



Entrepreneurship Education, Environmental Support and Entrepreneurial Intention: Do Innovativeness and Pro-activeness matter?

¹Sani Aliyu Abubakar; ²Auwal Inusa PhD; ³Muhammad Ibrahim Aminu PhD

¹Department of Business Administration,

²ABU Business School

³Ahmadu Bello University, Zaria Kaduna State

aliyusani98@gmail.com

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Abstract: Despite the introduction of Entrepreneurship Education in Nigerian Universities system still the country experience low level of entrepreneurial intention and high unemployment among youth graduate. It is in view of these and quests for understanding of the causes underlying Entrepreneurial Intention formation, this study investigate the relationship between Entrepreneurship Education and Environmental support and how they interact with Innovativeness as well as Pro-activeness to form Entrepreneurial Intention. The study randomly selects 284 final year university students to serve as respondent in collecting the primary data. The study is anchored on Aldrich Howard (1990) Ecological Approach theory to understand the students' awareness of Entrepreneurship Education, Environmental Support and Entrepreneurial Intention and how the relationship is mediated by Innovativeness and Pro-activeness. The study further employed the use of Structural Equation Modeling (SEM) with Partial Least Square (PLS) version 3, to analyze the data. The results showed that Innovativeness and Pro-activeness simplify how Entrepreneurship Education forms Entrepreneurial Intention. However the result revealed that Environmental support is not directly or indirectly through Innovativeness as well as Pro-activeness related to Entrepreneurial Intention. Based on these result the study recommended that other researchers should employ this proposition with other antecedent of entrepreneurial intention for further proof. The study is further recommend Educators and key members of the society including friends and family should encourage the advancement of an entrepreneurially helpful culture that permits cooperation and exchange of ideas.

Keywords: Entrepreneurship Education, Environmental Support, Innovativeness, Pro-activeness and Intention

1. Introduction

The continuing rise in unemployment, couple with population growth and stumpy entrepreneurial intention exclusively among Nigerian youth has become a major concern to government and other stakeholders. Statistic indicated that unemployment increased from 27.1 in the 4th quarter 2020 to 33.3% in the 2nd quarter of the year 2021, (NBS, 2021), while employability status of Nigerian university graduate is 29% according to (STUTERN, 2018), the report also state that only 13.4% of the Nigerian graduates are practicing entrepreneurship, freelance and other self-employment activities 5 years after their graduation. This signifies low level of Entrepreneurial activities in the country. Moreover, the level of Nigerian entrepreneurial intention is 44% as indicated by (GEM, 2012) Sub-Saharan African ranking this is

low when compare to other African countries like Angola, Botswana, and Malawi with 70, 72, and 70 respectively. This could be the reasons for the inclusion of entrepreneurship education into the Nigerian tertiary education system. Now the entrepreneurship education is included in the curriculum, still the expected solution to the problem is yet provided Kabir, Haque, and Sarwar, (2017).

This called for considerable attention from researchers and practitioners to determine what exactly influence students' intention to set-up entrepreneurial ventures because of its crucial role in national economic agenda. However, Previous researches still mixed in terms of factors responsible for influencing entrepreneurial intention (Ozaralli & Rivenburgh, 2016; Hou, Su, Lu, & Qi. 2019; Yousaf, Ali, Ahmad, Bushra, & Sameer, 2020). This represents a noteworthy theoretical gap in the literature. To address this knowledge gap and better

understand the relationship, this study proposed a cross mediated model of entrepreneurial intention that consider Entrepreneurship Education and Environmental Support as the potential predictors of Entrepreneurial Intention while Innovativeness and Pro-activeness as the mediators. This is in accordance with the recommendation made by Baron and Kenney (1986) which state that when there is existing relationship between the dependents and independent Variable a mediating Variables are advised to check why and how the particular relationship exists. By incorporating Innovativeness and Pro-activeness as Mediators, this study aims to contribute to concept and theory development in the field of entrepreneurial intention and at the same time give room for further researches. The study will provides further insights on factors responsible for influencing entrepreneurial intention as we can be seen in the following sub-section.

