
ENTREPRENEURSHIP AWARENESS AND SKILL DEVELOPMENT AMONG STUDENTS IN TERTIARY INSTITUTIONS IN SOKOTO STATE: IMPLICATIONS FOR VOCATIONAL COUNSELLING

SANI, Isah Sadiq

School of Education and General Studies
Federal College of Education, Gidan Madi, Sokoto State

Abstract

The study examined students' entrepreneurship awareness and skill acquisition in tertiary institutions across Sokoto State, Nigeria. Specifically, it explored the extent of students' awareness of entrepreneurship, the level of skills acquired, and the major factors that motivate them to participate in entrepreneurial activities. The research was guided by Human Capital Theory and employed a descriptive research design. From a total population of 10,019 students, a purposive sample of 368 was drawn from five tertiary institutions. Data were collected using a self-developed instrument titled Students' Entrepreneurship Awareness and Skill Acquisition Questionnaire (SEASAQ), and analyzed with descriptive statistical techniques. Findings revealed that entrepreneurship awareness significantly enhanced students' skill acquisition. The study also identified various challenges hindering effective skills acquisition. Counselling implications of the findings were discussed. It was recommended that students' entrepreneurship awareness and skills development can be strengthened through the introduction of entrepreneurship courses in tertiary institutions in Sokoto State. Furthermore, government should adequately equip entrepreneurship education offices with the necessary human and material resources.

keywords: Entrepreneurship, skill acquisition, vocational counselling, student, tertiary institution

Introduction

There are several motivational reasons for becoming an entrepreneur, and human motivation is a key concept in management research because it helps explain organizational emergence (Schjoedt & Shaver, 2007). However, entrepreneurial motivation research is not limited to understanding the decision to start a venture—it also addresses the motivation to sustain and, eventually, to exit a business. Within this field, the literature is often divided into three entrepreneurial stages: initiation, growth, and exit. These stages are frequently studied separately, with initiation receiving the greatest attention in the literature (Murnieks, Klotz, & Shepherd, 2020). Pull factors are typically identified as those that attract individuals to

entrepreneurship, such as recognizing an opportunity, seeking independence, or striving for self-fulfillment, commonly referred to as opportunity entrepreneurship (Segal et al., 2005; Kirkwood, 2009; Biehl, Gurley, & Hill, 2014).

As emphasized in the literature, research on entrepreneurial motivation is divided into three stages: initiation, growth, and exit (Murnieks et al., 2020). Motivation in the initiation stage concerns the decision to start a venture; motivation in the growth stage relates to continuing the venture; and motivation in the exit stage involves the decision to leave the business. Among these, initiation has been the most extensively studied, while motivation during the growth and exit stages has received relatively limited attention. In line with this, several empirical studies relevant to the present research have been reviewed.

For instance, Pruett et al. (2009), in their cross-cultural study on entrepreneurial intentions among university students, identified several barriers to student start-ups, including lack of institutional guidance, legal support, managerial and market experience, and low levels of social or self-efficacy. Similarly, Aribaba (2011) evaluated the impact of a technological innovation-focused entrepreneurial development program on the performance of small and medium-sized enterprises (SMEs) in Ondo State, Nigeria. Using a randomly selected sample of 160 SMEs and applying chi-square analysis on questionnaire data, the study found that entrepreneurial development programs significantly influenced SME performance.

In another study, Ekpoh and Edet (2011) examined the relationship between entrepreneurship education and career intent among tertiary students. Based on data from 500 students analyzed through frequency counts, percentages, and t-tests, the results showed that 26.9% of students preferred paid employment, 26.8% chose self-employment, 21% combined employment with part-time business, 15% pursued postgraduate studies, and 7.6% opted for postgraduate studies alongside part-time business. According to Giacomini et al. (2011), the main barriers to student start-ups include fear of failure, lack of initial capital, insufficient entrepreneurial competence, and uncertainty about what type of business to start. Additional challenges include self-doubt, lack of formal support, limited knowledge of the business world, and inadequate legal assistance. Similarly, Brancu et al. (2012), in a study conducted in Romania, found that student entrepreneurs face challenges such as lack of entrepreneurial knowledge, insufficient business ideas, absence of supportive partners or family, lack of capital, and fear of failure and risk.

