

INFLUENCE OF SELF-EFFICACY AND NEED FOR ACHIEVEMENTS ON ENTREPRENEURIAL INTENTION OF BUSINESS EDUCATION UNDERGRADUATES IN OGUN STATE

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Abstract:

This study examined the influence of self-efficacy and need for achievements on entrepreneurial intention of business education undergraduates in Ogun State. To achieve the main objective, three research questions and three null hypotheses guided the study. The population of the study consisted of 965 final year business education students in the three tertiary institutions offering degree programme in business education. The sample comprised of four hundred and eighty-three (483) business education undergraduates which were selected using proportionate and simple random sampling techniques. Three validated instruments namely self-efficacy questionnaire (10 items), need for achievement questionnaire (10 items) and entrepreneurial intention questionnaire (10 items), adapted and modified by the researchers were used for data collection. Data collected were analyzed using mean and standard deviation to answer the research questions and regression analysis to test the null hypotheses at 0.05 level of significance. The study found that there were significant influence of self-efficacy and need for achievement on undergraduates' entrepreneurial intention. Also, there was a significant composite contribution of self-efficacy and need for achievement to entrepreneurial intention of undergraduates in Ogun State. It was recommended among others that educational institutions and policymakers should enhance students' self-efficacy and entrepreneurial readiness by providing structured training, mentorship, business support services, and real-world exposure through business simulations, entrepreneurial role models, and incubation programs, thereby bridging the gap between theory and practical business creation.

Keywords: Entrepreneurial intention, Need for achievement and Self-efficacy

Introduction

Entrepreneurship plays a pivotal role in driving a nation's economic growth, particularly in developing countries like Nigeria. It is instrumental in job creation, poverty alleviation, and fostering innovation, which contribute significantly to a nation's socio-economic development (Abubakar et al., 2020; Akinbola, 2020; Singh, 2014). The entrepreneurial ecosystem in Nigeria has immense potential to reduce unemployment and stimulate economic diversification. Entrepreneurship involves creating new business ventures, generating new ideas, and utilizing personal skills to address unmet needs in the market. It combines individual traits with external factors, creating opportunities that ultimately lead to the development of new enterprises.

In developing nations like Nigeria, entrepreneurship is especially critical because it creates employment opportunities and reduces reliance on government jobs, which are often scarce and highly competitive (Ogunyemi, 2024; Ashrafuzzaman et al., 2022). In addition to job creation, entrepreneurship drives innovation, allowing businesses to evolve and address both local and global market demands. By fostering the spirit of innovation and self-reliance, entrepreneurship can help Nigeria address its challenges, such as poverty, unemployment, and economic stagnation. Despite government efforts to promote entrepreneurial education, Nigeria still faces a significant gap between the ideal entrepreneurial potential and the actual engagement of youth, particularly university graduates, in entrepreneurial activities (Jimoh et al., 2023).

Entrepreneurial intention (EI) refers to the cognitive state of an individual's intent to engage in entrepreneurial activities, such as starting a new business or pursuing an entrepreneurial career. According to Bird as cited by Singh, 2014, intention is a state of mind that directs an individual's attention, experiences, and actions toward a specific goal. In the context of entrepreneurship, EI serves as a reliable predictor of future entrepreneurial behavior. Research

has shown that individuals with a higher level of entrepreneurial intention are more likely to take the necessary steps to establish a new business venture (Krueger et al., 2000; Ladokun & Adebuseye, 2022). Entrepreneurial intention, therefore, serves as an early indicator of entrepreneurial engagement, shaping how individuals approach the possibility of launching a business. When individuals form strong entrepreneurial intentions, they are more likely to act upon them by taking risks and launching new ventures. Thus, understanding the factors that influence entrepreneurial intention, particularly among university students, is crucial to designing interventions that encourage youth engagement in entrepreneurship.

