

## **Effect of Contextual Factors on Entrepreneurial Intentions of University Students of Selected Universities in Ilorin Kwara State, Nigeria**

Isaac Iortimbir AUN  
University of Ilorin, Ilorin, Nigeria

**Abstract:** Frequent change in government policies affecting the operations of small businesses has been held to account for key impediments to youth entrepreneurship advancement in Nigeria. Hence, this study explores how contextual factors influenced the entrepreneurial intentions of university students. The specific objectives were to inspect the extent to which economic context affects students' business idea generation and to evaluate how the socio-cultural context affects students' motivation to engage in critical innovative thinking. The study employed a survey approach to select thirty-one thousand, two hundred and fifty-five (31,255) penultimate and final year students of 3 universities, from which a five hundred and eighty-nine (589) sample size was determined using Godden (2004) formula. The data collected were analyzed using multiple regression and coefficient of determination. The findings of the study revealed that elements of economic context influence students' business idea generation. Economic development, economic growth, resource control, and market externalities with  $\beta$ 's = .303, .258, .097 and .241 respectively, and elements of socio-cultural context, affect students' motivation to engage in critical innovative thinking. The socio-cultural elements included societal values, ethics, belief system with  $\beta$ 's = .073, .389 and .346 respectively. The study concluded that both economic context and socio-cultural context, have a significant effect on students' start-up ideas, students' motivation, recognizing entrepreneurial possibilities and students' interest in business start-up. The study recommended that University students should consider their social context and observe the value system or societal value, ethics and belief system in their society. Also, the Government at all levels should try to limit variations in its policies regarding start-ups and also ensure that its policies and laws favor start-ups.

**Keywords:** Contextual factors, entrepreneurial intentions, economic factors, Nigeria, socio-cultural factors, university students

### **1. Introduction**

Organizations, like entrepreneurial businesses and SMEs, are vulnerable to the external settings in which they operate. However, the level of susceptibility experienced by entrepreneurs appears a little more aggravated as they are not only vulnerable to the social, economic and political contexts that shape the operations of business organizations in society (Braa et al., 2007), they are also in danger of increased competitiveness and misappropriation of their intellectual property if no safeguards are in place. These and other underlying implications and frameworks across societies might impact a prospective entrepreneurial innovative intention.

Given the higher rates of unemployment in most economies throughout the world, the notion of operating a private business has been a source of controversy among fresh graduates and governments around the world, particularly in Nigeria where the unemployment rate is high-ceilinged, poverty rate is growing at an increasing rate, and the standard of living of average individuals is at an all-time low. Self-employment and small business opportunities are now on the national programme of the country, in the expectation that the

government can assist youths, especially graduates of tertiary institutions, to generate unconventional means of profitable engagement through knowledge attained from technical and entrepreneurship training received in the course of their study (Madumere-Obike, 2006; Nwangwu, 2007). The objective is to not only handle the existing large number of jobless graduates but also to make room for fresh entries into the labour market. Nevertheless, a very critical impediment to the realization of this goal is an awareness among youth entrepreneurs of the fact that Nigeria, like many other developing countries, lacks adequate legislature to protect start-up entrepreneurs against unfair practices and competition that start-up businesses are often exposed to in the industry where they belong, particularly from larger corporations that have amassed enough resources to push new entrants out of business.

Nigeria, with a population of over 200 million people, can become a major factor in the market economy due to its social and natural resources investments but has ceased to have significant influence to transform to a fully capitalist economic system due to her inability to establish the entrepreneurship technical know-how to encourage sustainable economic development (Adeyemi, 2019). Nevertheless, Falkinger and Grossman (2005) emphasized that for a country to achieve structural change and economic development, it is highly recommended to transition political influence away from relevant parties towards the entrepreneur intelligentsia by implementing economic policies and institutions that promote entrepreneurial and profitability growth.

Despite the introduction of certain economic and regulatory policies aimed at promoting entrepreneurship in Nigeria, potential entrepreneurs still attribute the loss of interest in implementing their entrepreneurship aspirations to several government policies on tax, tariff, and other monetary policies which have rippling effects on entrepreneurial activities. Therefore, this study aims to look at contextual factors and how they affect entrepreneurial intention, creating awareness about the potential benefits of providing a favourable environment for entrepreneurs to thrive, which in turn improves the living standard of individuals with innovative abilities and the economic status of the country as a whole. To achieve this goal, this study will identify the critical environmental factors which discourage potential entrepreneurs from pursuing an entrepreneurial career, due to their inability to influence these external factors.

## **1.1 Statement of Problem**

The situation of financial assistance for businesses in all sectors requires urgent actions since the government and other philanthropic organisations continue to allocate substantial sums of money to youth entrepreneurial development, yet a substantial percentage of these resources is not being used by Nigerian entrepreneurs. In a 2017 study, the World Bank stated that Nigerian entrepreneurs have utilized less than \$50 million of the bank's \$300 million set aside for youths' development and other social projects in the nation (Vanguard, 2017). The lack of accessibility to funds can be attributed to either failure of youths in requesting grants, which is most often due to widespread socio-cultural norms and beliefs among Nigerians discouraging the use of loans in business start-ups, or else in some cases, embezzlement of the funds earmarked for youth development by officeholders, as evidenced by the huge number of grant applications approved by the Federal Government of Nigeria in recent years without release of funds to the grantees.

Beyond the scope of economic and socio-cultural impediments to youth, entrepreneurial implementation intention is a realization of the fact that virtually all environmental and developmental plans are implemented within a certain political context. Frequent change in government policies affecting the operations of small businesses has been accounted for as primary impediments to youth entrepreneurial improvement in Nigeria (Ayodeji, 2015). Understanding the reality that legislation is an apparatus that oversees how democratic societies work out their contradictory welfare interests, can be useful in

developing and implementing sustainable policies that can potentially revamp the existing approaches to promoting youth engagement in entrepreneurial activities.

The lack of strong institutional guidelines for formal and informal relationships between businesses as well as the need for regulatory frameworks guiding how businesses operate, is very critical to promoting new business entry into every formal sector. The Nigerian industrial sector's regulatory structure does not favour new enterprises since competitiveness has gotten fierce, larger hurdles to access have emerged, and established enterprises' unethical activities have become more prevalent due to the absence of legislative structure. Tobore (2016) noted that policies on capital and investment requirement for start-ups in the Nigerian agricultural sector make the threat to existing businesses low and this gives the market to few companies that can meet strict requirements.

