Students may be drawn to entrepreneurship by the desire to be their own boss and to have control over their career path. The appeal of independence and self-directed work encourages many to consider starting their own businesses; some students may identify gaps in the market or new business opportunities during their studies, the potential to capitalize on these opportunities can be a strong motivating factor that pulls students toward entrepreneurship (Ezeh et al., 2019).

The Moderating Role of Personal Characteristics on Entrepreneurial Intention among Undergraduate Students

Entrepreneurial intention, which refers to an individual's conscious decision to pursue entrepreneurship, is influenced by a variety of factors, including motivation, environmental conditions, and personal characteristics. Personal characteristics, such as personality traits, skills, and demographic factors, can moderate the relationship between entrepreneurial motivation (both push and pull factors) and entrepreneurial intention. This means that the strength or direction of the influence of these motivational factors on entrepreneurial intention can be affected by individual differences (Bonesso, et al., 2018). Those with a high need for achievement are more likely to pursue entrepreneurship to meet

their desire for personal success. This need moderates the relationship between internal motivations (push factors) and intentions. Internals, who believe they can influence events, are more likely to have strong entrepreneurial intentions (Gelaidan & Abdullateef, 2017).

Internals' belief in their ability to shape their destinies strengthens the relationship between internal motivations (push factors) and intentions. Support from family, friends, and peers can significantly impact entrepreneurial intentions. Positive social support strengthens the relationship between internal motivations (push factors) and intentions, encouragement and understanding from close ones act as a buffer against potential challenges, reinforcing the students' entrepreneurial aspirations. Fear of failure can hinder entrepreneurial intentions, especially among students; individuals with a low fear of failure are more likely to pursue entrepreneurship despite potential setbacks (Saeed, 2015). This trait moderates the relationship between perceived risks (push factors) and intentions. Students with a lower fear of failure are more resilient and willing to face the uncertainties associated with entrepreneurship. In summary, personal characteristics such as self-efficacy, risk tolerance, innovation orientation, need for achievement, locus of control, social support, and fear of failure all play vital roles in shaping the impact of internal motivations (push factors) and external opportunities (pull factors) on entrepreneurial intentions among university students

Entrepreneurial Intention

Entrepreneurial intention refers to an individual's conscious and deliberate state of mind that directs them toward starting a new business or engaging in entrepreneurial activities. It reflects the commitment to explore entrepreneurship as a viable career path and is seen as the first step in the entrepreneurial process, leading to the actual establishment of a business (Salami, 2019). Entrepreneurial intention can be influenced by personal motivations, perceived opportunities, skills, education, and environmental factors.

Components of Entrepreneurial Intention

Attitude toward Entrepreneurship: This refers to an individual's perception of entrepreneurship as a desirable career option, a positive attitude towards taking risks, innovating, and working independently increases entrepreneurial intentions.

Perceived Behavioral Control: This involves an individual's confidence in their ability to successfully start and run a business. Factors like skills, knowledge, and access to resources influence how capable they feel of becoming an entrepreneur.

Subjective Norms: Social pressures or expectations from family, peers, and society can also affect an individual's intention to pursue entrepreneurship. If entrepreneurship is valued and encouraged in their social circle, it can positively impact their intentions.

Opportunity Recognition: The ability to identify and exploit market opportunities plays a significant role in entrepreneurial intention. Individuals with strong opportunity recognition skills are more likely to pursue entrepreneurship.

Factors Influencing Entrepreneurial Intention

Entrepreneurial intention is a critical predictor of actual entrepreneurial behavior. It provides insight into whether an individual is likely to move from the idea phase to the action phase in the entrepreneurial journey. Several factors influence entrepreneurial intention are:

Personal Motivation: Personal desires such as financial independence, autonomy, innovation, and social impact often drive entrepreneurial intention. For instance, individuals motivated by autonomy are drawn to entrepreneurship because it allows them to control their own work environment and decisions.

Entrepreneurial Education: Exposure to entrepreneurial education, such as business courses, training, and mentorship programs, can significantly increase entrepreneurial intentions. Education provides the necessary knowledge, skills, and confidence to pursue business ventures.

Cultural and Social Environment: In societies where entrepreneurship is highly valued and supported, individuals are more likely to develop entrepreneurial intentions. A supportive environment includes positive role models, government policies, and access to financial resources.

Economic Conditions: Favorable economic conditions, such as access to funding, low market entry barriers, and robust infrastructure, can also increase entrepreneurial intentions. Conversely, economic challenges can either discourage or push individuals into entrepreneurship (necessity-based entrepreneurship).