Motivation for entrepreneurial initiation is frequently categorized in the literature under the necessity-opportunity framework, also referred to as the push-pull theory (Hakim, 1989; Segal, Borgia, & Schoenfeld, 2005; Schjoedt & Shaver, 2007; Kirkwood, 2009; Zaouali, Khefaca, &

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

Belkacem, 2015). Push factors represent negative conditions such as job loss, economic recession, or difficulties in securing employment, which compel individuals to start a business out of necessity. Conversely, pull factors are positive drivers such as opportunity recognition, independence, or self-fulfillment.

Statement of the Problem

Students in Sokoto State lack sufficient awareness and understanding of entrepreneurship, which constrains their ability to pursue self-employment and contribute to economic growth. Higher education institutions provide limited practical opportunities for students to acquire hands-on entrepreneurial skills, thereby restricting their ability to translate theoretical knowledge into real-world practice. This raises questions about whether current teaching methods and curricula adequately prepare students for entrepreneurial challenges in today's competitive business environment.

This study investigates the extent to which entrepreneurship is embedded in existing academic programs and evaluates the effectiveness of the educational strategies and resources available. The aim is to highlight how strengthening entrepreneurship education and skills training can foster self-employment and contribute to economic development across Sokoto State.

Research Questions

The following research questions guided the study in relation to students of tertiary institutions in Sokoto state:

1. What is the students' level of entrepreneurship awareness?
2. What is the students' level of skill acquisition?
3. What are the factors motivating students pursuit of entrepreneurship activities?
4. What are the challenges facing students in pursuing entrepreneurship activities?

Research Objectives

The following research objectives guided the study in relation to tertiary institutions in Sokoto state:

1. To find out the students' level of entrepreneurship awareness.
2. To study the student's level of skill acquisition.

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

3. To examine the factors motivating students pursuit of entrepreneurship activities.
4. To expose the challenges facing students in pursuing entrepreneurship activities.

Methodology

Research Design

The survey employed descriptive research design. Such a research design enables the researcher to describe events, situations or phenomena without manipulations. Francis (2003) stated that descriptive survey design helps a researcher to systematically document current opinions and information on the research work. Thus, since this study is educational in nature and involves the collection of data through the use of questionnaires from the respondents of the selected institutions, the researcher therefore adopted descriptive survey research design for the study.

Population of the study

The population of the study is made up of only students in institutions that offer entrepreneurship and have skills acquisition centers. The survey is delimited to only 300 level students from universities and level II from colleges of education and polytechnics in Sokoto State as presented in Table 1.

Table 1: Population of the study

S/N	Institution	Student
1.	Usmanu Danfodiyo University Sokoto (UDUS)	4,221
2.	Sokoto state university (SSU)	1,035
3.	Federal college of Education Gidan Madi (FCE)	287
4.	Shehu Shagari College of Education (SSCOE)	1,523
5.	Umaru Ali Shinkafi Polytechnic	2,451
6.	Sokoto State University of Education (SSUE)	110
7.	School of Nursing Science Tambuwal	84
8.	College of agriculture and animal science Wurno	147
9.	Sultan Abdulrahman School of Health Technology Gwadabawa	96
10.	School of Nursing (SON UDUTH)	65
Total		10,019

Source: Fieldwork, (2024)

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

Sample and Sampling Technique

The sample size of the study is 368 students from five tertiary institutions that were selected for the study. This was arrived at using the table for determining sample size from a given population designed by Research Advisors (2006). Four different sampling methods were applied. Institutions available were stratified according gender, by which gender-mixed were chosen; then five (5) of the institutions were selected purposively based on population size and accessibility. Proportionate sampling was, however, used in drawing appropriate sample sizes in all the institutions; and simple random technique was finally applied in administration of questionnaires so that every student had an equal chance of being part of the survey.