Despite the increasing number of graduates in Nigeria and the government's efforts to encourage entrepreneurial skills acquisition, the level of entrepreneurial intention among Nigerian youth, particularly university undergraduates, remains disappointingly low. Graduates, who should ideally be part of the solution to Nigeria's unemployment crisis, continue to show a preference for white-collar jobs, which are either non-existent or highly competitive (Jimoh et al., 2023). As a result, the high rate of unemployment persists, with many young graduates continuing to search for formal sector jobs instead of considering entrepreneurship as a viable career path (Mao-Liberty et al., 2016; Umar, 2020). This discrepancy can be attributed to several factors, including the lack of confidence, limited entrepreneurial knowledge, and inadequate support systems. While the Nigerian government has invested in various initiatives to foster entrepreneurial skills in tertiary institutions, these programs have not been as successful in cultivating a strong entrepreneurial mindset among students. Moreover, the perception that entrepreneurship is too risky, coupled with socio-cultural factors, has resulted in a low level of entrepreneurial intention. This issue highlights the need for a more nuanced understanding of the psychological and motivational factors that influence entrepreneurial intention, such as self-efficacy and need for achievement.

Self-efficacy, as defined by Iro-Idoro and Iro-Idoro (2016), refers to an individual's belief in their ability to achieve goals and successfully execute tasks. This belief has been shown to significantly impact entrepreneurial behaviors, as individuals with high self-efficacy are more likely to engage in entrepreneurial activities (Jimoh et al., 2023; Umar, 2020). Self-efficacy influences entrepreneurial intention by shaping how individuals assess their own capabilities and the risks involved in starting a business (Bandura, 1997). Numerous studies have demonstrated a positive correlation between self-efficacy and entrepreneurial intention. For example, Salami et al. (2023) found that Nigerian university students with high levels of self-efficacy were more likely to express an interest in starting a business.

This is consistent with other findings, such as those by Jimoh et al. (2023), who identified a strong relationship between self-efficacy and entrepreneurial intention. Self-efficacy is believed to increase an individual's confidence, making them more resilient in the face of challenges and better able to seize entrepreneurial opportunities (Osadolor et al., 2021). Self-efficacy has been measured in various dimensions, including problem-solving ability, decision-making skills, leadership qualities, and financial management skills (Santoso & Oetomo, 2018). Research suggests that individuals with higher self-efficacy are more likely to engage in entrepreneurial behavior because they feel confident in their ability to overcome challenges and navigate the entrepreneurial process (Owunna et al., 2024).

The need for achievement (nAch) is the intrinsic drive to succeed and accomplish difficult goals. This motivation is critical for individuals who aspire to become entrepreneurs, as it influences their desire to establish successful businesses. People with a high need for achievement are more likely to engage in entrepreneurial activities because they are driven by a desire for success and mastery over challenges (Ahmed et al., 2022; Akinbola, 2020).

Researchers have consistently shown that the need for achievement correlates positively with entrepreneurial intention and behavior (Cao et al., 2022; Ladokun & Adebuseye, 2022). For example, Salameh et al. (2022) found that individuals with a higher need for achievement were more likely to pursue entrepreneurship. Similarly, studies by Karabulut (2016) indicated that students with strong achievement motivations were more likely to establish their own businesses.

rather than seek employment in the formal sector. Recent research suggests that individuals with a high need for achievement tend to prefer challenging tasks, take calculated risks, and actively seek feedback, which are all key characteristics of successful entrepreneurs (Owunna et al., 2024). Furthermore, individuals with a strong need for achievement are more likely to persist in their entrepreneurial endeavors, even in the face of adversity. This persistence is crucial for overcoming the challenges associated with starting a business, particularly in the context of a developing economy like Nigeria, where access to resources and support systems is often limited (Osadolor et al., 2021).

Plethora of research studies exist on the impact of personality traits on entrepreneurial intention, few studies have focused need for achievement and self efficacy in one study particularly in Ogun state. Meanwhile majority of the existing literature often treats self-efficacy and need for achievement as separate factors, with limited exploration of how these traits interact and jointly influence entrepreneurial intention specifically on Nigerian undergraduates in Ogun State. Also, most the available studies have focused on general undergraduate populations with limited attention to Business education undergraduates in Ogun state while others have been conducted in developed countries, where the entrepreneurial ecosystem differs significantly from that in Nigeria. This gap highlights the need for more comprehensive studies that examine the relative and combined influence of self-efficacy and need for achievement on entrepreneurial intention of business education undergraduate in Ogun State, Nigerian