## **1.2 Research Objectives**

The research objectives of this study are:

- i. To examine the extent to which the economic context influences students' business idea generation;
- ii. To assess how students' desire to participate in critical inventive thinking is influenced by their socio-cultural situation.

## **2. Literature Review**

### **2.1 Contextual Factors**

External variables have significant influences on organizations since they are embedded in a context. This has been recognised in strategic management studies, which have developed frameworks that organizations may use to analyze their surroundings. This study uses the PESTEL model to demonstrate some external factors. This approach has been employed by organizations to determine dilemmas in their political, economic, social, technological, and legal spheres that may move them (Johnson et al., 2011). PESTEL features are seen to be a good technique for categorizing external influences since they have a qualitative framework and give a comprehensive perspective (Yüksel, 2012). PESTEL analysis, on the other hand, is constrained by these features and does not allow for a thorough and objective examination (Yüksel, 2012). As a result, the PESTEL variables are used as a starting point for analyzing the external factors that influence the choice to engage in entrepreneurial endeavours. Furthermore, entrepreneurial literature is employed to further expand our grasp of contextual elements and enrich them with information. Entrepreneurial projects, like any other commercial venture, are impacted by their surroundings, and "entrepreneurs do not function in vacuums," as the saying goes (Gartner, 1985). The relationship between entrepreneurial operations and the environment is further illustrated by Gartner (1985).

### **2.2 Political and Legal Factors**

Through its laws and regulations, a nation's leadership founds the guidelines for all enterprises and other establishments. Collective bargaining, tax policy, employment law, patent law, financial market regulations, the extent of commercialization, and incentives are all examples of political and legal factors. All organizations can be influenced by a nation's overall political condition (e.g., government stabilisation, malfeasance), as well as its foreign ties (David, 2013). Whenever it relates to entrepreneurial organizations, the political and legal aspect, which includes socioeconomic rules and guidelines, has the greatest impact

on the opportunities afforded to them. Developing a good regulatory capacity with low barriers stopping individuals from exploring business opportunities might enhance the likelihood of starting a firm (Gnyawali & Fogel, 1994).

### **2.3 Socio-Cultural Factors**

The behaviours, norms, and ideas that govern the conduct of individuals in general or representatives of a certain ethnic group are referred to as culture (Hofstede, 1983). These behaviours, morals, and ideas are the result of the group's collective experience and history, and they constitute a mode of looking at the cultural and social environment. Within these groups, specific individuals' perceptions of entrepreneurship and learning about entrepreneurship are shaped by their perceptions, moral standards, and ideas concerning entrepreneurship. The concept of culture may apply to both a country's overall ideas and attitudes as well as the ideas and perceptions of a particular demographic inside that nation. In our study of how entrepreneurs learn in Nigeria, culture means values, ideas, and approaches shared by various ethnic groups in Nigeria. Since Nigeria is a heterogeneous nation with a variety of views and attitudes regarding entrepreneurship, adopting this concept of culture is critical because it may affect innovative business expansion in a variety of ways.

### **2.4 Economic Factors**

For markets to function, some market regulations must be in operation to effectively apportion the resources and comply with requirements, not only to confirm that personal exchanges between purchasers and vendors are restricted by procedures, so that businesses stay independent and do not dissolve into monopolies. The government is usually the one that initiates these market controls. Trebing (1969) distinguishes three types of government regulation: policies that restrict market behaviours, policies that preserve a competitive market, and policies that promote macroeconomic development.

Substantial changes in economic and financial regulation, under some situations, may reduce entrepreneurial returns by raising the cost of pursuing new market opportunities. For example, research has confirmed that the Federal government's monetary policy decision to depreciate the Nigerian naira and start changing the trade mechanism used by market participants to connect foreign exchange has harmed the commercial operations and, as a result, entrepreneurial activity in Nigeria (Adeyemi, 2019).

Two major elements are frequently cited when analyzing the impact of economic conditions on entrepreneurialism: infrastructure prosperity and economic expansion. Economic growth is defined as long-term large-scale human capital accumulation, entrepreneurship, infrastructures, and technology that results in persistent improvements in collective economic productivity, also known as economic prosperity (Feldman, Hadjimichael & Lanahan, 2016). This concept emphasizes that economic growth includes participation in several experiences that affect not only improving financial players like entrepreneurship, but also bigger businesses, whole enterprises, and personal residents in societies.

## 2.5 Institutional Factors

The collection of norms or arrangements that regulate the activity of a certain group of individuals seeking a given goal are known as contextual variables. A contract (for instance, a simple trade of products or a sharecropper's arrangement between a landlord and a tenant farmer), a manufacturers' organization (for instance, a partnership amongst farmers to collectively acquire commodities or transport products to customers), and so on, are all instances of institutional variables. Arrangements to exchange or manage products or services are thus institutional variables (such as labour). Closing and maintaining such contracts necessitate the spending of resources known as transaction costs.

The institutional environment refers to the larger socio-economic context in which various governance mechanisms, such as market transactions (agreements to trade commodities and services) or organizations, take place (formal groups involving individuals working towards a common objective). The diagram below depicts institutional mechanisms amid formal and informal features of the institutional environment.

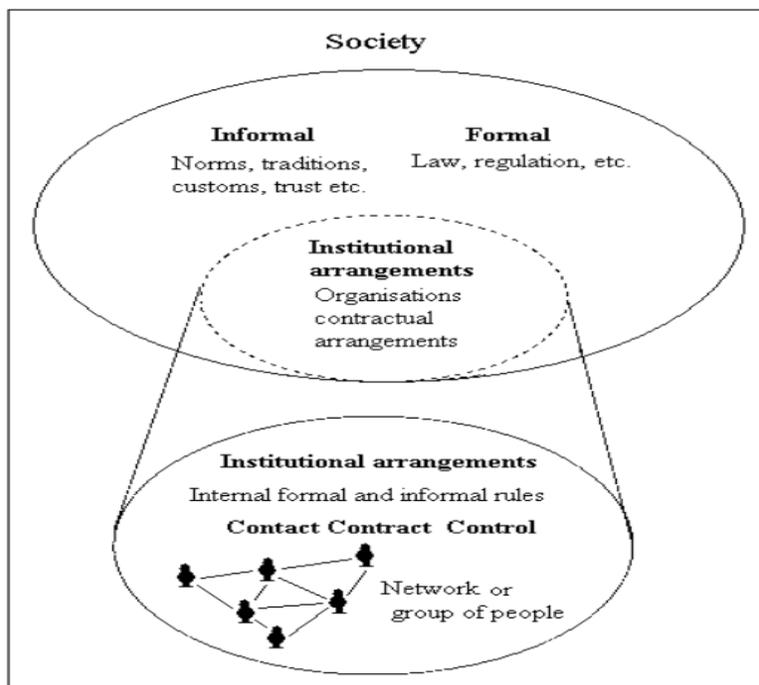


Figure 1. Different Levels and Components of Institutions (Williamson, 1998)