Table 2: Sample of the Study

S/N	Institution	Student	Sample
1.	Usmanu Danfodiyo University, Sokoto	4,221	192
2.	Sokoto State University, Sokoto	1,035	47
3.	Sokoto State University of Education, Sok.	110	5
4.	FCE Gidan Madi, Sokoto	287	13
5.	Umaru Ali Shinkafi Polytechnic, Sokoto	2,451	111
Total		8,104	368

Source: Fieldwork, 2024

Student Entrepreneurship Awareness and Skills Acquisition Questionnaire (SEASAQ) is a self-designed instrument which was used to measure awareness and skills acquisition. The questionnaire has 4 Sections (A, B, C & D). Section A contained students Bio data such as school, Gender, level, course, and Age. While section B contains factors that motivate students in pursuance of entrepreneurship, section C answered challenges face students in pursuance of entrepreneurship while D answered skill acquisition related matters. The items were rated by the respondents on 4 points liker rating scale of: Strongly Agreed (SD) =4, Agreed (A) = 3, Disagreed =2 and Strongly Disagreed (SD) = 1. The respondents were required to tick the column that described his/her opinion.

Method of data collection

The Copies of the instrument were personally administered in the 5 selected tertiary institutions in Sokoto state by the researcher with the assistance of research assistants in each institution. The researcher and his assistant visited the sampled institutions within a period of 2 weeks. Before the administration of the instrument, the researcher sought permission from the head of each

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

department from the selected tertiary institutions. The consent of the respondents, privacy of information and other ethical assurance were guaranteed to the respondents. However, a total of 370 questionnaires were distributed to the sample students for responses.

Method of data analysis

Data for this study were analyzed using descriptive statistical method of analysis which involves the use of mean; standard deviation to answer the research questions with the aid of Statistical Package for Social Sciences (SPSS) version 20.0. The responses were ranked.

Results

The responses on students' level of entrepreneurship awareness in tertiary institutions in Sokoto state is presented in table 4.3.1.

Table 3: Students' Level of Entrepreneurship Awareness in Tertiary Institutions in Sokoto State.

S/N	Item Statement	Mean	Std. Dev.	Ranking
1.	Entrepreneurship awareness is highly needed in tertiary institutions	3.00	1.002	1 st
2.	Entrepreneurship was taught in theory not practical in my school	2.83	.987	2 nd
3.	I became aware of entrepreneurship through other level of awareness such as social or interpersonal.	2.74	.967	3 rd
4.	I became aware of entrepreneurship through peer group	2.56	.900	4 th
5.	I became aware of entrepreneurship through system awareness	2.42	.818	5 th
6.	I became aware of entrepreneurship through self-awareness	2.25	.667	6 th
7.	Entrepreneurship is among the general courses offered in our school	2.15	.534	7 th
	Overall Mean	2.56	0.18	High

A look at table 4.3.1 indicates students' level of entrepreneurship awareness in tertiary institutions in Sokoto state. A look at the table indicates that majority of the students signify

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

that entrepreneurship awareness is highly needed in tertiary institutions (Mean = 3.00) though they also indicate that entrepreneurship was taught in theory not practical in their schools (Mean = 2.83). Moreover, the table also indicate that the students signify that they became aware of entrepreneurship through other level of awareness such as social or interpersonal (Mean = 2.74), and also that they became aware of entrepreneurship through peer group (Mean = 2.56). Likewise, the table shows that the students then indicate that they do not mostly became aware of entrepreneurship through system awareness (Mean = 2.42) likewise, from the table, some students indicate that they do not became aware of entrepreneurship through self-awareness (Mean = 2.25). Interestingly, the table specified that some students indicated that entrepreneurship is not among the general courses offered in their schools (Mean = 2.15), this may be explained because some of those that participated in the study are new to the system and have not started the general courses.

Accordingly, because of an overall Mean of 2.56 and a Standard Deviation of 0.18 indicated in the table, students' level of entrepreneurship awareness in tertiary institutions in Sokoto state is significant and acceptable. It is thus concluded that students' level of entrepreneurship awareness in tertiary institutions in Sokoto state is significant for skills acquisition.

The responses on students' level of skill acquisition in tertiary institutions in Sokoto state is presented in table 4.

Table 4: Students' Level of Skill Acquisition in Tertiary Institutions in Sokoto State.