Objectives of the Study

The main purpose of the study is to determine influence of self-efficacy and need for achievements on entrepreneurial intention of business education undergraduates in Ogun State. Specifically, the study sought to determine the:

1. Level of self-efficacy among business education undergraduates in Ogun State?
2. Level of need for achievement among business education undergraduates in Ogun State?
3. Level of entrepreneurial intention among business education undergraduates in Ogun State?
4. Influence of self-efficacy on entrepreneurial intention of business education undergraduates in Ogun State.
5. Influence of need for achievement on entrepreneurial intention of business education undergraduates in Ogun State.
6. Composite contribution of self-efficacy and need for achievement to entrepreneurial intention of business education undergraduates in Ogun State.

Research Questions

The following research questions were raised and answered in this study:

1. What is the level of self-efficacy among business education undergraduates in Ogun State?
2. What is the level of need for achievement among business education undergraduates in Ogun State?
3. What is the level of entrepreneurial intention among business education undergraduates in Ogun State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant influence of self-efficacy on business education undergraduates' entrepreneurial intention

Ho2: There is no significant influence of need for achievement on business education undergraduates' entrepreneurial intention

Ho3: There is no significant contribution of self-efficacy and need for achievement to business education undergraduates' entrepreneurial intention

Methodology

The study employed a descriptive survey research design. The population of the study consisted of 965 final year business education students in the three tertiary institutions offering degree programme in business education. Final year business education undergraduates were considered appropriate for the study because they fall at the terminal stage of a degree programme; preparing to enter the labour market and stand in the best position to provide necessary information on either entrepreneurial intention and readiness for labour market situation. The sample comprised of four hundred and eighty-three (483) business education undergraduates which were selected using proportionate and simple random sampling techniques. Three validated instruments namely self-efficacy questionnaire (10 items), need for achievement questionnaire (10 items) and entrepreneurial intention questionnaire (10 items), adapted and modified by the researchers were used for data collection. The self-efficacy questionnaire was adapted from Schwarzer and Jerusalem (1995) while need for achievement questionnaire and entrepreneurial intention questionnaires were adapted from Asmara, et al. (2016). The initial reliability coefficients of these instruments were: self-efficacy (0.76), need for achievement (0.82) and entrepreneurial intention (0.85). The instruments were however modified on four points ratings scales ranging from strongly agree to strongly disagree to suit the purpose of the study. The new reliability coefficients for the instruments were obtained using Cronbach Alpha technique and it yielded coefficients of 0.84 for self-efficacy, 0.78 for need for achievement and 0.83 for entrepreneurial intention respectively. The data collected through these questionnaires was analyzed using mean and standard deviation to answer the research questions and regression analysis to test the hypotheses at 0.05 level of significance.

Results

Answers to the Research Questions

Research Question One: What is the level of self-efficacy among business education undergraduates in Ogun State?

Table 1

Mean and Standard Deviation of Undergraduates' Level of self-efficacy in Ogun State

S/N	Self Efficacy items	Mean	Std. Dev
1	I can always manage to solve difficult problems if I try hard enough	2.84	0.62
2	If someone opposes me, I can find the means and ways to get what I want.	2.83	0.66
3	It is easy for me to stick to my aims and accomplish my goals	2.76	0.68
4	I am confident that I could deal efficiently with unexpected events	2.90	0.81
5	Thanks to my resourcefulness, I know how to handle unforeseen situations	2.92	0.72
6	I can solve most problems if I invest the necessary effort	3.28	0.86
7	I can remain calm when facing difficulties because I can rely on my coping abilities	3.26	0.88
8	When I am confronted with a problem, I can usually find several solutions.	2.97	0.84
9	If I am in trouble, I can usually think of a solution	3.05	0.85
10	I can usually handle whatever comes my way	3.12	0.88
Grand Mean		2.99	

The result of data analysis on Table 1 above showed that all the 10 items on self-efficacy had mean rating between 2.76 to 3.28 which are greater than the cut-off mean of 2.50. Also, the grand of mean of 2.99 which is greater than the cut-off mean of 2.50 shows that majority of the respondents agreed to statement on the level of self-efficacy of undergraduates. This shows that there is a high level of self-efficacy among business education undergraduate in Ogun State. Also, the value of standard deviation ranging from 0.62 to 0.88 indicates that respondents were homogeneous in their response on the level of self-efficacy among business education undergraduates.