## 2.6 Concept of Entrepreneurship

The word “entrepreneurship” was first employed in the 1700s, and its definition has changed over time. Numerous people just associate it with establishing a business. The majority of economists feel it is more. According to some economists, an entrepreneur is someone prepared to take on the risk of starting a new business if there is a good prospect of making money. Others stress the role of the entrepreneur as an innovative business person that advertises his product. Other economists argue that entrepreneurs create new commodities or procedures that the business requires but that are as yet unavailable. During the twentieth century era, the economist J. Schumpeter (1883-1950) studied how the entrepreneurial desire for growth and innovativeness causes turbulence and transformation. Entrepreneurship is a force of “structural

transformation” (Schumpeter & Nichol, 1934). Peter Drucker (1909-2005), built on this notion, describing the entrepreneur as anyone who proactively searches for, adapts to, and uses events as opportunities.

For Kirzner (1997), an entrepreneur is a person who is aware of commercial potential. The businessman is competent in locating suppliers and consumers and serving as an intermediate, with the intermediate role generating revenue. The Schumpeter (1934) approach, on the other hand, is concerned with breakthroughs that result in novel combinations that lead to creative devastation, in which newly produced items, services, or enterprises might harm old products, services, or firms (Shane, 2003). Entrepreneurial businesses, according to Zimmerer and Scarborough (2005), are new businesses or collaborations formed in the context of risk and uncertainty with the goal of profitability and expansion.

## **2.7 Concept of Entrepreneurial Intention**

Barbara Bird was the first to use the phrase “entrepreneurial intent” (1988). “Intentionality is a mental state that directs a person’s attention toward a certain item or route to achieve the objective,” she writes (Bird, 1988, p. 442). Bird is subtly referencing the start-up of a new firm in her article. Thompson (2009) expanded on this by defining it as “an admitted conviction by an individual who desires to start a new business enterprise and deliberately plans to do so at some given time” (Thompson, 2009, p. 676). Entrepreneurs who have such a goal, according to him, are positioned between those who have entrepreneurship tendencies and those who establish the company.

The propensity of an applicant to show innovativeness and participate in business processes linked with self-employment efforts and new enterprise beginnings is characterized as entrepreneurial orientation (Dell, 2008; Dohse & Walter, 2011). Participants would select a profession in entrepreneurship based on their opinions of its appropriateness and appeal, according to Davidsson (1995). The entrepreneurial process (Stevenson & Jarillo, 1990; Sahlman & Stevenson, 1992), encompasses five primary innovative activities: the creation of a company concept, the recognition of a tremendous opportunity, corporate strategy, business start-up, and inventiveness. The following is a list of them in order of explanation:

### **i) Business Idea Generation**

A business concept, according to Pam (2013), is practicable and sustainable and can be turned into an enterprise. According to Long (2010), idea generation as an intention-based behaviour in entrepreneurship entails either the discovering of a company idea or the advancement of a viable business concept through time. According to Arenius and De Clercq (2005), the informativeness a businessman receives improves his or her odds of coming up with a good concept.

### **ii) Opportunity Identification**

Entrepreneurial orientation, according to Dragan (2012), is the bedrock of the entrepreneurship process since it entails combining observations, consumers’ opinions, innovation, and adaptation to discover a cavity in the marketplace for goods to address at a reasonable fee. Because new technology is not an opportunity in and of itself, Krueger et al. (2000) suggested that every developed product necessitates an innovative phase during which the discovery corresponds with an advantage. For Sadeghi et al. (2013), opportunities are the manifestation of an entrepreneur’s desire to create value that will result in future earnings if materials within the entrepreneur’s command are utilized properly.

### **iii) Business Planning**

A business plan, according to Meloy (1998) and Zuckerman (2004), is “a thoroughly detailed statement of the business’s aims, including a description of the business idea, operational strategy, market strategy,

financial concerns, organizational structure, and legal needs.” A business plan, according to Svatko (1988), is a route that shows the beginning position, route, and goal of a company. The usage of business plans, according to Perry (2001), increases the odds of a company’s survival and success while simultaneously reducing the risks of bankruptcy.

#### **iv) Innovation**

Because the main elements of entrepreneurial breakthroughs comprise the creation of new goods, an innovative concept, a different position, and a novel market, according to Barringer and Ireland (2006), innovativeness is viewed as the primary purpose of entrepreneurial intention and the foundation of the entrepreneurial process. Larsen and Lewis (2007) defined innovativeness as a mix of the desire to create a virtuous innovation and the perseverance and responsibility to see the notion through to completion. For Morris, et al. (2013), innovativeness may be seen in the launch of new goods inside a company as well as in the development of new products into the specific market context.

#### **v) Business Start-up**

For Damodaran (2009), a business start-up is an innovative concept that incorporates a new firm. Business start-ups, according to Cole and Sokolyk (2018), are organizations founded to find reproducible and sustainable business models. According to Cassar (2004), start-ups are not always smaller replicas of larger firms, but rather transient organizations formed to find a product/market match and a business strategy. A huge firm, on the other hand, is generally a permanent organization that has already established product/market suitability and is meant to implement a well-defined, thoroughly verified, reproducible, and sustainable business model, according to Cassar (2004).

## **2.8 Contextual Interaction Theory (CIT)**

The CIT was established as an implementation theory in the Netherlands in the late 1990s and has since been employed in a few research studies, although it is not extensively adopted (van Tilburg, 2007; Owens, 2008; Spratt, 2008; Owens & Bressersm, 2013). The theory examines the motive, understanding, and authority of the objective and implementer, and is very basic with broad applicability. The policy aim and implementer, whether they be local practitioners or high-level administrations, are highlighted by CIT. CIT is an example of a “third-generation theory” that can transcend the top-down and bottom-up divide by focusing on the engagement development between regulatory agencies and measure interaction, whether by a government superintendent or other stakeholders. Simultaneously, it encompasses an extraneous benchmark of accomplishment as well as sociocultural “goods” that may or may not be the official policy objectives.