S/N	Item Statement	Mean	SD	Ranking
1.	Students with skills have more opportunities especially when it come for searching for jobs	3.80	.601	1 st
2.	Majority of students prepared to be self-Employed	3.75	.658	2 nd
3.	There is acquisition Centre in our school	3.08	.998	3 rd
4.	Students were train in one skill or another	2.68	.951	4 th
5.	Students have an access to skills acquisition Centre	2.66	.943	5 th
6.	Our school have competent and well qualified personnel that offer training in the skills acquisition Centre	2.63	.931	6 th
7.	Our skills acquisition Centre operate properly	2.25	.658	7 th
Overall Mean		2.98	0.17	High

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

A look at table 4.3.2 indicates students' level of skill acquisition in tertiary institutions in Sokoto state. A look at the table indicates that majority of the students signify those students with skills have more opportunities especially when it come for searching for jobs (Mean = 3.80) though they also indicate that majority of students prepared to be self-employed (Mean = 3.75). Moreover, the table also indicate that the students affirmed that there is an acquisition Centre in their schools (Mean = 3.08) thus, they indicated that students were train in one skill or another (Mean = 2.68) because they have an access to the Skills Acquisition Centers (Mean = 2.66). Moreover, the table shows that the students then indicate that their schools have competent and well qualified personnel that offer training in the Skills Acquisition Centers (Mean = 2.63) even though, from the table, students indicate that the Skills Acquisition Centers do not operate properly (Mean = 2.25). Consequently, because of an overall Mean of 2.98 and a Standard Deviation of 0.17 indicated in the table, students' level of skill acquisition in tertiary institutions in Sokoto state is significant and acceptable. It is thus concluded that students' level of skill acquisition in tertiary institutions in Sokoto state is highly commendable.

The responses on factors motivating students' pursuance of entrepreneurship activities in tertiary institutions in Sokoto state is presented in table 4.3.3.

Table 5: Factors Motivating Students' Pursuance of Entrepreneurial Opportunity in Tertiary Institutions in Sokoto State.

S/N	Item Statement	Mean	Std Dev.	Ranking
1	Self-reliance is a factor that motivate students in entrepreneurship	3.56	.833	1 st
2	Dream Accomplishment is another factor that motivate students in entrepreneurship	3.53	.848	2 nd
3	Sense of control is a factor that motivate student in entrepreneurship	3.32	.950	3 rd
4	Personal growth is a factor that motivate students in entrepreneurship	3.13	.993	4 th
5	Passion is one of the factors that motivate students in entrepreneurship	2.44	.828	5 th
Overall Mean		3.20	0.08	High

A look at table 4.3.3 indicates factors motivating students' pursuance of entrepreneurship activities in tertiary institutions in Sokoto state. A look at the table indicates that majority of the students signify that self-reliance is a factor that motivate students in entrepreneurship (Mean =

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

3.56) though they also indicate that dream accomplishment is another factor that motivate students in entrepreneurship (Mean = 3.53). Moreover, the table also indicate that the students indicated that sense of control is a factor that motivate students in entrepreneurship (Mean = 3.32) thus, they indicated that students' personal growth is a factor that motivate students in entrepreneurship (Mean = 3.13) even though, from the table, students indicate that passion is not a that motivate students in entrepreneurship (Mean = 2.44). Accordingly, because of an overall Mean of 3.20 and a Standard Deviation of 0.08 indicated in the table, factors motivating students' pursuance of entrepreneurship activities in tertiary institutions in Sokoto state is significant and acceptable. It is thus concluded that factors motivating students' pursuance of entrepreneurship activities in tertiary institutions in Sokoto state are significant for skills acquisition.

The responses on challenges facing students' pursuance of entrepreneurship activities in tertiary institutions in Sokoto state is presented in table 4.3.4.

Table 5: Challenges Facing Students' Pursuance of Entrepreneurship Activities in Tertiary Institutions in Sokoto State.

