

Entrepreneurial Career Self-Confidence and Sustainable Development Core Values: Moderating Effect of Entrepreneurial Career Intention

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Abstract

As of late, proof proliferates that joblessness, underemployment and destitution have become uncontrolled among most Undergraduate of Universities (UUs). However, this tricky situation suggests that most UUs do not apply the conviction that they are fit for performing entrepreneurial careers. This might also obstruct their choices to begin and deal with business career upon graduation. The study, therefore, aims to examine the moderating effect of Entrepreneurial Career Intention (ECI) on the relationship between Entrepreneurial Career Self-Confidence (ECSC) and Sustainable Development Core Values (SDCVs). A correlational design was applied and data were gathered from a randomly chosen sample of 308 final year UUs, utilizing a self-revealed survey questionnaire. Correlational Metrix was applied to decide the degree of connection among study variables and hierarchical regression was applied to test the hypothetical propositions. The outcomes of the study showed that ECSC and ECI were significantly and positively related to SDCVs. The outcomes additionally showed that ECI moderated the relationship between ECSC and SDCVs. These discoveries recommend that high degrees of ECSC and ECI exerted by the UUs activate high degrees of accomplishing the SDCVs among UUs. The outcomes of the study have added to existing literature. The outcomes of the study have given an understanding into how ECI can assist in moderating the relationship between ECSC and SDCVs.

Keywords: core values, entrepreneurial career intention, entrepreneurial career self-confidence, moderating effect, social issues, sustainable development, university undergraduates.

Introduction

Sustainable development (SD) is referred to as a process by which the needs of present generations can be satisfied without compromising the ability of future generations to satisfy their needs (UNESCO, 2006). While, sustainable development core values (SDCVs) are sets of fundamental values that influence individual's attitude and behaviour in a way that fosters the sustainability of the present and future generation (Quoquab *et al.*, 2018). According to the existing literature, basic human needs, self-esteem and freedom are the three most-utilized SDCVs (Mensah, 2019; Edokpolor, 2019, 2020). Basic human needs represent adequate stocks and flows of food and income capacity to meet well-being or livelihood. Basic human needs were considered as core values because they involve goods and services such as food, clothing, protection and healthcare necessary to sustain an average individual at the bare minimum level of living. Self-esteem represent the ability to be a person, or the ability of not being used as a tool by others for their own ends. Self-esteem is identified as an essential value because it connotes a feeling of worthiness that a society enjoys when it's social, political and economic systems promote human values, such as respect, honour, dignity, integrity, recognition, identity and self-worth, among others. Freedom indicate individuals' ability to choose. The desire to be free is also identified as a core value because it involves a situation in which a society has at its disposal a variety of alternatives from which to satisfy its wants, and also involve a situation in which individuals enjoy actual choices according to their preferences.

The concept of SDCVs emerged from the World War II. SDCVs was anchored on a study by the U.S. National Academy of Sciences which aims to examine the aspirations and desire of individuals across the world. SDCVs support SD by translating these values into SD goals based on the need of different countries. Although, recent studies by Edokpolor (2019, 2020) have attempted to examine the different factors that could influence SDCVs. None of these recent investigations nor earlier discussions on the factors that could influence SDCVs (Thøgersen and Ölander, 2002; Kates *et al.*, 2005; Leiserowitz *et al.*, 2006, Shepherd *et al.*, 2009) examine the effects of entrepreneurial career self-confidence (ECSC) and entrepreneurial career intention (ECI). Therefore, not all individuals are fully aware of the different factors that could influence SDCVs.

This study relies on ECSC and ECI to fill this gap. However, Goal 4 of the United Nations 2030 SD agenda that was classified under Quality Education aims to ensure how entrepreneurship education provide all learners, including undergraduate of universities (UUs) with entrepreneurial skills to accomplish SDCVs (Harvey, 2016; United Nations, 2017, 2019). In order to accomplish SDCV, a pool of entrepreneurial skills need to be acquired by UUs which would, in turn, reinforce their abilities to pursue entrepreneurial careers upon graduation. Interestingly, this connection appears to be elucidated by the UUs level of interest in pursuing entrepreneurial careers. However, recent studies by Edokpolor (2019, 2020) have shown that pool of entrepreneurial skills acquired by the UUs would reinforce their capability of pursuing entrepreneurial careers and, in turn, leading to the accomplishment of SDCVs. The outcomes of

these studies imply that the extent to which exposure to entrepreneurship education will lead to the accomplishment of SDCVs can be brought about or mediated by the entrepreneurial skills acquired by the UUs. Unfortunately, an enormous empirical studies which aims to examine the moderating effect of ECI on the relationship between ECSC and SDCVs largely seems nonexistent. Therefore, there is the need to examine the moderating effect of ECI on the relationship between ECSC and SDCVs.