Personality Traits: Traits such as risk-taking, creativity, and proactiveness are often associated with higher entrepreneurial intentions; individuals who are more inclined to take risks or innovate are more likely to pursue entrepreneurship.

Theoretical Literature

The Resource Based Theory

Wernerfelt (1984) and Barney (1991) the theory provides a valuable theoretical framework for understanding the relationship between pull motivation factors and entrepreneurial intentions among undergraduate students, RBT focuses on how the possession and management of valuable, rare, inimitable, and non-substitutable (VRIN) resources lead to competitive advantage. In the context of entrepreneurship, this theory helps explain why certain individuals, including students, are more inclined to engage in entrepreneurial activities based on the resources they have access to and how these resources shape their motivations. Theory posits that a firm's or individual's competitive advantage is derived from their ability to accumulate and effectively use valuable resources. These resources can be tangible (financial capital, technology, equipment) or intangible (skills, knowledge, networks, innovation, reputation). For individuals or students considering entrepreneurship, their entrepreneurial intentions can be influenced by their access to and control of resources that enable them to pursue business opportunities.

Empirical Review

Susilo (2023) examined pull and push factors towards entrepreneurial mindset and factors' effect on entrepreneur's spirit in Indonesia. Quantitative research on multiple linear regression test was used with the factors as predictors effect of the successful entrepreneurial spirit using SPSS tool to test the hypotheses. The sampling technique used exhaustive simple random and used 59 sample in higher education in Jakarta. The finding revealed that there was no effect, but the bigger contribution for building spirit of entrepreneurship in Indonesia are; age, knowledge and evaluated. The result of the Pearson correlation test for dimension's variables indicated significant for the benefit of finished business job dimension of entrepreneurial mindset. It recommended that the government and Indonesian people must increase entrepreneurial spirit with hard learning and working.

Martha (2023) conducted a study on push and pull factors towards entrepreneurship in higher education in Nigeria: an imperative for sustainable development. Descriptive design was adopted for the study and the population included all students in University of Lagos, University of Ibadan, University of Abuja, University of Uyo, and University of Nigeria, Nsukka. A sample of 40 students each was randomly selected from each of the above Universities, making a total number of 200 respondents. Four research questions were raised; mean was used to analyze the data. The findings of the study are: entrepreneurship education will provide students with occupational skill enhance students' potentials or individual and reinforce self-sufficiency and improves quality of life.

Obinna (2022) examined the determinants of entrepreneurial intentions among young graduates: perspectives of push-pull-mooring model. The study provides an integrative model for predicting entrepreneurial intentions amongst young graduates. The survey data was drawn from a sample of 288 National Youth Service Corp members (NYSC) in Anambra State, Southeast Nigeria, to test the applicability of the model. The model was tested using Hierarchical regression. The result confirms the predictive ability of the PPM model on entrepreneurial intentions. Specifically, the result reveals that the

pull factors (i.e, independence, autonomy, opportunities exploitation e.t.c) and the mooring variables (i.e., government support, personal attitude, self-efficacy e.t.c) significantly influence entrepreneurial intentions with the mooring variables having the most influence. Therefore, the study recommends the need for policy initiatives towards exposing these young graduates to market opportunities through a mentor-protégé arrangement with successful entrepreneurs during the NYSC programme and providing the necessary supports in the form of funding

Joshua & Helen (2022) examine the relationship between entrepreneurship development and Youth unemployment reduction in Nigeria, using the ordinary least square regression /correlation models. The findings revealed that capacity utilization explain variations in unemployment but in a negative manner which the regression result shows that an increase in economic activities will improve the level of entrepreneurship positively. The third model strongly supports the need for government to encourage economic activities in order to improve entrepreneurship development that may reduce unemployment. The study concludes that Nigeria is not producing at full capacity of output; the existing excess labour in the country at present could not be fully absorbed by the industry in Nigeria because of their low productivity level and capacity utilization.

Serazul (2021) examined the pull and push factors towards small entrepreneurship development in Bangladesh. The study endeavored to identify the reasons why the entrepreneurs become motivated and are compelled to establish business enterprises. To the end, 400 small entrepreneurs consisting of both the male and the female traders, manufacturers, and service providers from 6 districts of Dhaka and Rajshahi divisions were interviewed personally and over telephone using an interview schedule. Descriptive statistical tools such as frequency, percentage, and rank order were used to analyze the data. The findings disclosed money making for family, self-employment, gaining higher social status, use of personal knowledge and previous experience, family business tradition, and less complexity but more profitability nature of business as the pull factors while lack of higher formal education, curse of unemployment, dissatisfaction with previous occupation, and family hardship or pressure as the push factors. The study ended with drawing a conclusion based on the findings.