## **2.9 Empirical Framework**

Research on contextual factors has received considerable attention from several studies on its applicability to the performance and survival of start-up businesses all over the world, especially in more developed countries; however, deficiencies exist in assessment of its effect on the intention of potential entrepreneurs that have participated in entrepreneurial training through university education. Nevertheless, a few studies have been carried out and some of these studies are summarized in this section.

A recent study by Olaleke, Augusta, and Akinbola (2020) revealed the relationship between contextual factors and entrepreneurial intention using two (2) selected universities. The researchers adopted a survey research method for the collection of primary data from a sample size of 400 students out of a total

population of 695 students of the selected universities which was determined using the Yamane (1974) formula for sample size determination. Their findings showed that the universities as institutions of higher education have a considerable impact on the programme of study of students who intend to go into business for themselves, and that these patterns have a major impact on a students' entrepreneurial behavior. The study revealed that contextual variables do have an impact on university students' entrepreneurial intentions in Ogun State in Nigeria.

Adeyemi (2019) aimed to find out how successful Nigerian businessmen acquire intention to build their businesses and to assess the knowledge, attitudes, and abilities required to do so. The research also sought to uncover the elements that drove Nigerian business expansion. The study adopted the grounded theory research methodology because of the paucity of empirical studies available on the research subject. The study's main conclusions revealed that successful Nigerian entrepreneurs are self-directed apprentices who were involved in a variety of learning events over time in order to build the information, skills, and abilities required to create a firm. Low productivity, bad infrastructure, government regulations, and a shortage of cheap long-term borrowing were shown to have a significant impact on the rate of company growth in Nigeria.

The opinion of Sánchez (2018) in his research addressed environmental factors that affect the entrepreneurial intention in Latin America. The study's findings reveal that while hyperinflation and education stimulate the development of new businesses, levies and processes grow as ownership registrations decrease. It was ascertained that not only does an individual's behavior influence their predisposition and potential to start a business, but also other environmental variables such as a country's inflation rate and culture, an individual's personal entrepreneurial orientation, and international investors have an impact on their desire to start a business.

Olokundun (2017) conducted a research study at Nigerian universities on students' perceptions of entrepreneurship education and entrepreneurial goals. The researcher used a sequential explanatory mixed research approach to obtain data, which included surveys and semi-structured interviews. Six hundred (600) questionnaires were provided to the survey participants, and semi-structured interviews with twenty (20) entrepreneurship instructors from the selected colleges were also undertaken. The filled-in and answered questionnaires were analyzed using mean and hierarchical multiple regression. The most important findings for this study were that entrepreneurship curriculum materials had a major influence on students' critical thinking and production of business concepts, and that the entrepreneurship process approach greatly boosted students' enthusiasm in starting a firm.

### **3. Methodology**

This study adopted survey research design. Primary sources of data were used; the data were collected using a structured questionnaire to source for information from the respondents; the questionnaire was distributed physically to the respondents immediately after class and collected by the researcher himself. To be fair and representative, five hundred and eighty-nine (589) sample size was determined and chosen from a population of 31,255 from the three (3) selected Universities in Ilorin Metropolis, using the Godden (2004) formula. Five hundred and eighty-nine (589) copies of the questionnaire were distributed to respondents who are students of the University of Ilorin, Kwara State University and Al-Hikmal University, in Ilorin Metropolis, Nigeria. However, only 513 copies of the questionnaire were correctly filled in and returned. The data collected were analyzed using multiple regression and coefficient of determination at 5% level of significance.

The questionnaire comprises Section A, which contained questions designed to obtain information about the demographic profile of respondents, and Section B, which featured questions on the prevailing

Contextual Factors and Entrepreneurial Intention of the students (see Appendix). Section B was structured on a five-point Likert scale ranging from Strongly Agree = SA(5); Agree = A(4); Undecided = UN(3); Disagree = D(2); and Strongly Disagree = SD(1), to enhance the identification of statistically significant results (Zikmund, Babin, Carr, & Griffin, 2010). To ensure that respondents understand and answer the questionnaire correctly, the questions were concise and conservative to the fact with each question unambiguously worded and focused on a single dimension.

Table 1. Measurement of Variables

<b>Variables</b>	<b>Category</b>	<b>Operationalization</b>
Entrepreneurial Intention	Dependent Variable	<ul style="list-style-type: none"> <li>• Critical Innovative Thinking</li> <li>• Business Idea Generation</li> <li>• Identification of Business Opportun</li> <li>• Interest to engage in business start-u</li> </ul>
Economic Context	Independent Variable	<ul style="list-style-type: none"> <li>• Economic development</li> <li>• Economic growth</li> <li>• Resource control</li> <li>• Market Externalities</li> </ul>
Socio-Cultural Context	Independent Variable	<ul style="list-style-type: none"> <li>• Societal values</li> <li>• Ethics</li> <li>• Culture</li> <li>• Belief system</li> </ul>
Political Context	Independent Variable	<ul style="list-style-type: none"> <li>• Competition policy</li> <li>• Taxation policy</li> <li>• Employment law</li> <li>• Patent law</li> <li>• Degree of privatization</li> <li>• Subsidies</li> </ul>
Institutional factors	Independent Variable	<ul style="list-style-type: none"> <li>• Market regulations</li> <li>• Entry requirement</li> <li>• Patent right</li> <li>• Contract enforcement</li> <li>• Government Intervention in Private Sector</li> </ul>

Source: Author (2021)

Multiple regression models were formulated for each of the hypotheses to capture all the variables in the study. These are shown below:

### Hypothesis I

Ho<sub>1</sub>: The economic context does not influence students' motivation to engage in critical innovative thinking.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

$$CIT = f(ED + EG + RC + ME)$$

Where:

Y = Critical Innovative Thinking (CIT) Dependent Variable

X<sub>1</sub> = Economic Development (ED) – Independent Variable

X<sub>2</sub> = Economic Growth (EG) – Independent Variable

X<sub>3</sub> = Resource Control (RC) – Independent Variable

X<sub>4</sub> = Market Externalities (ME) – Independent Variable

$\varepsilon$  = Error Terms

### Hypothesis II

Ho<sub>2</sub>: The socio-cultural context does not in any way affect students' business idea generation.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

$$BIG = f(SV + E + C)$$

Where:

Y = Business Idea Generation (BIG) – Dependent Variable

X<sub>1</sub> = Societal Values (SV) – Independent Variable

X<sub>2</sub> = Ethics (E) – Independent Variable

X<sub>3</sub> = Belief System (BS) – Independent Variable

$\varepsilon$  = Error Terms

## 4. Data Presentation and Analysis

Presentation and Analysis of Demographic Variables of the Respondents

Table 2. Summary of Respondents' Demographic Profiles

DEMOGRAPHIC VARIABLES		Frequency	Percent	Cumulative Percent
<b>Gender</b>	Male	261	50.9	50.9
	Female	252	49.1	100.0
	<b>Total</b>	<b>513</b>	<b>100.0</b>	
<b>Age</b>	Under 18	0	0.0	0.0
	19-22 years	199	38.8	38.8
	23-26 years	232	45.2	84.0
	27 years and above	82	16.0	100.0
	<b>Total</b>	<b>513</b>	<b>100.0</b>	
<b>Field of study</b>	Business Management	168	32.7	32.7
	Sciences	110	21.4	54.2
	Engineering	93	18.1	72.3

ICT	76	14.8	87.1
Others	66	12.9	100.0
<b>Total</b>	<b>513</b>	<b>100.0</b>	

Source: Field Survey (2021)

Table 2 indicates that 261, representing 50.9% of the respondents are male while the remaining 252 (49.1%) were female. This implies that male students register and participate more in entrepreneurship courses than the female. This could be attributed to leadership role males are brought up to play in the homes and therefore male graduating students would go far and wide to identify various means of catering for their future family.

Based on age groups, respondents who fall within the age range of 23-26 years were 232, representing 45.2%. Respondents in this age group outnumbered the respondents from the other age groups followed by 199 respondents, representing 38.8% who were within the age range of 19-22 years while the remaining 82 (16%) respondents were 27 years old and above. Hence, the majority of the respondents fall within the ages of 23 – 26 years. Since most Nigerian employers require more of applicants with average age 24 years, this implies that students who participate more in entrepreneurship education courses have resolved to entrepreneurship based on the fear of not getting a job due to their current age.

Table 2 also categorizes respondents based on their major field of study. In the table, it can be observed that the majority, representing 32.7% of the total respondents in this study were selected from Business Management field while 110, representing 21.4% were from Sciences related courses, followed by 93 (18.1%) selected from Engineering related courses and 76 respondents, representing 14.8% were from ICT related fields; the remaining 66, representing 12.9% were from departments that were not specified in the research questionnaire. Nevertheless, majority of the respondents were from Business Management related courses and this could be attributed to the fact that students in these field of study had received much orientation about entrepreneurship prior to registering for general entrepreneurship courses offered in the schools and therefore are expected to be more active in entrepreneurship programs that students from science, engineering and other related fields of study.

#### 4.1 Test of Research Hypotheses

##### 4.1.1 Test of Research Hypothesis I

Ho<sub>1</sub>: The economic context does not influence students' business idea generation.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.737 <sup>a</sup>	.543	.540	.626

a. Predictors: (Constant), Economic development (ED), Economic Growth (EG), Resource Control (RC), Market Externalities (ME)

Source: SPSS Output (2021)

The model summary obtained for test of hypothesis one (1) is shown in Table 1 above. From the result, 0.737, 0.543, 0.540 and 0.626 were obtained for R value, R<sup>2</sup> value, Adjusted R Square and Standard error of estimates respectively. The R<sup>2</sup> of 0.543 implies that the facts in students' economic situation predict 54.3 percent of variance in their capacity to produce business ideas, while the remaining 45.7 percent is related to other variables not included in the model.

Table 4. ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	236.822	4	59.205	151.177	.000 <sup>b</sup>
	Residual	198.948	508	.392		
	Total	435.770	512			

a. Dependent Variable: Critical Innovative Thinking (CIT)

b. Predictors: (Constant), Economic development (ED), Economic Growth (EG), Resource Control (RC), Market Externalities (ME)

Source: SPSS Output (2021)

The P-value of 0.000 is less than the threshold of significance set at 0.05, and the computed F-value of 151.177 is more than the computed F-value of 2.37 at  $\alpha = 0.05$ , according to the Analysis of Variance (ANOVA) table. The significant F-statistics therefore suggests that the model is useful in determining how economic context influences students' business idea generation while the significant P-value supports rejection of the null research hypothesis which states that economic context does not influence students' business idea generation.

Table 5. Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.199	.072		2.753	.006
	Economic development (ED)	.289	.040	.303	7.154	.000
	Economic Growth (EG)	.269	.041	.258	6.603	.000
	Resource Control (RC)	.076	.027	.097	2.863	.004
	Market Externalities (ME)	.225	.039	.241	5.745	.000

a. Dependent Variable: Critical Innovative Thinking (CIT)

Source: SPSS Output (2021)

Table 5 (Coefficients) above reveals the effects of the dimensions of economic context on students' business idea generation. The standardized Beta ( $\beta$ ) values of .303, .258, .097 and .241 obtained in the table implies that students' ability to generate good business idea improves by 30.3%, 25.8%, 9.7% and 24.1% when they are located in a society with a favourable economic development, economic growth, resource control and market externalities. Furthermore, P-values obtained for each of the dimensions of economic context are less than the critical value of 0.05 (5%). The implication of this is that all the dimensions of economic context have significant effect on students' abilities to generate business ideas.

#### 4.1.2 Test of Research Hypothesis II

Ho<sub>2</sub>: The socio-cultural context does not in any way affect students' motivation to engage in critical innovative thinking.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.697 <sup>a</sup>	.486	.483	.660

a. Predictors: (Constant), Societal Values (SV), Ethics (E), Belief System (BS)

Source: SPSS Output (2021)

The model summary obtained for test of hypothesis two (2) is presented in Table 6 above. From the result, 0.697, 0.486, 0.483 and 0.660 were obtained for R value,  $R^2$  value, Adjusted R Square and Standard error of estimates respectively. The  $R^2$  computed at 0.486 indicates that 48.6% of variation in students' critical innovative thinking is predicted by the variations in their socio-cultural context.

Table 7. ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	209.284	3	69.761	160.383	.000 <sup>b</sup>
	Residual	221.398	509	.435		
	Total	430.682	512			

a. Dependent Variable: Business Idea Generation (BIG)

b. Predictors: (Constant), Societal Values (SV), Ethics (E), Belief System (BS)

Source: SPSS Output (2021)

The ANOVA reveals a P-value of 0.000 which is less than the level of significance set at 0.05 and a calculated F-value of 160.383 which is greater than the tabulated F-value of 2.60 at  $\alpha = 0.05$ . The significant F-statistics therefore suggests that the model is useful in determining how students' contextual factors influence their willingness to engage in critical innovative thinking. The significant P-value supports rebuttal of the null research hypothesis which states that socio-cultural context does not in any way affect students' motivation to engage in critical innovative thinking.