Although from the foregoing, it is alleged that a small number of factors influencing SDCVs has been explored by researchers, providing the opportunity for other researchers to test what has not been relatively tested in order to move the field beyond its exploratory stage. Two emerging factors, in particular, ECSE and ECI, seem to play important roles in influencing the accomplishment of SDCVs. ECSC refers to the belief one hold about his/her abilities to pursue entrepreneurial careers. While, ECI is a conscious and positive attitude or behavior one exert towards the pursuit of entrepreneurial careers. Furthermore, the theory of planned behavior (TPB) postulated by Ajzen (1985) proposes that the intentions of individuals toward a specific behavior will depend on their perceptions, which is the perception that the course of action is within the individual's competence and control. Interestingly, since ECI refers to a situation where one exert a conscious and positive attitude or behavior towards the pursuit of entrepreneurial careers, it is presumed, that ECI could strengthen the relationship between ECSC and SDCV. For example, the study of Yeh *et al.*, (2021) reported that there were significant positive relationship between entrepreneurial education and ECSC. The study of Ndofirepi (2020) showed that entrepreneurship education had a significant and positive relationship with ECI. While, the study of Edokpolor (2020) found that entrepreneurship education had a stronger relationship with SDCVs. The study further found that entrepreneurial skills possessed by UUs were responsible for the significant and positive relationship between entrepreneurship education and SDCVs. Similarly, it appears that the belief UUs hold about their abilities or skills to pursue entrepreneurial careers as well as a conscious and positive attitude or behavior they exert towards the pursuit of entrepreneurial careers are more important in influencing the accomplishment of SDCVs. These findings are consistent with the postulations of early theorists who assumes that the fundamental attributes or skills influences the decisions to pursue entrepreneurial careers (Bandura, 1977; Becker, 1977; Shapero and Sokol, 1982) and that innovative effort in particular is likely to be linked to economic development (Schumpeter, 1934) through the creative destruction tendency (Schumpeter, 1942).

The purpose of this study is to examine the influence of ECSC and ECI on the SDCVs. In search of this interplay, the study sought to address the following research questions: (1) What is the relationship between ECSC and SDCVs? (2) What is the relationship between ECI and SDCVs? And (3) Does ECI moderate the relationship between ECSC and SDCVs?

Theoretical Framework

Social Cognitive Career Theory (SCCT)

The SCCT assumes that individuals develop abilities or skills during schooling that reinforces their choices, interests, and decisions toward the pursuit of entrepreneurial careers (Lent *et al.*, 1994). The SCCT is derived from the social cognitive theory (SCT) propounded by Bandura (1989) to describe the career development of early adulthood and late adolescence from social cognitive perspectives in a form of self-efficacy or self-confidence, outcome expectations, and career goals attainment. One of the social cognitive components, such as self-confidence is considered to support this present study. Self-confidence is considered a major component of SCT that has received the most attention in career development literature (Lent *et al.*, 1994) and the most critical component of personal agency (Bandura, 1989). It was introduced into the career development literature by Hackett and Betz (1981) and later found to be the most influential predictor of entrepreneurial careers (Hackett and Lent, 1992). The SCT assumes that entrepreneurial careers generally require a high level of self-confidence to possess and access economic resources effectively (Bandura, 1991). Therefore, entrepreneurial careers can be influenced by a high level of ECSC, which could help to foster one's capability to pursue entrepreneurial careers. The implication is that entrepreneurial careers can be predicted by a high level of self-confidence which, in turn, could lead to the accomplishment of SDCVs among the UUs across the world.