2. Literature Review and Hypotheses Developments

Concept of Entrepreneurial Intention (EI)

Entrepreneurial intention is defined as the conscious state of mind that leads action and directs someone attention toward entrepreneurial behaviors such as starting a new business and becoming an entrepreneur. Commonly, intention is the intellectual state directly prior to performing behaviour (Abubakar, 2019; Abubakar & Yakubu, 2020). Thus, an entrepreneurial intention is dealt with the preference of a person to start an entrepreneurial activity in the future (Malebana, 2015). It is an important element of the action of new venture creation qualified by exogenous variables such as family background, position in one's family, parent(s) occupation, education and training among others (Abubakar, Ibrahim & Muhammad, 2018)

Abubakar, et al (2018) asserted that intentionality is a proper state of mind guiding a person's attention, which leads to capability and action in order to accomplish something. Entrepreneurial intention is a state of mind that explores people wish to create a new firm or a new value driver inside existing organizations (Muhammad & Haruna, 2016; Abubakar, 2017). Intentionality therefore acts as a force that propels entrepreneurial actions, behaviour that gives direction to someone attention and defines experience one acquires in life. Entrepreneurial intention can be determine by different factors as we can be seen in the following sub-sections.

Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship education is a combination of two words join together to describe the process of knowledge acquisition, skills and attitude that aims at aiding the learners to confront life challenges. Entrepreneurship education in general seeks to create an entrepreneurial mindset and training concerning necessary skills and knowledge to help students turn their ideas into action. Roe Odegard, (2004) Conceptualized Entrepreneurship education as a dynamic and social process where individuals, alone or in collaboration, identify opportunities for innovation and act upon these by transferring ideas into practical and targeted activities, whether in social,

cultural or economic context. Nowadays researchers and policy makers are primarily concerned on the influence of entrepreneurship education on graduates' career decision, and therefore how it can be predisposed by policy measures (Abubakar & Yakubu, 2020). Continuously, over the past years there has been an extensive escalation in entrepreneurship programs worldwide intended to spread entrepreneurial beliefs at all levels of the educational system (Yakubu & Norashidah, 2016).

Conversely researchers acknowledged that inclusion of entrepreneurship education influences students' intentions of becoming self-employed (Abubakar, 2019; Hou, et al,2019; Kabir, et al. 2017). Also Peter & Moses (2014) revealed that Entrepreneurship Education substantially influences students' Entrepreneurship intentions. Entrepreneurship education in general seeks to create an entrepreneurial mindset and training regarding necessary skills and knowledge to aid learners turn their ideas into action (Rukundo, Emmanuel & Faustin, 2016). Thus, Once university students are considered as prospective entrepreneurs, entrepreneurship education is a means of providing entrepreneurship awareness, cultivating entrepreneurship spirit, and improving entrepreneurship ability and psychological quality. Consequently, entrepreneurial education has a positive impact on individual entrepreneurship attitude and ability Su, et al (2019). However the indirect Effect of entrepreneurship education and Environmental support through Innovativeness and Pro-activeness in forming or influencing entrepreneurial intention is rarely established by extent literatures as such this study formulated the following hypotheses:

- H01 Entrepreneurship Education is not significantly related to Entrepreneurial Intention
- H02 Entrepreneurship Education is not significantly related to Innovativeness
- H03 Entrepreneurship Education is not significantly related to Pro-activeness

Environmental Support and Entrepreneurial Intention

Entrepreneurs and business environment are related in one way or the other, through the interchange of goods and services, human capital and resources with the larger society. The serious factors for the improvement and sustainability of entrepreneurship in a country or region are stated as entrepreneurial environment. There is a growing acceptance that entrepreneurial environment supports are the critical factors for the development of entrepreneurship mindset (Gnyawali & Fogel, 1994). Fini et al. (2011) underlined that individual perceived environmental supports from individualities of the local setting (such as accessibility of logistic infrastructure, financial investors, and competition) government policies (such as legal framework, support program) influence entrepreneurship activities and intention. Governmental intervention includes tax policies, funding schemes and other support mechanisms aimed at promoting entrepreneurship. Environmental supports can be clarified in

to financial support, non-financial support that accessible to the entrepreneurs Ngnyen (2020).