Research Question Two: What is the level of need for achievement among business education undergraduates in Ogun State?

Table 2: Mean and Standard Deviation of Undergraduates' Level of Need for Achievement in Ogun State

S/N	Need for Achievement	Mean	Std. Dev
1	I'm committed to succeed to uplift my family status	3.32	0.90
2	I need to get rich to take care of my siblings	3.07	0.87
3	Successful entrepreneurs inspired me to start my own business	3.17	0.80
4	I just need to succeed because I believe the future is bright	3.22	0.69
5	My father inspired me with to be successful through advice	3.08	0.79
6	I'm inspired to make it because successful people are accorded respect in the society	3.13	0.83
7	I need to succeed because I'm from a wealthy home	3.12	0.86
8	I will try to perform better than my friends	3.19	0.85
9	I put in great effort sometimes in order to learn something new	2.91	0.71
10	I have little fear for failure in any task	2.94	0.74
Grand Mean		3.12	

The result of data analysis on Table 2 above showed that all the items on need for achievement had mean rating between 2.94 to 3.32 which are greater than the cut-off mean of 2.50. Also, the grand of mean of 3.12 which is greater than the cut-off mean of 2.50 shows that majority of the respondents agreed to statements on the level of need for achievement among business education undergraduates. This shows that there is a high level of need for achievement among business education undergraduates in Ogun State. Also, the value of standard deviation ranging from 0.71 to 0.90 indicates that respondents were homogeneous in their response on the level of need for achievement among business education undergraduates.

Research Question Three: What is the level of entrepreneurial intention among business education undergraduates in Ogun State?

Table 3: Mean and Standard Deviation of Undergraduates' Level of Entrepreneurial Intention in Ogun State

S/N	Entrepreneurial Intention	Mean	Std. Dev
1	I have seriously considered becoming an entrepreneur	2.28	0.85
2	I'm ready to make anything to be an entrepreneur	2.33	0.78
3	My professional goal is becoming an entrepreneur	2.44	0.67
4	I will make every effort to start and run my own business	2.03	0.79

5	I'm determined to create a firm in the future	2.75	0.82
6	I have a very serious thought in starting a firm	2.39	0.75
7	I have got the strong intention start a firm some day	2.06	0.48
8	I prefer to identify new business opportunity and turn it into profitable venture than to be employed by others	2.15	0.80
9	I prefer to found and manage my own company than to be manager of existing one	2.16	0.85
10	The best way to use my qualification is to use it for establishing and run my own firm.	2.18	0.85
Grand Mean		2.28	

The result of data analysis on Table 3 above showed that all the items on entrepreneurial intention had mean rating between 2.15 to 2.75 which fall below the cut-off mean of 2.50. Also, the grand of mean of 2.28 which is less than the cut-off mean of 2.50 shows that majority of the respondents disagreed to statements on the level of entrepreneurial intention of business education undergraduates. This shows that there is a low level of entrepreneurial intention among business education undergraduates in Ogun State. Also, the value of standard deviation ranging from 0.48 to 0.85 indicates that respondents were homogeneous in their responses on the level of entrepreneurial intention among business education undergraduates in Ogun State.

Test of Hypotheses

Hypothesis One: There is no significant influence of self-efficacy on business education undergraduates' entrepreneurial intention

Table 4: Regression Analysis of the Influence of Self-efficacy on Entrepreneurial Intention of Business Education Undergraduates

	R .795	R Square .633	Adjusted R Square .632	Std. Error of the Estimate 3.59506	
Model		Sum of Squares	Df	Mean Square	F
Regression		10699.974	1	10699.974	827.884
Residual		6216.676	481	12.924	
Total		16916.650	482		
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
(Constant)		9.584	1.513		6.334
SELF EFFICACY		1.169	.041	.795	28.773