Theory of Planned Behavior (TPB)

The TPB proposes that different kinds of human behavior are best predicted by the intentions to perform the various kinds of behavior in question (Ajzen, 1991). The TPB assumed that perceived behavioral control is a key determinant of an individual's intention to perform the different kinds of behavior (Ajzen, 2011). Behavioral outcomes such as ECSC and ECI could play a salient role in predicting different kinds of behavior (Ajzen, 1988). This implies that the TPB was propounded to predict personality behavior in specific contexts. For instance, the TPB was used to support career self-confidence (Hackett and Betz, 1981) and career intention (Boyd and Vozikis, 1994; Su *et al.*, 2021) in that an individual's belief in his or her ability to perform different kinds of behaviors is strengthened by individual's intention to perform behaviors of different kinds in specific contexts. The UUs' intention to pursue entrepreneurial careers will increase the relationship between the UUs belief about their abilities toward the pursuit of entrepreneurial careers and behavioral outcome. It is therefore assumed that the UUs ECI will moderate the interplay between ECSC and SDCVs.

Entrepreneurial Career Self-Confidence

The concept of both entrepreneurship and entrepreneurship education has been extensively studied in the economic development literature to explain the role of an enterprising individual as a change agent of the society; and innovation is central to this change process through the creation of new products and services (Schumpeter, 1934). However, before any

society experience a change, individuals must exert the belief that they have the conviction or abilities or skills to pursue entrepreneurial careers. This means that individuals' belief about their capabilities of pursuing entrepreneurial careers is referred to ECSC. In the context of this study, ECSC involves UUs' belief concerning their capabilities of pursuing entrepreneurial careers. In this definition, the authors include the specific domain of ECSC as the capabilities or skills exert by UUs to pursue entrepreneurial career tasks.

The notion of ECSC is grounded in the SCT that simultaneously examines the dynamic interplay between the individual and the environmental factors by describing how fundamental attributes (e.g., self-confidence and skills) and environmental factors (e.g., entrepreneurship program or role model) help reinforce an individual's decision to pursue entrepreneurial careers (Baron, 1998, 2004; Shane and Venkataraman, 2000). Different streams of definitions of ECSC have emerged in the literature. For instance, one stream of research defines ECSC as individuals' beliefs about their capabilities and skills to exert complete sureness of perceptions and feelings that they can perform entrepreneurial career activities such as creativity, innovativeness and risk-taking (Chen *et al.*, 1998; Segal *et al.*, 2005; Otache, 2020). While the second stream defines ECSC as individuals' beliefs about their capabilities and skills to successfully manage an entrepreneurial venture or an entrepreneurial business (Boyd and Vozikis, 1994; Scherer *et al.*, 1989).

From the foregoing, the UUs self-confidence could influence the pursuit of entrepreneurial careers and subsequent actions. Subsequent actions exert by UUs are selected based on their judgments or perceptions of self-confidence. However, the UUs with higher levels of ECSC in their early stage of career development will have a higher probability of being involved in entrepreneurial task, which could, in turn, provide the chance for them to be involved in the practice of SDCVs later in life.

Entrepreneurial Career Intention

The clarification of the concept and meaning of ECI has attracted the bulk of research interests from entrepreneurship practitioners and scholars. Enormous conceptual and empirical studies have been conducted on ECI among students, especially on its predictive outcomes such as entrepreneurial behavioral (Prabhu *et al.*, 2011; Henley *et al.*, 2017; Rauch and Hulsink, 2015) and entrepreneurial start-up process (Krueger and Carsrud, 1993; Bellò *et al.*, 2018). This implies that from the empirical and conceptual stand points, the entrepreneurial behaviour and start-up process are predicted by individuals' intentions and plans. As rightly and eloquently pointed out by Ajzen:

Intentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert in order to perform the behavior. As a general rule, the stronger the intention to engage in a behavior, the more likely should be its performance (Ajzen, 1991, p. 181).

Intention therefore may be considered the best predictor of behavior, especially when the behaviour is a thoughtful and planned act (Tounes *et al.*, 2014). Accordingly, ECI is defined as a mental and conscious process, which results in a decision to establish and manage a new business (Ahmed *et al.*, 2017; Sesen, 2012). Similarly, Krueger and Carsrud (1993) defined ECI as the commitment to start and manage a new business. Thompson (2009) defined it as a self-acknowledged conviction by a person to start up a new venture and consciously plan to do so at some point in the future. Bae *et al.* (2014) also saw ECI as an individual's desires to own or start a new business in the future. Otache *et al.*, (2019) defined ECI as an individual's belief that he or she intends and plans to start up a new business venture in the future. This implies that the stronger the intention of an individual, the greater the chances of exerting the behavior in question. Thus, the intention to start and manage a new business comes from a will. Intention can therefore be seen as a state of mind that directs an individual's attention towards a predetermined goal so as to achieve something. Tounes *et al.*, (2014) argued that the intention to create a new business is a major phase of a creative process, involving an individual's willingness to fit within a cognitive process conditioned by socio-cultural, political and economic context.