Table 8. Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.354	.073		4.838	.000
	Societal Values (SV)	.075	.044	.073	1.697	.090
	Ethics (E)	.395	.040	.389	9.754	.000
	Belief System (BS)	.330	.041	.346	8.041	.000

a. Dependent Variable: Business Idea Generation (BIG)

Source: SPSS Output (2021)

Table 8 (Coefficients) above reveals the effects of the dimensions of socio-cultural context on students' business idea generation. The standardized Beta ( $\beta$ ) values of .073, .389 and .346 obtained in the table imply that students' ability to generate business idea improves by 7.3%, 38.9% and 34.6% when found in societies with entrepreneurial-friendly societal values, ethics and belief systems respectively. Furthermore, P-values obtained for two (2) out of the three (3) dimensions of the socio-cultural context are 0.000 which is less than the critical value of 0.05 (5%). The implication of this is that ethics and belief system as dimensions of socio-cultural context have positive significant effect on students' business idea generation while societal values have no significant effect on students' abilities to generate business ideas.

## 5. Conclusion

The current rate of unemployment in Nigeria warrants a thorough search for a wide range of alternative sources of employment generation. One means to attain that is the recognition and adoption of approaches

through which students can be sensitized of the potential benefits that entrepreneurship can offer individuals and the nation as a whole. Therefore, an investment in entrepreneurship education to encourage students' entrepreneurial intention would yield a long term benefit for the nation in its approach to human capital development, employment generation and an increase in the national GDP. The results show that contextual factors in the environments which offer a conducive atmosphere for entrepreneurs to survive would attract more university students' interest and intentions to engage in entrepreneurship.

The findings from this research support that economic context has significant effect on students' business idea generation. Economic context such as economic development, economic growth, resource control and market externalities are useful in predicting the outcome of the students' business idea generation. An economy which supports entrepreneurs with the right economic development would encourage students to think creatively towards generating business ideas.

Considering the importance of societal factors and cultural factors in people's daily activities, especially in the aspect of business and entrepreneurship, students can be motivated to engage in entrepreneurship through socio-cultural factors. This study revealed that societal values, ethics and belief system are crucial for measuring socio-cultural factors, which in turn affects the level of students' motivation to engage in critical innovative thinking. Another factor related to contextual factors is the variations in the political context within an environment. However, statistical analysis showed that societal values ( $P=0.090$ ) were less significant than ethics ( $P=0.000$ ) and belief system ( $P=0.000$ ).

This study highlighted four (4) institutional factors which affects university students' interest in business start-up in Kwara State. These factors are: market regulations, entry requirement, contract enforcement and government intervention in the private sector. The study indicated that the success of a start-up entrepreneur can be affected by industry or labour group regulations of the market; meeting the requirements to enter the market can also be a hindrance to students' interest in business start-up; contract enforcement and government continuous participation, regulation and control also affect students' interest in business start-up in Kwara State and the country as a whole.

## 6. Recommendations

Having discussed the findings, the following recommendations are hereby offered;

- i. Economic context in terms of development and growth of a nation has emerged as a source of employment generation and a promoter of manpower development which government at all levels should invest heavily on. However, to achieve this, this study recommends that a standard for measuring the development and growth of the economy should be made known to students through entrepreneurship courses in their various institutions, and also should through proper selection of the course content ensure integration of the measures for economic development, growth, means of resource control and market externalities, which would enable students to generate business ideas into their entrepreneurship course content.
- ii. University students should consider their society and observe the value system or societal values, ethics and belief system in their society, as this will motivate them to engage themselves in critical innovative thinking as to what their society needs to be well developed through entrepreneurship.

## References

- Adeyemi, Patrick. (2019). *The place of technology in social entrepreneurship*. Master's thesis.

- Saint Mary's University, Nova Scotia, Canada.
- Arenius, Pia & Dirk De Clercq. (2005). A network- based approach on opportunity recognition. *Small Business Economics*, 24(6), 249-265.
- Ayodeji, Michael A. (2015). *Entrepreneurial development barriers in a developing nation: A case study of the Nigerian printing SMEs*. Master's Thesis Masters of Business Administration Business Management and Entrepreneurship. Häme University of Applied Sciences, Visamäki, Finland.
- Barringer, Bruce R. & Ireland, Duane R. (2006). *Entrepreneurship: Successfully launching new ventures*. New Jersey: Pearson Prentice Hall.
- Barringer, Bruce R. & Ireland, Duane R. (2010). *Successfully launching new ventures*.
- Baker, William H., Addams, H. Lon & Davis, Brian. (1993). Business planning in successful small firms. *Long Range Planning*, 26(6), 82-88.
- Bird, Barbara. (1988). Implementing Entrepreneurial ideas: The case for intention. *The Academy of Management Review*, 13(3), 29-48.
- Bosma, Niels & Harding, Rebecca. (2007), *Global entrepreneurship monitor: GEM 2006 Results*. London Business School, London.
- Braa, Jörn; Hanseth, Ole; Heywood, Arthur; Mohammed, Woinshet & Shaw, Vincent. (2007). Developing health information systems in developing countries: The flexible standards strategy. *MIS Quarterly*, 31(2), 381-402.
- Carlsson, Bo; Braunerhjelm, Pontus; McKelvey, Maureen; Olofsson, Christer; Persson, Lars & Ylinenpää, Hakan. (2013). The evolving domain of entrepreneurship research. *Small Business Economics*, 41(4), 913-930.
- Cassar, Gavin. (2004). The financing of business start-ups. *Journal of Business Venturing*, 19(2), 261-283.
- Cole, Rebel Allen & Sokolyk, Tatyana. (2018), Debt financing, survival, and growth of start-up firms. *Journal of Corporate Finance*, 50(C), 609-625.
- Damodaran, Aswath. (2009). *Valuing young, start-up and growth companies: estimation issues and valuation challenges*. Available at SSRN 1418687.
- Davidsson, Per. (1995). *Determinants of entrepreneurial intentions*. In RENT XI Workshop.
- David, Paul. (2013). *A guide to the world anti-doping code: A fight for the good spirit of sport*. New York, NY: Cambridge University Press.
- Deakins, David & Freel, Marks. (2006). *Entrepreneurship and small firms* 6e. McGraw Hill.
- Dell, McStay. (2008). *An investigation of undergraduate student self-employment intention and the impact of entrepreneurship education and previous entrepreneurial experience*. Doctor of Philosophy. School of Business University, Australia.
- Dohse, Dirk & Walter, Sascha G. (2011). Knowledge content and entrepreneurial intentions among students. *Small Business Economics*, 39(4), 1-19.
- Dragan, Stankov. (2012), *Opportunity recognition and idea generation*. Available @ <http://www.entrepreneurshipinbox.com/1257/opportunity-recognition-ideageneration>
- Falkinger, Josef & Grossman, Volker. (2005). Institutions and development: The interaction between trade regime and political system. *Journal of Economic Growth*, 10 (3), 229-270.
- Feldman, Maryann; Hadjimichael, Theodora; Tom, Kemeny & Lanahan, Lauren. (2016). *The logic of economic development: a definition and model for investment*. *Environment*