Result of data analysis in Table 4 shows the regression of the influence of self-efficacy on entrepreneurial intention of business education undergraduates in Ogun State. The result shows F-value of 827.88, Beta of 0.79, T-value of 28.773 and a significant value of 0.00 which are all significant at 0.05. Furthermore, the model summary shows that $R = 0.795$, $R^2 = 0.633$ and adjusted $R^2 = 0.633$; meaning that the predictor (self-efficacy) contributes 79% to the variance in the entrepreneurial intention of undergraduates in Ogun State. Based on the foregoing, the null hypothesis which state that is no significant influence of self-efficacy on entrepreneurial intention was rejected and this means that there is a significant influence of self-efficacy on entrepreneurial intention of undergraduates in Ogun State

Hypothesis Two: There is no significant influence of need for achievement on business education undergraduates' entrepreneurial intention

Table 5: Regression Analysis of the Influence of Need for Achievement on Entrepreneurial Intention of Business Education Undergraduates

R		R Square		Adjusted R Square		Std. Error of the Estimate	
0.806		0.649		0.649		3.51157	
Model	Sum of Squares	df	Mean Square	F	Sig.		
Regression	10985.376	1	10985.376	890.865	.000 ^b		
Residual	5931.274	481	12.331				
Total	16916.650	482					
		Unstandardized Coefficients		Standardized Coefficients			
Model	B	Std. Error	Beta	T	Sig.		
(Constant)	25.121	1.977		12.707	.000		
NEED FOR ACH.	1.568	.053	.806	29.847	.000		

Result of data analysis in Table 5 shows the regression of the influence of need for achievement on entrepreneurial intention of undergraduates in Ogun State. The result shows F-value of 890.885, Beta of 0.806, T-value of 29.847 and a significant value of 0.00 which are all significant at 0.05. Furthermore, the model summary shows that $R = 0.806$, $R^2 = 0.649$ and adjusted $R^2 = 0.649$; meaning that the predictor (need for achievement) contributes 81% to the variance in the entrepreneurial intention of undergraduates in Ogun State. Based on the foregoing, the null hypothesis which state that is no significant influence of need for achievement on entrepreneurial intention was rejected and this means that there is a significant influence of need for achievement on entrepreneurial intention of undergraduates in Ogun State

Hypothesis Three: There is no significant contribution of self-efficacy and need for achievement to business education undergraduates' entrepreneurial intention

Table 6: Regression Analysis of the composite contribution of self-efficacy and Need for Achievement to Entrepreneurial Intention of Business Education Undergraduates

R		R Square		Adjusted R Square		Std. Error of the Estimate	
0.891		0.794		0.794		2.69	
Model	Sum of Squares	df	Mean Square	F	Sig.		
Regression	13438.835	2	6719.417	927.398	.000 ^b		
Residual	3477.815	480	7.245				
Total	16916.650	482					

Result of data analysis in Table 6 shows the regression of the composite contribution of self-efficacy and need for achievement to entrepreneurial intention of business education undergraduates in Ogun State. The result shows F-value of 927.398 and a significant value of 0.00 which are all significant at 0.05. Furthermore, the model summary showing $R = 0.891$, $R^2 = 0.794$ and adjusted $R^2 = 0.794$ revealed that the predictors (self-efficacy and need for achievement) compositely contributes 89% to the variance in the entrepreneurial intention of undergraduates in Ogun State. Based on the foregoing, the null hypothesis which state that is no

significant composite contribution of self-efficacy and need for achievement to entrepreneurial intention was rejected and this means that there is a composite significant contribution of self-efficacy and need for achievement on entrepreneurial intention of undergraduates in Ogun State

Discussion of Findings

The findings of this study indicate that business education undergraduates in Ogun State exhibit a high level of self-efficacy. This suggests that these students have a strong belief in their ability to successfully perform entrepreneurial tasks and navigate business challenges. Self-efficacy plays a crucial role in shaping entrepreneurial intention and behaviour, as individuals with high self-efficacy are more likely to take initiative, persist through challenges, and effectively manage risks in their entrepreneurial pursuits (Jimoh et al., 2023). The high self-efficacy levels observed among business education students may be attributed to their exposure to entrepreneurship education and other business management courses. This result is consistent with the report of Jimoh et al. (2023) that business education undergraduates have a higher level of self-efficacy. This high level of entrepreneurial self-efficacy according to Iro-Idoro and Iro-Idoro (2016) is often developed through structured education that enhances students' confidence in their ability to start and manage businesses. Similarly, Owunna et al. (2024) emphasize that there is a high level of self-efficacy among students due to mentorship, financial guidance, and exposure to entrepreneurial success stories which help to develop stronger confidence in their business capabilities. Overall, the high level of self-efficacy among business education undergraduates in Ogun State is a positive indicator for entrepreneurship development in the region. With this strong belief in their abilities, these students are more likely to pursue entrepreneurial ventures, contribute to economic growth, and create employment opportunities.