Lucky (2020) examined the relationship between entrepreneurial skills and self-employed intention among the National Youth Service members at Agbara, Ogun State, Nigeria. The study employed survey questionnaire design with a population of 315 Corp members serving at Agbara. The study adopted a social media platform in particular WhatsApp procedure to distribute and retrieve the copies of the questionnaires, were out of 315 copies of questionnaire sent out, only 152 were returned filled, however, only 148 were usable. The questionnaire data which is primary source was analyzed using the SPSS version 21 and the finding revealed that entrepreneurial skills are significantly and statically related to self-employed intention among the Corp members at Agbara zone. The study therefore concludes that entrepreneurial skills such as capability, knowledge, training etc. are vital to achieving ones dream of becoming self-employed. Discussions on finding, implications of the study and suggestions for future research are provided.

Literature Gap

Despite the growing body of research on entrepreneurial intentions, there remains a gap in understanding the interplay between push-pull motivation and the entrepreneurial aspirations of university students. Limited empirical evidence exists that explores how these motivational factors influence the entrepreneurial intentions of students, particularly in the context of higher education institutions. The problem is further compounded by the diverse socio-cultural and economic backgrounds of university students, which may lead to varying levels of push and pull motivations across different demographic groups.

Furthermore, the existing literature predominantly focuses on either push or pulls factors in isolation, failing to provide a comprehensive understanding of how these motivators interact and influence entrepreneurial intentions among university students. This gap in knowledge inhibits the development of tailored entrepreneurship education programmes that can effectively nurture students' entrepreneurial aspirations.

Methodology

The research utilized primary data and a survey research design. The population of the study comprises 16,750 final year students of Prince Abubakar Audu University, Anyigba within the period of 2023 to 2024 academic session. Using Taro Yamane's formula, the sample size drawn from the population for this study is represented in the computation below:

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

Where

n = Sample size

N = Population size

e = level of significance

Thus:

$$n = \frac{16,750}{1 + 16,750(0.05)^2}$$

$$n = \frac{16,750}{1 + 16,750(0.0025)}$$

$$n = \frac{16,750}{1+41.875}$$

$$n = \frac{16,750}{42.875}$$

n = 390 Therefore, the sample size for this study is 390

A total of 390 copies of the questionnaire were given to the respondents, as shown by the sample size of 390. For the analysis, p = 0.05 was chosen as the significant level. The basis for accepting, rejecting, or not accepting each hypothesis is this degree of significance. Regression analysis was used to test the hypotheses with the help of the statistical software for social sciences (SPSS v 20).

Data Analysis and Discussion

Three Hundred and Ninety (390) copies of questionnaires were distributed to the respondents and Three Hundred and Eight-two (382) copies were returned which form the basis of analysis.

Testing of Hypotheses

In other to achieve this, the researcher used multiple regression analysis method.

Ho¹: Push motivation factor has no impact on entrepreneurial intention among undergraduate students of Prince Abubakar Audu University.

Ho²: Pull motivation factor has no impact on entrepreneurial intention among undergraduate students of Prince Abubakar Audu University.

The researchers at this point tests the hypotheses formed earlier in other to accept or reject them and as well as determining their reliability. In other to achieve this, the researchers used multiple regression analysis method.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.892 ^a	.796	.795	.38856

Source: Field Work (2024)

a. Predictors: (Constant), Push Motivation Factor, Pull Motivation Factor

The model summary as indicated in table 1 shows that R square is 0.795 this implies that 79.5% of variation in the dependent variable (Entrepreneurial Intention) were explained by the constant variables (push motivation factor, pull motivation factor) while the remaining 50.5% is due to other variables that

are not included in the model. This mean that the regression (model formulated) is useful for making predictions since the value of R^2 is close to 1.

Table 2: Analysis of Variance (ANOVA ^a)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	228.556	2	114.278	756.908	.000 ^b
	Residual	58.731	389	.151		
	Total	287.288	391			

Source: Field Work (2024)

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Push Motivation Factor, Pull Motivation Factor

The estimated F-value (756.908) as given in table 2 with significance value of .000, which is less than P-value 0.05 ($p < 0.05$) which means that the explanatory variable element can influence change in the dependent variable (entrepreneurial intention), the implication of this test was that, as multiple variables element, particular explanatory variables element are significant to influence the independent variable.