S/N	Item Statement	Mean	Std Dev.	Ranking
1.	Emphasis on theoretical knowledge rather than practical knowledge due to the lack of entrepreneurship centre is a challenge in pursuance of entrepreneurship	3.88	.482	1 st
2.	Insecurity is a challenge in pursuance of entrepreneurship	3.71	.708	2 nd
3.	Inadequate power supply is a challenge in pursuance of entrepreneurship	3.48	.881	3 rd
4.	Inadequate teaching materials is a challenge in pursuance of entrepreneurship	2.77	.975	4 th
5.	Lack of fund is a challenge in pursuance of entrepreneurship	2.69	.953	5 th
6.	Inadequate qualified teachers and instructors as well as supporting staff at all level is another challenge in pursuance of entrepreneurship	2.56	.900	6 th
Overall Mean		3.18	0.19	High

A look at table 4.3.4 indicates challenges facing students in pursuing entrepreneurship activities

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

in tertiary institutions in Sokoto state. A look at the table indicates that majority of the students signify that emphasis on theoretical knowledge rather than practical knowledge due to the lack of entrepreneurship centre is a challenge in pursuance of entrepreneurship (Mean = 3.88) and they also indicate that insecurity is another challenge in pursuance of entrepreneurship (Mean = 3.71). Likewise, the table also indicate that the students indicated that inadequate power supply is a challenge in pursuance of entrepreneurship (Mean = 3.48) and the table also indicated that inadequate teaching materials is another challenge in pursuance of entrepreneurship (Mean = 2.77). Moreover, from the table, students indicate that lack of fund is another challenge in pursuance of entrepreneurship (Mean = 2.69) and they also indicated that inadequate qualified teachers and instructors as well as supporting staff at all level is another challenge in pursuance of entrepreneurship (Mean = 2.56). Consequently, because of an overall Mean of 3.18 and a Standard Deviation of 0.19 indicated in the table, challenges facing students in pursuing entrepreneurship activities in tertiary institutions in Sokoto state are significant and acceptable. It is thus concluded such challenges facing students in pursuing entrepreneurship activities in tertiary institutions in Sokoto state significantly affect skills acquisition.

Validation of the Instrument

The researcher designed instrument was presented to the experts for content and face validation. Essentially three experts validated the instrument from the Department of Educational Foundation, Faculty of Education and Extension services, Usmanu Danfodiyo university, Sokoto the experts were asked to critically examine the instrument in terms of meeting the objectives of the study, the use of tenses as well as clarity of words. In the course of validation, (10) items were modified, (4) items were dropped, (10) items were changed, and (20) items were retained, with modification of the items by the experts and its subsequent corrections by the researcher, the instrument was adjudged valid for the study. Their reviews and suggestions were incorporated into the final draft of the questionnaires

Summary

The study was on assessment of student's entrepreneurship awareness and skills acquisition in tertiary institutions in Sokoto state. The research work is made up of five chapters. The study began with chapter one, which forms the background information about the research topic. It explains extensively the problem of the study, raised appropriate research questions, which guided the conduct of the study and objectives of the study. The main objective of the study was to assess the entrepreneurship awareness and skill acquisition of students in tertiary institutions in Sokoto state. The significance of the study was also highlighted. It pointed out that the findings

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

of the study would be useful to the reader, graduates, counselors, government, and entrepreneurs. The findings of the study could also be of tremendous importance to entrepreneurs, lecturers, social scientist, ministry of education, educational agencies and anyone who may be interested in carrying out research in this area.

Related literature of different scholars within and outside Nigeria was reviewed. The research concepts were separately covered for the purpose of clarity. After conceptual frameworks, theoretical framework, factors that motivate students in Entrepreneurship in Nigeria, challenges facing students in pursuing entrepreneurship activities in tertiary institutions, studies on skills acquisition and it gave some examples of related empirical studies then concluded with summary and what made the study unique and how it fills the gap that existed.

The research methodology adopted in the course of undertaking the research explained the research design for the study, population of the study as well as sample and sampling techniques used for the study. The population of the study comprises of students offering entrepreneurship in tertiary institutions in Sokoto state. All students in year II with total population of thirty six thousand, five hundred and forty nine. (36,549) year II students across the whole tertiary institutions in Sokoto state. The sample for the study comprises of five tertiary institutions randomly selected from the target population.

Data Presentations, analysis and discussion was done in which the findings of the study revealed that skills acquisition is greatly aided by students level of entrepreneurship awareness and the students level of skills acquisition in tertiary institutions is significantly and commendable.