Preceding studies establish that a supportive environment can ignite entrepreneurship by giving access to information and networking opportunities (Al-issa, 2020). Exterior environments can encourage or deter interior environments that are related to the entrepreneurs. Environmental support is the mechanism used for inducing entrepreneurship economically and politically (Al-issa, 2020; Abubakar and Yakubu, 2020; and Ngnyen, 2020). It was strongly established that environmental support is related to entrepreneurial intention by the extent literatures (Ibrahim, 2015; Ibrahim & Lucky, 2015; Macarthy & Yang 2017; Morris, Shirokova & Tsukanova, 2017). However, the extent at which this relationship is mediated by Innovativeness and Pro-activeness is rarely found in the extent literatures. As such this study hypothesizes the following hypotheses:

- H04 Environmental support is not significantly related to Entrepreneurial Intention
- H05 Environmental support is not significantly related to Innovativeness
- H06 Environmental support is not significantly related to Pro-activeness

Mediating Role of Innovativeness

Innovation is an individual device through which entrepreneurs exploit environmental changes as a prospect toward new business. Entrepreneurs have the aspiration to seek innovative means, environmental modifications and ciphers expressive prospects for innovation. Innovativeness, in turn, is the ability to do something in an inventive and improved way. In entrepreneurial setting, innovativeness means the ability to exploit business chances. Innovativeness is described as the readiness on the part of wishful or prevailing entrepreneur to predict, design, and to adopt new and innovative ways of thinking and using of technology. Therefore, the concept of perceived innovation can measure the extent to which an individual is interested in evolving new ideas, new and creative concepts, or innovative products and services (Colman, Silva, Westermann and Dlamini, 2019).

Innovativeness regarded as significant factor that influences the acceptance of new technology and ideas by an aspiring entrepreneur to be use in entrepreneurial activities (Colman et al, 2019; Alan, Kabadayi, Bakis, Can & Sekerin, 2017). Innovativeness is also term as forward-looking attitude for new business opportunities, e.g., new a product or service design, even in a competitive environment, as well as ways to transform the business (Wathanakom, Khlaisang and Songkram, 2020). Innovativeness is the practice of revolving concepts and knowledge into new product or service through creative thinking. It is also an important component of entrepreneurship that dealt with ability and tendency of entrepreneurial leaders to think creatively and recognize opportunities to produce novel and practical ideas, create new

markets, and introduce new products and services (Ozaralli, and Rivenburgh, 2016).

However, several studies established the direct relationship between innovativeness and entrepreneurial intention (Ozaralli, and Rivenburgh, 2016; Kabadayi, et al, 2017; Abubakar, Yakubu and Shehu, 2019; Calman et al, 2019; Wathanakom, et al, 2020) among others, Yet it mediating capacity between Entrepreneurship Education and Environmental Support on Entrepreneurial Intention still not explored in the extents literatures, as such this study proposed the following Hypotheses:

- H07 Innovativeness is not significantly related to Entrepreneurial Intention
- H08 Innovativeness is not significantly Mediate between EED and EIT
- H09 Innovativeness is not significantly Mediate between EVS and EIT

Mediating Role of Pro-activeness

The concept of proactive personality was first proposed by two scholars, Bateman and Crant, in 1993. They defined proactive personality as a personality trait, which was defined as a relatively stable tendency to influence environmental changes (Sun, Chen, Wu, and Yang, 2020). Pro-activeness is also associated with entrepreneurial Intention. "Pro-activeness refers to active attempts made by the individual to effect changes in his or her environment" as cited by (Zampetakis, 2008). Proactive personalities tend to take the innovativeness to influence and even to significantly modify the environment. More so, having a proactive personality can help individual relief situational pressures, ascertain possibilities for improvement, make proactive moves, and thereby influence the environment to create meaningful changes (Hu, Wang, Zhang and Bin, 2018). Accordingly, pro-activeness has been defined as a dispositional construct that recognizes variances among people in the extent to which they take action to influence their environment (Delle and Amadu, 2015). Earlier researches provide empirical evidence that one's proactivity is positively and significantly related to EI