Table 3: Coefficients ^a

Model	Unstandardized Coefficients		Standardize d Coefficients Beta	t	Sig.	
	B	Std. Error				
(Constant)	.252	.057		4.407	.000	
1	Push Motivation Factor	.494	.033	.550	14.777	.000
	Pull Motivation Factor	.360	.034	.391	10.509	.000

Source: Field Work (2024)

a. Dependent Variable: Entrepreneurial Intention

The dependent variable as shown in the table 3 is; entrepreneurial intention. This was used as a yardstick to examine push pull motivation and entrepreneurial intention among the undergraduate students. The predictors are; push motivation factor and pull motivation factor as depicted in table 3 it is obvious that there is a direct relationship between the independent variables and dependent variable (entrepreneurial intention). According to the result in the table above, push and pull motivation factor t-test coefficient are; 14.777 and 10.509. Since the P-value is 0.000 which is less than 0.05 (i.e. $P < 0.05$). This means that these variables are statistically significance at 5% significance level. Therefore, the null hypotheses are rejected.

Discussion of Finding

This section deals with the explanations of the results obtained from the analysis of the research questions tested in the previous section and discussion of responses from the administered questionnaires to the sampled population for the study in order to answer the questions raised from the work. Multiple regression analysis was used in analyzing the two hypotheses and required decisions made. In summary, our findings are as follows:

The result of the test in research hypothesis one, using regression analysis at 5% level of significance resulted in our rejecting the null hypothesis (H_0) the researcher gather that, Push motivation factor has effect on entrepreneurial intention among the undergraduate students, push motivation factor which involves internal factors such as ambition, drive, and desire for autonomy, seems to strongly influence individuals' intentions to engage in entrepreneurial activities. The p-value of 0.000 suggests that this relationship is statistically significant, meaning it is unlikely to have occurred by chance. This

finding supports the view of (Arranz, et al., 2018) which opined that Students with high push motivation may find intrinsic satisfaction in the process of entrepreneurship, such as creating something new, solving problems, or exercising autonomy, which reinforces their intention to pursue entrepreneurial ventures.

The result of the test in research hypothesis two, using regression analysis at 5% level of significance resulted in our rejecting the null hypothesis (Ho) the researcher gather that; Pull motivation has impact on entrepreneurial intention among undergraduate students. Pull motivation factor is the external factors such as opportunities in the market, potential rewards, and recognition. The finding also revealed that, individuals are also influenced by external incentives when forming entrepreneurial intentions. Again, the p-value of 0.000 reinforces the statistical significance of this relationship. This finding support the view of Arranz, et al., 2018) who opined that, pull motivation can arise from observing market trends and identifying gaps or opportunities that align with students' skills or interests, the prospect of capitalizing on these trends can drive entrepreneurial intention among students.

Conclusion and Recommendations

In conclusion, entrepreneurial intention among undergraduate students is influenced by a variety of motivational factors, broadly categorized into push and pull motivations. Push motivation arises from external pressures such as job dissatisfaction, unemployment, and financial necessity, driving individuals to pursue entrepreneurship as a solution to their circumstances. On the other hand, pull motivation stems from the attraction to opportunities like autonomy, financial gain, personal fulfillment, and the desire for innovation, drawing individuals toward entrepreneurship as a desirable career path. The interplay of push and pull factors significantly shapes entrepreneurial intentions. Students driven by push factors are often motivated to address immediate economic challenges or dissatisfaction with current employment prospects. These students view entrepreneurship as a viable means of improving their financial situation or escaping undesirable work conditions. However, while push motivations can trigger entrepreneurial action, they may not always lead to sustainable business ventures, as the motivation might lack a deep-rooted passion for entrepreneurship. The study recommended that,

- a. Should strengthen entrepreneurial education by offering specialized courses that focus on how students can turn adverse situations (such as unemployment or financial challenges) into entrepreneurial opportunities. This can help students who are driven by push factors to view entrepreneurship as a viable and rewarding career path. Students motivated by push factors, such as dissatisfaction with traditional job prospects or economic necessity, need practical skills and knowledge to develop their entrepreneurial intentions.
- b. Develop programs that encourage creativity and innovation, such as idea incubation workshops, hackathons, and business pitch competitions. These activities should focus on inspiring students to explore new ideas and solve real-world problems through entrepreneurship. Pull motivations like the desire for innovation, creativity, and problem-solving drive entrepreneurial intentions, fostering an innovative mindset will inspire students to pursue entrepreneurship as a means to create and develop unique products or services.