And finally the summary, conclusion, implication recommendations and suggestions for further studies were done.

Conclusion

Based on the findings of the study, it could be concluded that, skills acquisition program is greatly aided by students' level of entrepreneurship awareness in tertiary institutions in Sokoto state. Students' level of skill acquisition in tertiary institutions in Sokoto state is significantly commendable. Moreover, students skills acquisition is greatly abetted by some factors that motivate students to pursue entrepreneurship activities in tertiary institutions in Sokoto state. Finally, Students in pursuance of entrepreneurship activities in tertiary institutions in Sokoto state is significantly affected by some challenges.

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

Recommendations

1. The level of entrepreneurship awareness and skills acquisition should be increased in Tertiary institutions. Entrepreneurship courses should be introduced in Institutions of Sokoto state that does not offer such courses.
2. Government should furnish section of entrepreneurship education of institutions with human and material resources.
3. Adequate funding, qualified teachers adequate teaching materials, equipment and infrastructural facilities should be provided by government to meet up with the challenges of students pursuing entrepreneurship activities in tertiary institutions of Sokoto state.

References

- Aribaba F.O (2011). An evaluation of the impact of technologically innovative entrepreneurial development programmes on the performance of small-scale business in Nigeria. *Global Journal of Business, Management and Accounting*, 1(1)
- Biehl, A. M., Gurley-Calvez, T., & Hill, B. (2014). Self-employment of older Americans: Do recessions matter?. *Small Business Economics*, 42(2), 297-309.
- Brancu, L., Munteanu, V., & Gligor, D. (2012). Study on student's motivations for entrepreneurship in Romania. *Procedia-social and Behavioral Sciences*, 62, 223-231.
- Ekpoh, U. I., & Edet, A. O. (2011). Entrepreneurship education and career intentions of tertiary education students in Akwa Ibom and Cross River States, Nigeria. *International Education Studies*, 4(1), 172-178.
- Francis, E. E., & Oghenevwogaga, T. D. (2015). Promoting entrepreneurship in library and information science for self-reliance: Paradigm shift for LIS graduates in Nigeria. *International Journal of Library and Information Science*, 4(1), 70-77.
- Giacomin, O., Janssen, F., Pruett, M., Shinnar, R. S., Llopis, F., & Toney, B. (2011). Entrepreneurial intentions, motivations and barriers: Differences among American, Asian and European students. *International Entrepreneurship and Management Journal*, 7, 219-238.
- Hakim, A. M., Evans, A. C., Berger, L., Kuwabara, H., Worsley, K., Marchal, G., ... & Marrett, S. (1989). The effect of nimodipine on the evolution of human cerebral infarction studied by PET. *Journal of Cerebral Blood Flow & Metabolism*, 9(4), 523-534.

Entrepreneurship Awareness and Skill Development among Students in Tertiary Institutions in Sokoto State: Implications for Vocational Counselling

- Kirkwood, J. (2009). Motivational factors in a push-pull theory of entrepreneurship. *Gender in Management: An International Journal*, 24(5), 346-364.
- Murnieks, C. Y., Klotz, A. C., & Shepherd, D. A. (2020). Entrepreneurial motivation: A review of the literature and an agenda for future research. *Journal of Organizational Behavior*, 41(2), 115-143.
- Pruett, M; Shinnar, R.S; Liopis, F and fox, (2009). Explaining entrepreneurial intentions of university students: a cross- cultural study. *International Journal of Entrepreneurial Behaviour and Research*, 15(6), 571-594
- Schjoedt, L., & Shaver, K. G. (2007). Deciding on an entrepreneurial career: A test of the pull and push hypotheses using the panel study of entrepreneurial dynamics data. *Entrepreneurship Theory and Practice*, 31(5), 733-752.
- Segal, G., Borgia, D., & Schoenfeld, J. (2005). The motivation to become an entrepreneur. *International journal of Entrepreneurial Behavior & research*, 11(1), 42-57.
- Zaouali, N., Khelifa, I., & Belkacem, L. (2015). The impact of opportunity and necessity based Start-Up on the choice of an Economic Sector in Tunisia. *Procedia Economics and Finance*, 23, 1411-1419.