- and Planning C: Government and Policy*, 34(1), 5–21.  
<https://doi.org/10.1177/0263774X15614653>
- Gartner, William B. (1985). A conceptual framework for describing the phenomenon of new venture creation. *Academy of Management Review*, 10(4), 696-706.
- Gnyawali, Devi R. & Fogel, Daniel S. (1994). Environments for entrepreneurship development: key dimensions and research implications. *Entrepreneurship Theory and Practice*, 18(4), 43-62.
- Godden, William. (2004). *Sample size formulas*. Accessed May 1, 2022, from <http://williamgodden.com/samplesizeformula.pdf>
- Goggin, Malcolm L.; Bowman, Ann O'M.; Lester, James & Laurence J. O'Toole, Jr. (1990), *Implementation theory and practice: Towards a third generation*. Upper Saddle River, NJ: Scott Foresman.
- Hofstede, Geert. (1983). The cultural relativity of organizational practices and theories. *Journal of International Business Studies*, 14(2), 75-89.
- Johnson, Turner A.; Hirt, Joan B. & Hoba, Pascal. (2011). Higher education, policy networks, and policy entrepreneurship in Africa: The case of the Association of African Universities. *Higher Education Policy*, 24(1), 85-102.
- Kizner, Israel M. (1997). Entrepreneurial discovery and the competitive market process: An Austrian approach. *Journal of Economic Literature*, 35,(1) (Mar., 1997), 60-85.
- Krueger Jr; Norris F., Reilly; Michael D. & Carsrud, Alan L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5-6), 411-432.
- Larsen, Povl & Lewis, Alan. (2007). How award- winning SMEs manage the barriers to innovation. *Creativity and Innovation Management*, 16(2), 142-151.
- Leong, Bernarn. (2010). *7 tips for idea generation for startups*. Spring – Singapore. <http://www.sgentrepreneurs.com>
- Madumere-Obike, Chinyerem U. (2006). Reposition education for employment: Implications for educational management. *Multidisciplinary Journal of Research Development (MIKJORED)* 7(3), 43-52.
- Meloy, Reid J. (1998). *The psychology of stalking*. In the psychology of stalking, 1-23. Academic Press.
- Morais, Robert J. (2001) Analytical ideation: Power brainstorming, *Brand Week*, 42(3), 22-23.
- Morris, Michael H.; Kuratko, Donald F. & Cornwall, Jeffrey R. (2013). *Entrepreneurship programs and the modern university*. Edward Elgar Publishing.
- Nwangwu, Isreal O. (2007). Entrepreneurship in education. Concepts and constraints. *African Journal of Education and Developmental Studies* 4(1), 196-207.
- Olaleke, Oluseyi O.; Augusta, Bosede A. & Akinbola, Olufemi A. (2020). The influence of contextual factors on entrepreneurial intention of university students in Nigeria. *Creating Global Competitive Economies*, 1-3.
- Olokundun, Ayodele M. (2017). *Perceptions of students on entrepreneurship education and entrepreneurial intentions in selected Nigerian universities*. Doctoral dissertation, Covenant University, Ota, Nigeria..
- Owens, Katharine A. (2008). *Understanding how actors influence policy implementation: A comparative study of wetland restorations in New Jersey, Oregon, the Netherlands, and Finland*. Enschede, the Netherlands: University of Twente.

- Owens, Katharine A.; Bressers, Hans A. (2013). Comparative analysis of how actors implement: Testing the contextual interaction theory in 48 cases of wetland restoration. *Comp. Policy Anal. Res. Pract.*, 15, 203–219.
- Pam, Wurim B. (2013). Opportunity recognition and business idea generation as a foundation for entrepreneurial business in central Nigeria. *International Journal of Business and Social Sciences*, 4(17), 238-245.
- Perry, Scott C. (2001). The relationship between written business plans and the failure of small businesses in the US. *Journal of Small Business Management*, 39(3), 201-208.
- Sadeghi, Musa; Mohammadi, Mudashiru; Nosrati, Mohammed, & Malekian, Kevin. (2013). The role of entrepreneurial environments in university students entrepreneurial intention. *World Applied Programming*, 3(8), 361-366.
- Sahlman, William A. & Stevenson, Howard H. (Eds.) (1992). *The entrepreneurial venture: readings*. Boston: Harvard Business School Publications.
- Sánchez, Mayorka V. (2018). Self-employment, knowledge and economic growth: An empirical study for Latin American countries. *Contemporary Economics*, 12(4), 473-484.
- Schumpeter, Joseph. A. & Nichols, Arlene J. (1934). Robinson's economics of imperfect competition. *Journal of Political Economy*, 42(2), 249-259.
- Shane, Scott. (2003). *A general theory of entrepreneurship: The individual-opportunity Nexus*, Edward Elgar, Cheltenham.
- Spratt, Kevin. (2008). *Assessment of the contextual interaction theory to identify HIV policy implementation barriers in 3 countries in Asia*.
- Stevenson, Howard H. & Jarillo, Carlos J. (1990). A paradigm of entrepreneurship: Entrepreneurial management, *Strategic Management Journal* 11, 17–27.
- Syatko, Joseph. E. (1988). The business plan: Essential document for meeting company objectives. *Small Business Reports* 13(8), 45-52.
- Thompson, Edmund R. (2009). Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship Theory and Practice*, 33(3), 669-694.
- Trebing, Harry M. (1969). Government regulation and modern capitalism. *Journal of Economic Issues* 3(1), 87.
- Vanguard. (2017). See <https://thedocs.worldbank.org/en/doc/910121540568523454-0340022018/original/worldbankannualreport2018.pdf>, accessed on May 1, 2022.
- Van Tilburg, M., (2007). *Knowledge transfer and utilization in water system management*. <http://www.cspo.org/igscdocs/Mirjam%20van%20Tilburg.pdf> (accessed 1 March 2012).
- Welter, Friederike. (2011). Contextualizing entrepreneurship—conceptual challenges and ways forward. *Entrepreneurship Theory and Practice*, 35(1), 165-184.
- Williamson, Oliver E. (1998). The Institutions of governance. *The American Economic Review*, 88, (2), Papers and Proceedings of the Hundred and Tenth Annual Meeting of the American Economic Association (May, 1998), pp. 75-79.
- Yamane, Taro. (1974). *Statistics: An introductory analysis, 3rd Edition*, New York; Harper and Row.
- Yüksel, Ihsan. (2012). Developing a multi-criteria decision making model for PESTEL analysis. *International Journal of Business and Management*, 7(24), 52.