The concept of pro-activeness is related to the entrepreneurship domain since entrepreneurs deliberately evaluate the external environment and identify evolving opportunities to establish innovative ventures (Naz, Li, Zaman, and Rafiq, 2021). Previous studies provide empirical evidence that one's proactivity is positively and significantly related to Entrepreneurial Intention (Abubakar, Yakubu & Shehu, 2019; Naz, et al, 2020; Sun, et al, 2020; & Hu, et al, 2018) among others. With all these reported studies still, the mediating power of innovativeness is yet explored and very rare in the extent literatures particularly on the relationship between entrepreneurship education, environmental support and entrepreneurial intention. As such this relationship where hypothesized to guide the study.

H010 Pro-activeness is not significantly related to Entrepreneurial Intention

H011 Pro-activeness is not significantly Mediate between EED and EIT

H012 Pro-activeness is not significantly Mediate between EVS and EIT

The Ecological Approach Theory (EAT)

The Ecological Approach Theory was promoted by Aldrich Howard (1990). It incorporates the effect of the environment, and the belief that entrepreneurial behaviour is planned intention. EAT is a process-focused theory in which several factors are examined in order to forecast Behaviour (Abubakar and Yakubu, 2020; and Okoro, 2014). According to this theory, beliefs, perceptions and assumptions are learned within the context of a given environment. This theory believes that, attitudes and perceptions predict intentions, which in turn affects Behaviour. Thus, the ecological approach suggests that entrepreneurial characteristics can not only be learned, but can also vary across individuals and situations. An entrepreneurial intention is thus mediated in the following manner; environment or event causes an individual to form perceptions, attitudes and assumptions. These perceptions then translate themselves into intentions or potentials. Intentions or potentials then are expressed through behaviour.

The Ecological approach theory is related to this study as the theory sees environmental activities as the major determinant of entrepreneurial intentions and behaviour. This study assumed that; Entrepreneurship Education and Environmental Support can determine entrepreneurial intention through Innovativeness and Pro-activeness.

3. Methodology

This study implements survey research design which is cross-sectional in nature. This type of research design is embraced because the information about the variables represents what is going on at only one point in time. Primary data was collected from the population of the study using self-administered questionnaire. The population of the study consists of 793 final year students of Federal University Dutse (FUD) where the sample size of 266 obtained from the population using Yamane formula and 30% was added to the sample size as recommended this change the sample size to 346. University students are ideally suited for the study as they about to engage in the actual entrepreneurial behaviour (Krueger, et. al., 2000). The researchers chooses FUD final year students not by priority rather because the entrepreneurship education curriculum is consider the same across all the universities in the country and all the student took the courses in their 200 and 300 level respectively. Simple random sampling technique was adopted given the fact that the population is homogeneous in nature. Out of the 346 questionnaires distributed 305 filled and returned, 21 had more than 10% missing values and one was an unengaged response, thus they were all deleted.

However, 284 were valid and useful for analysis (Hair, Balck, Babin, Anderson & Tatham, 2006)

Instruments

The instrument for measuring Entrepreneurship Education was adapted from Ooi, Selvarajah & Meyer, (2011), Environmental Support from Linen (2008), Innovativeness and Pro-activeness from Bolton, & Lane, (2012) and lastly entrepreneurial intention (EIT) from (Linan & Chen, 2009), all questions were in close ended form and responses were on a 5 point likert scale, thus: strongly agree, agree, undecided, disagree and strongly disagree).