The findings of this study reveal that business education undergraduates in Ogun State exhibit a high level of need for achievement. This suggests that these students are highly motivated to set and accomplish challenging goals, a trait that is essential for entrepreneurial success. Individuals with a strong need for achievement tend to be proactive, resilient, and willing to take calculated risks to attain their aspirations, which align with the entrepreneurial mindset (Ahmed et al., 2022). This result is consistent with previous studies that have highlighted the significance of achievement motivation in entrepreneurship. For instance, Cao et al. (2022) found that university students with a high need for achievement were more likely to engage in entrepreneurial activities because they viewed business ownership as a means of fulfilling their aspirations for success and independence. Similarly, Ashrafuzzaman et al. (2022) reported that students with strong achievement motivation were more inclined to take initiative, persist in the face of business challenges, and innovate to sustain their ventures. The high need for achievement among business education students in Ogun State may be attributed to their exposure to entrepreneurship training, which fosters goal-setting behavior, competitiveness, and self-motivation. According to Ahmed et al. (2022), students in business-related disciplines often develop a strong internal drive to succeed because their academic programs emphasize problem-solving, decision-making, and leadership key components of entrepreneurial success. Moreover, the socio-economic landscape of Nigeria, characterized by limited formal employment opportunities, may further reinforce students' need for achievement. When individuals recognize that entrepreneurial success is a viable path to financial independence and professional fulfillment, they become more motivated to pursue business ventures (Ashrafuzzaman et al., 2022).

The findings of this study indicate a low level of entrepreneurial intention among business education undergraduates in Ogun State. This suggests that despite their exposure to entrepreneurship education and training, many students may not be willing or prepared to pursue entrepreneurial careers. The low intention observed in this study raises concerns about the effectiveness of entrepreneurship programs in translating knowledge and skills into actionable

business ventures. This result is consistent with previous studies that have found similar trends among Nigerian undergraduates. For instance, Akinbola (2020) reported that although students recognize the importance of entrepreneurship, many still prefer formal employment due to the perceived risks and uncertainties associated with business ownership. Similarly, Jimoh et al. (2023) found that financial constraints, lack of access to startup capital, and limited government support contribute to low entrepreneurial intention among university students. Several factors may be responsible for this low level of entrepreneurial intention. Ladokun and Adebuseye (2022) highlighted that socio-economic conditions, such as high business failure rates and unstable market conditions, discourage students from considering entrepreneurship as a viable career path. Additionally, many entrepreneurship education programs in Nigerian institutions remain largely theoretical, with little emphasis on hands-on experience, mentorship, and startup incubation opportunities (Abubakar et al., 2020). Without practical exposure, students may lack the confidence and motivation to translate their business ideas into reality.

The results of this study reveal that self-efficacy has a significant influence on the entrepreneurial intention of undergraduates in Ogun State. This finding aligns with existing literature, which highlights self-efficacy as a key psychological factor that shapes an individual's belief in their ability to successfully engage in entrepreneurial activities. Self-efficacy enhances confidence, resilience, and the willingness to take risks factors that are essential for entrepreneurial success (Iro-Idoro & Iro-Idoro, 2016). This finding is in tandem with the report of Jimoh et al. (2023) that there is a significant influence of self-efficacy on business education entrepreneurial intention of students. Also, the finding align with the report of Usman and Nabilla (2020); Hamzehei, et al (2022) that self-efficacy have a positive and significant impact on entrepreneurial intentions. Similarly, Umar (2020) highlighted that there is a significant influence of self-efficacy on student's entrepreneurial intention. This finding is in agreement Bux and Honglin (2015) note that self-efficacy show a strong relationship between self-efficacy and entrepreneurial intentions.