References

- Adeoye, O. (2021). Entrepreneurial Intentions among Undergraduate Students: A Case Study of Adeleke University Ede, Osun State, Nigeria. Proceedings of the 27th iSTEAMS Multidisciplinary & Inter-tertiary Research Conference. <https://doi.org/10.22624/aims/isteam-2021/v27p10>.
- Ajah, S. (2022). Investigating the Motivating Factors of Youths-Students Interest to Become Entrepreneurs: A Case of Anambra State, Nigeria. *Asian Business Research Journal*. <https://doi.org/10.55220/25766759.v7i1.116>.
- Amoda, M., & Ishola, N. (2020). Psychological Factors as Predictors of Business Education Undergraduates Entrepreneurial Aspiration in Southwest Nigerian Universities. *International Journal of Educational Research*, 7, 23-34.

- Dada, A., Adegbuyi, O., & Ogbari, M. (2023). Investigating the Influence of Entrepreneurial Behaviour and Innovation among Undergraduate Students of Selected Universities in Southwest Nigeria. *Administrative Sciences*. <https://doi.org/10.3390/admsci13090192>
- Ezeh, P., Nkamnebe, A., & Omodafe, U. (2019). Determinants of Entrepreneurial Intention Among Undergraduates in a Muslim Community. *Management Research Review*. <https://doi.org/10.1108/MRR-09-2018-0348>.
- Ilevbare, F., Ilevbare, O., Adelowo, C., & Oshorenua, F. (2022). Social Support and Risk-Taking Propensity as Predictors of Entrepreneurial Intention among Undergraduates in Nigeria. *Asia Pacific Journal of Innovation and Entrepreneurship*. <https://doi.org/10.1108/apjie-02-2022-0010>
- Mahadea, D., & Khumalo, S. (2020). Entry Into and Exit from Informal Microenterprise Entrepreneurship in a South African Municipality: A Tale of Resilience. *Journal of Developmental Entrepreneurship*, 25, 2050020. <https://doi.org/10.1142/s108494672050020x>.
- Mangada, M. (2023). Entrepreneurial Attitudes, Intentions and Motivations among University Students in the National Capital Region. *Advances in Social Sciences Research Journal*. <https://doi.org/10.14738/assrj.102.12102>.
- Na-Allah, S., & Ahmad, N. (2022). Entrepreneurial Orientation and Venture Creation in Nigerian Context: *Assessing Mediating and Moderating Roles of Self-Efficacy and Entrepreneurial Support among Graduates*. Sustainability. <https://doi.org/10.3390/su14094904>.
- Nabi, G., Walmsley, A., Liñán, F., Akhtar, I., & Neame, C. (2018). Does Entrepreneurship Education in the First Year of Higher Education Develop Entrepreneurial Intentions? The Role of Learning and Inspiration. *Studies in Higher Education*, 43, 452 - 467. <https://doi.org/10.1080/03075079.2016.1177716>.
- Nyame-Asiamah, F., Amoako, I., Amankwah Amoah, J., & Deborah, Y. (2020). Diaspora Entrepreneurs: Push and Pull Institutional Factors for Investing In Africa: Insights from African Returnees from the United Kingdom. *Technological Forecasting and Social Change*, 152, 119876. <https://doi.org/10.1016/j.techfore.2019.119876>.
- Ojiaku, O., Nkamnebe, A., & Nwaizugbo, I. (2018). Determinants of Entrepreneurial Intentions Among Young Graduates: Perspectives of Push-Pull-Mooring Model. *Journal of Global Entrepreneurship Research*, 8. <https://doi.org/10.1186/s40497-018-0109-3>.
- Oluseyi, O., & Abayomi, O. (2023). Risk Taking Behaviour as Determinant of Entrepreneurial Aspiration of Undergraduates in Tertiary Institutions in Ekiti State, Nigeria. *Asian Journal of Education and Social Studies*. <https://doi.org/10.9734/ajess/2023/v48i11034>.
- Othman, C. J., & Ishak, M. (2019). Efficacy of the Theory of Planned Behaviour: A Meta-Analytic Review. *British Journal of Social Psychology*, 40(4), 471 -499.
- Othman, M., Osman, N., & Mohammed, I. (2020). An Overview of Push/Pull Factors of Political Participation in Nigeria. *Journal of International Studies*. <https://doi.org/10.32890/jis.14.2018.8000>.
- Ozaralli, N., & Rivenburgh, N. K. (2016). Entrepreneurial Intention: Antecedents to Entrepreneurial Behaviour in the U.S.A. and Turkey. *Journal of Global Entrepreneurship Research*, 6(3). <https://doi.org/10.1186/s40497-016-0047-x>.
- Salami, S. (2019). Examining the Emerging Entrepreneurial Mindset in Adolescence: A Study in Nigeria. *International Journal of Psychology*, 54, 70–79. <https://doi.org/10.1002/ijop.12431>.