Technique of Data Analysis

This study employed the use of Smart PLS 3.0 in order to compute the two primary model of PLS path modelling i.e. measurement model and structural model base on the recommendation of (Anderson & Gerbing, 1988). The main objectives for the use of PLS are: it places a very stretchy control in respect of distribution and population of the study (Haenlein & Kaplan, 2004). It also has the possibility of providing further reliable and accurate calculations of mediating roles because its accounts for error that is capable of lessening the possible relationship as well as the increase of the validation of the theory as stated in (Helm, Eggert, & Garnefeld, 2010; Henseler & Fassott, 2010).

4. Analysis of the Finding Results

PLS Path Model Assessment

Earlier to the foremost analysis, normality and multicollinearity assumptions were met based on (Hair et al., 2017) recommendations. Subsequently After satisfying all suppositions, the data collected were further evaluated using SmartPLS software for partial least squares path modeling, is a statistical process designed to estimate the causative network between two or more constructs and is defined in terms of a theoretical framework as state in (Vinzi et al., 2010). To confirm and evaluate the model adopted for this study, Hair et al. (2017) recommended a two-stage assessment: measurement models (external assessment models) and structural models (internal assessment models).

Measurement Model Assessment

To assess the measurement model of this study, the researchers evaluated the reliability of the individual items of each potential construct, the reliability of internal consistency (i.e., composite reliability, Cronbach's alpha, and rho-A), discriminant validity, and convergence validity of each structure as recommended in (Henseler et al., 2009). However Hair et al. (2017) proposed an indicator for the scale of development, an outer loading of .70, AVE of .50, composite reliability/Cronbach's alpha and rho-A Values of .70 is reliable and acceptable. The validity and reliability results are presented in Table 1.

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Table 1. Results of measurement model and convergent validity

CONSTRUCTS	ITERMS	LOADINGS	CA	rho-A	CR	AVE
Entrepreneurship Education	EED2	0.868	0.850	0.853	0.899	0.690
	EED3	0.817				
	EED4	0.795				
	EED5	0.842				
	EED1					
Entrepreneurial Intention	EIT2	0.803	0.932	0.936	0.946	0.746
	EIT3	0.895				
	EIT4	0.878				
	EIT5	0.892				
	EIT6	0.849				
	EIT7	0.861				
	EIT1					
Environmental Support	EVS1	0.850	0.799	0.864	0.861	0.609
	EVS2	0.800				
	EVS3	0.745				
	EVS4	0.719				
Innovativeness	INN1	0.745	0.773	0.805	0.867	0.686
	INN2	0.898				
	INN3	0.835				
Pro-activeness	PRO1	0.783	0.878	0.880	0.927	0.810
	PRO2	0.953				
	PRO3	0.953				

EED1, EIT1 and EVS5 were deleted due to measurement issues, CA: Cronbach's Alpha, CR: Composite reliability and AVE: Average variance extracted.

Finally, all constructs were reliable because their respective Loadings, composite reliability, Cronbach's alpha and rho-A values were above the threshold of .70. Again, all constructs had indicator reliability and convergence validity because the AVE level of each construct is higher than .50. Moreover all the constructs of this study have discriminant validity as the square roots of their respective AVEs are above their

correlation with any other construct. In essence, each of the latent constructs of this study is distinctively different from one another as none of them is highly correlated with the other. More importantly, each of the said constructs is unique and captures phenomena not represented by other constructs based on Fornell and Larcker's (1981) criterion analysis as we can see in table 2.

Table 2 Results of measurement model and discriminant validity

CONSTRUCTS	EED	EIT	EVS	INN	PRO
Entrepreneurship Education	0.831				
Entrepreneurial Intention	0.486	0.864			
Environmental Support	0.098	0.064	0.780		
Innovativeness	0.897	0.412	0.081	0.828	
Pro-activeness	0.908	0.449	0.062	0.702	0.900

The components on the diagonal (bold headed) correspond to the square root of the AVE of the construct.