The findings of this study indicate that the need for achievement has a significant influence on the entrepreneurial intention of undergraduates in Ogun State. This result is consistent with previous research that highlights the intrinsic motivation of individuals with a strong need for achievement in driving entrepreneurial pursuits. The need for achievement is a crucial psychological trait that compels individuals to set high goals, persist in the face of obstacles, and strive for excellence characteristics that are fundamental to entrepreneurial success. Several studies have provided empirical support for the influence of need for achievement and entrepreneurial intention. For instance, Salameh et al. (2022) found that there is great relationship between need for achievement and entrepreneurial intentions. Similarly, Karabulut (2016) demonstrated that personality traits such as need for achievement had a positive effect on the entrepreneurial intention. Moreover, Ladokun and Adebuseye (2022) emphasized that need for achievement significantly predicts entrepreneurial intention of Nigerian undergraduate. Furthermore, Cao et al. (2022) reported that the need for achievement plays a critical role in shaping entrepreneurial intentions among young entrepreneurs in higher education institutions. Similarly, Ashrafuzzaman et al. (2022) found that students with high achievement motivation demonstrated a greater tendency to explore entrepreneurial opportunities as a means of fulfilling their aspirations. Ahmed et al. (2022) also reinforced the significance of the need for achievement in influencing entrepreneurial intention, stating that individuals who have a strong internal drive to succeed are more proactive in identifying and exploiting business opportunities.

Additionally, the results indicate that self-efficacy and the need for achievement have a significant composite contribution to the entrepreneurial intention of undergraduates in Ogun State. This finding suggests that when these psychological traits are combined, they strongly influence students' willingness to pursue entrepreneurship. Self-efficacy, which refers to an

individual's belief in their ability to execute tasks successfully, and the need for achievement, which reflects a person's intrinsic motivation to accomplish challenging goals, both play crucial roles in shaping entrepreneurial intentions. This finding aligns with the study by Cao et al. (2022), which highlighted these personality traits (self-efficacy and the need for achievement) collectively, influence entrepreneurial intentions among young entrepreneurs in higher education institutions. Similarly, Jimoh et al. (2023) found that self-efficacy and risk propensity significantly contribute to the entrepreneurial intention of undergraduates in Ogun State. Furthermore, Owunna et al. (2024) reported that there is a composite effect of self-efficacy and social factors on entrepreneurial behaviour.

Conclusion

This study which examined the influence of self-efficacy and need for achievement on undergraduates' entrepreneurial intention in Ogun state, concluded that undergraduates exhibit high level of self-efficacy and need for achievement but a low level of entrepreneurial intention. It was also concluded from the findings that self-efficacy and need for achievement play a role in shaping undergraduates entrepreneurial intention. This is because self-efficacy, which refers to an individual's belief in their ability to execute tasks successfully, and need for achievement, which reflects a person's intrinsic motivation to accomplish challenging goals both play crucial roles in shaping students' willingness to pursue entrepreneurial career path after graduation.

Recommendations

The following recommendations were presented based on the finding of the study:

1. Educational institutions and policymakers should sustain and enhance students' self-efficacy through structured entrepreneurial training, mentorship programs, and business support services in order to empower students to confidently transit from business ideas to successful enterprises.
2. Universities should develop an enabling entrepreneurial ecosystem by integrating experiential learning, access to funding, mentorship, and business incubation services in order to bridge the gap between theoretical knowledge and real-world business creation, motivating students to pursue entrepreneurship as a viable career path.
3. Institutions should incorporate business simulations, interactions with entrepreneurial role models, and exposure to real-world business scenarios in order to further strengthening students' self-efficacy through practical engagement
4. Universities and policymakers should integrate achievement-oriented programs, entrepreneurial competitions, and mentorship into academic curricula. These programs will enhance students' motivation for success and cultivate a culture of ambition and perseverance needed for entrepreneurship.
5. Policymakers and educational institutions should establish funding opportunities, grants, and business incubation centers that provide undergraduates with the necessary resources to develop and implement their business ideas.
6. Universities should strengthen entrepreneurship education by incorporating mentorship, field or experiential learning, and real-world entrepreneurial exposure into teaching of entrepreneurship courses in order further enhance students' self-efficacy and need for achievement.

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