- Zikmund, William G.; Babin, Barry J.; Carr, Jon C. & Griffin, Mitch. (2010). *Business Research Methods*. South Western. Cengage Learning.
- Zimmerer, Thomas W. & Scarborough, Norman M. (2005), *Essentials of Entrepreneurship and Small Business Management*, 4th ed., Pearson Prentice Hall, Upper Saddle River, NJ.
- Zuckerman, Alan M. (2004). The importance of being earnest about your business plan. *Healthcare Financial Management*, 58(8), 100-101.

### Author Note

Isaac Iortimbir AUN is a Senior Lecturer in the Department of Business Administration at the University of Ilorin, Ilorin, Nigeria. His research and teaching interests include Strategic Management, General Management and Entrepreneurship. His publications include “Credit Management in Nigeria Commercial Banking System” (2012), *Advances in Management* 10(1), 85-98; “Quality of Non-Interest Banking Services and Customers’ Satisfaction: Evidence from Jaiz Bank PLC, Kaduna, Nigeria” (2017), *Asia Pacific Journal of Multidisciplinary Research* 5(1), 10-18; “Effect of Corporate Culture on Organizational Innovativeness” (2021), *Kandan Journal of Economics and Management Sciences* 4(4), 81-98; “Effect of Street Entrepreneurship Transformation on Small and Medium Enterprises Performance” (2022), *Jameino (Journal of Management, Economics, and Industrial Organization)* 6(1), 81-97.

## APPENDIX

### QUESTIONNAIRE

#### SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENT

The following set of questions is to identify the contextual factors which affect the entrepreneurial intention of students in universities. Please tick (√) in front of each statement to reflect your degree of agreement or disagreement.

1. Gender.  
Male [    ], Female [    ]
2. Age:  
Under 18yrs [    ], 19 – 22yrs [    ], 23 – 26years [    ], 27years and above [    ]
3. Field of Study:  
Management [    ], Sciences [    ], Engineering [    ], ICT [    ], Others [    ]

#### SECTION B

Note the following contraction: Strongly Agree = SA; Agree = A; Undecided = UN; Disagree = D; and Strongly Disagree = SD.

S/N	ECONOMIC CONTEXT AND CRITICAL INNOVATIVE THINKING	SA	A	U	D	SD

4.	The rate of advancement in economic development of my community is relatively poor					
5.	Wealth generated by government from my local government has not significantly increased					
6.	There are few or no manufacturing firms in my community					
7.	The few manufacturing firms around me lack sufficient supply of inputs from their host community					
8.	Government has absolute right to ownership of economic resources in my region					
9.	Individuals do not have rights to own and manage natural resources					
10.	The cost that startup businesses incur from the activities of other market players outweighs the benefits					
11.	Input for certain products continuously deplete because of the social cost imposed by other manufacturers					
12.	I am not predisposed to economic resources which can inspire me to think creatively in solving societal challenges					
13.	Economic resources are not in sufficient supply to encourage innovative exploration of their usefulness					
<b>SOCIO-CULTURAL CONTEXT AND BUSINESS IDEA GENERATION</b>						
14.	Residents in my community do not have positive attitude towards startup businesses with innovative solutions.					
15.	The society pays more attention to businesses generating revenues than those providing solutions.					
16.	There are no laid down ethical practices to guide business operations					
17.	Businesses are more concerned about what is legal and tend to deemphasize what is ethical					
18.	The general belief system makes it difficult for small businesses to thrive					
19.	People are skeptical about patronizing new businesses when they do not know owners on personal basis					
20.	Generating new business ideas is almost unrealistic considering my socio-cultural environment					
21.	Businesses with novel ideas to solve every day societal challenges often close up due to lack of patronage					
<b>POLITICAL CONTEXT AND IDENTIFICATION OF BUSINESS OPPORTUNITIES</b>						
22.	There are no agencies in charge of creating policies to guide business competitive strategies and decisions					
23.	Businesses do whatever it takes to push out the competitors with little or no regards for ethics					
24.	Government at every level imposes heavy taxes on business					

25.	Startup businesses are at more danger of harassments by tax officials than well established businesses					
26.	There are no laws guiding employment of labour in the state					
27.	Startup businesses are often encountering challenges with employing and retaining staff					
28.	There are no reliable laws or agencies responsible to protecting intellectual properties					
29.	Businesses are fund of quickly adopting proven methods developed by new startup to gain competitive advantage					
30.	Subsidies are not granted to startups to ease them of the burden from competitions existing in their industry					
31.	There are no benefits accrued to innovative startup businesses from government					
32.	Business opportunities cannot be easily identified where there are no government policies to foster business startups					
33.	Every possible business opportunities have been identified and explored					
<b>INSTITUTIONAL FACTORS AND INTEREST IN BUSINESS START-UP</b>						
34.	Businesses conduct their operations without a laid standards and principles					
35.	There are no government bodies, labour or industry groups charged with regulating business entry and exit					
36.	Requirements for startup businesses in every sector are too numerous and mostly irrelevant					
37.	There are several measures in place to keep new businesses from entry into every formal sector					
38.	Enforcement of contracts with other businesses involve high legal fees					
39.	Startup businesses experience frequent breach in contract with other existing businesses					
40.	Government intervention in private business activities offer little or no benefit to the businesses					
41.	Government intervention in private businesses offers more challenges than support					
42.	My interest in starting up a business reduces when I consider the institutional factors inherent in my environment					
43.	I prefer to start my business where the institutional factors are more favourable					