Structural Model assessment

After the assessment of measurement model conditions, the next is structural model assessment. The first part of the structural model evaluation involved the analysis of theoretical relationships. Precisely, standard bootstrap was adopted on a

sampled case of 284 using 5,000 bootstrap samples to assess the importance of path coefficients for the relationships as recommended in (Hair et al., 2017).

Table 3. Results of structural model

Relationship	Mean	SD	T-Values	2.5% LL	97.5% UL	P Values
EED -> EIT	0.460	0.044	10.303	0.367	0.540	0.000
EED -> INN	0.900	0.013	67.801	0.875	0.923	0.000
EED -> PRO	0.912	0.014	67.095	0.881	0.936	0.000
EVS -> EIT	-0.009	0.010	1.021	-0.029	0.011	0.308
EVS -> INN	-0.003	0.031	0.243	-0.065	0.053	0.808
EVS -> PRO	-0.028	0.034	0.806	-0.084	0.050	0.420
INN -> EIT	0.200	0.084	2.264	0.036	0.372	0.024
EED -> INN -> EIT	0.180	0.076	2.245	0.033	0.333	0.025
EVS -> INN -> EIT	-0.001	0.007	0.217	-0.015	0.012	0.828
PRO -> EIT	0.306	0.086	3.673	0.121	0.465	0.000
EED -> PRO -> EIT	0.279	0.078	3.670	0.110	0.422	0.000
EVS -> PRO -> EIT	-0.009	0.011	0.766	-0.032	0.015	0.444

Structural model Assessment

In order to analyze the predetermine hypotheses; the structural equation modelling was employed using bootstrap indirect effect (Hair et al., 2014). As presented in Table 4, the statistical analysis revealed that Entrepreneurship Education is significantly related to Entrepreneurial Intention (Mean= 0.460, SD=0.044, T.Values=10.303 and $p=0.000 < .05$) and hence hypotheses 1 is not supported. Equally, the observed data indicated that Entrepreneurship Education is positively related to Innovativeness (Mean= 0.900, SD=0.013, T.Values=67.801 and $p=0.000 < .05$). Hence, the empirical analysis also not supported the H2. More so, the analysis also not supported H3 as Entrepreneurship Education is positively related to Pro-activeness (Mean= 0.912, SD=0.014, T.Values=67.095 and $p=0.000 < .05$). On other hand, Environmental Support is no related to: Entrepreneurial intention (Mean= -0.009, SD=0.010, T.Values=1.021 and $p=0.308 > .05$), Innovativeness (Mean= -0.003, SD=0.031, T.Values=0.243 and $p=0.808 > .05$) and Pro-activeness (Mean= -0.028, SD=0.034, T.Values=0.806 and $p=0.420 > .05$). Thus, H4, H5 and H6 are all supported.

Conversely, with regard To Innovativeness the study shows different result as we can in Table 3. Innovativeness significantly related to Entrepreneurial Intention (Mean= 0.200, SD=0.084, T.Values=2.264 and $p=0.024 < .05$) and mediated the hypothesized relationships between Entrepreneurship Education and Entrepreneurial Intention (Mean= 0.180, SD=0.076, T.Values=2.245 and $p=0.025 < .05$) these shows that H7 and H8 are not supported empirically. However the result supported H9 that state innovativeness does not mediate between environmental support and entrepreneurial intention (Mean= -0.001, SD=0.007, T.Values=0.217 and $p=0.828 > .05$). likewise similar to Innovativeness the result of Pro-activeness is also contradicting as it shows the Pro-activeness significantly: related to Entrepreneurial Intention (Mean= 0.306, SD=0.086, T.Values=3.673 and $p=0.000 < .05$) also mediating relationships between Entrepreneurship Education and Entrepreneurial Intention (Mean= 0.279, SD=0.078,

T.Values=3.670 and $p=0.000 < .05$) these results called for rejecting H10 and H11 since they not supported. Finally the result supported H12 that state Pro-activeness does not mediated Environmental Support with entrepreneurial intention (Mean=-0.009, SD=0.011, T.Values=0.766 and $p=0.444 > .05$).

Apart from Sample mean, Standard Deviation (SD), T-statistics (t-value), and P Values Lower Limit (LL) and Upper Limit (UL) of the confidence interval are also used for accepting or rejecting the hypotheses based on (Hair et al., 2014). Nevertheless, the hypotheses may not be supported when there is no zero between Lower Limit (LL) and Upper Limit (UL) of the confidence interval, which relies on bootstrapping standard error (Hair et al., 2014). However, as shown in Table 3 there is zero (i.e., when both lower limit and the upper bound has a positive signs) between any of the confidence intervals of each of the relationships. Hence, all hypotheses H1, H2, H3, H7, H8, H10 and H11 not supported empirically. However when there is no zero (i.e., when the lower limit has a negative and the upper bound has a positive signs) between any of the confidence intervals of each of the relationships the Hypotheses may be supported. Hence hypotheses H4, H5, H6, H9 and H12 are supported empirically.

5. DISCUSSION OF FINDINGS

This study investigated the impact of Entrepreneurship Education, and Environment Support on Entrepreneurial intention as well as crosswise mediating effects of Innovativeness and pro-activeness on the relationship between these predictors and entrepreneurial Intention among Nigeria university students. The study was built on the platform of Ecological Approach theory (EAT) developed by Aldrich Howard (1990). However, the statistical analysis of this study established the practical validation of the effects of entrepreneurship Education, on entrepreneurial intention, innovativeness and pro-activeness, the study did not provide evidence of empirical relationship between environment

support and: entrepreneurial intention, innovativeness and pro-activeness. This was contrary to our expectation that both innovativeness and Pro-activeness does not mediate Environmental Support and Entrepreneurial intention. Nevertheless, the results are not surprising as number of preceding studies found that Entrepreneurship Education significantly related to Entrepreneurial intention (Abubakar, 2019; Hou, et al, 2019; Kabir, et al, 2017 and Rukundo et al, 2016) among others . Additionally studies have also provided evidence that Environmental Support not positively connected to entrepreneurial intention (Abubakar, 2019; Ibrahim, & Mas'ud, 2016 and Ibrahim, 2015) among others. Even though the cross mediating role of innovativeness and pro-activeness in linking EED, EVS to EIT is rare in the extent literatures, studies have provide a very good evidence that as the dimension of Entrepreneurial Orientation they significantly related to students entrepreneurial intention (Abubakar et al., 2019; Ozaralli, & Rivenburgh, 2016; Kabadayi, et al, 2017) among others.

6. conclusion

This study investigated the impact of Entrepreneurship Education, and Environment Support on Entrepreneurial intention as well as crosswise mediating effects of Innovativeness and pro-activeness on the relationship between these predictors and entrepreneurial Intention among Nigeria

university students. The study was built on the platform of Ecological Approach theory (EAT) developed by Aldrich Howard (1990). However, the statistical analysis of this study established the practical validation of the effects of entrepreneurship Education, on entrepreneurial intention, innovativeness and pro-activeness, the study did not provide evidence of empirical relationship between environment support and: entrepreneurial intention, innovativeness and pro-activeness. This was contrary to our expectation that both innovativeness and Pro-activeness does not mediate Environmental Support and Entrepreneurial intention. Nevertheless, the results are not surprising as number of preceding studies found that Entrepreneurship Education significantly related to Entrepreneurial intention (Abubakar, 2019; Hou, et al, 2019; Kabir, et al, 2017 and Rukundo et al, 2016) among others . Additionally studies have also provided evidence that Environmental Support not positively connected to entrepreneurial intention (Abubakar, 2019; Ibrahim, & Mas'ud, 2016 and Ibrahim, 2015) among others. Even though the cross mediating role of innovativeness and pro-activeness in linking EED, EVS to EIT is rare in the extent literatures, studies have provide a very good evidence that as the dimension of Entrepreneurial Orientation they significantly related to students entrepreneurial intention (Abubakar et al., 2019; Ozaralli, & Rivenburgh, 2016; Kabadayi, et al, 2017) among others.

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