The intention of UUs to start a new business upon graduation may lead to sustainable development; that is the development that meets their current needs without compromising the ability to meet their needs in future. It means that the intention to start a new business upon graduation would provide the chance for UUs to have access to basic human needs, such as food, education, healthcare, clothing and shelter as well as self-esteem and freedom. The authors therefore averred that intentions of UUs to start a new business upon graduation is one the major imperative for accomplishing the SDCVs.

Sustainable Development Core Values

The concept of SD was defined in the Bruntland Commission Report as the "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development, 1987, p. 8). Accordingly, SDCVs may be defined as sets of essential qualities that drive individuals' mentality and conduct in a manner that empowers the sustainability for the present and group of generations yet to come. SD in particular is about meeting the basic needs of individuals in a long term and continuous bases, which implies that basic needs of individuals is a key indicator of SD, but not the only key indicator, SDCVs also falls within the confines of self-esteem and freedom. Thus, one would agree that SD is more concerned with advancing the lives we live, the choices we make, and the freedoms we enjoy on a long term and continuous bases. In the context of this study, SD can be conceptualizing as the continuous process of improving the quality of all human lives and capabilities by raising their levels of basic needs, self-esteem, and freedom. Basic needs are defined as adequate stocks and flows of food and income capacity to meet well-being or livelihood. Basic needs involve goods and services such

as food, clothing, protection and healthcare that are necessary to sustain an average individual at the bare minimum level of living (Edokpolor & Egbri, 2017).

Self-esteem on the other hand refers to a belief concerning the worth of an individual's (Johnson *et al.*, 2020). Self-esteem would greatly influence how individuals act and react in various settings and, of course, seems to reflect positive self-image (Burger *et al.*, 2020). Self-esteem is a psychological term that refers to the judgment or evaluation made of an individual in relation to his or her own worth (Abbassi and Sta, 2019). This means that a high level of self-esteem will be related to trusting one's thoughts and judgments and ability to make decisions. Thus, self-esteem can help to create more effective interpersonal and work relationships and contribute to improving the work environment. Low self-esteem leads to overly compliant or rebellious behavior, makes the work environment unpleasant and decreases productivity, further leading to mental health problems (Johnson *et al.*, 2020). High self-esteem leads to feelings of doing better than others, or above their best personal best (Machin *et al.*, 2019). Furthermore, individuals with high self-esteem will experience greater overall mental and physical well-being regarding effectiveness, which is usually associated with increased psychological distress (Machin *et al.*, 2019). Freedom may be defined as an individual's ability to choose. It involves a situation in which a society has at its disposal a variety of alternatives from which to satisfy its wants and a situation in which individuals enjoy real choices according to their preferences (Todaro and Smith, 2011). Therefore, continuously increasing high levels of livelihood, self-esteem and freedom would help in contributing to development in a sustainable manner.

Research Model

The schematic model depicted in Figure 1 is based on the hypothetical propositions and the moderation effect based on the variables of this study.

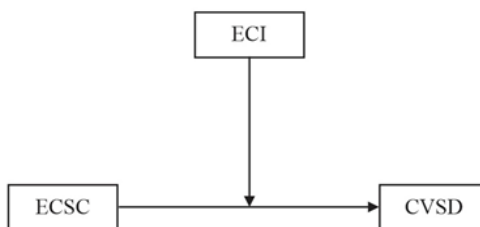


Figure 1: *Conceptual Model of the Study.*

Source: Hayes (2018)

The schematic model explains the impact of ECSC and ECI on the accomplishment of SDCVs. The schematic model is a single moderation model that embraced a one-path moderation effect through ECI (Hayes, 2013, 2018). The schematic model provide a chance for the moderator variable (ECI) to affect the outcome variable (SDCVs). The path of the schematic

model demonstrating the relationship between the predictor variable (ECSC) and the outcome variable (SDCVs) represents hypothetical proposition one. While, the path of the schematic model demonstrating the relationship between the moderator variable (ECI) and the outcome variable (SDCVs) represents hypothetical proposition two. Finally, the path represented by ECSC, ECI, and SDCVs demonstrate the moderation effect of ECI on the relationship between ECSC and SDCVs. Hence, the following hypotheses were proposed as follows:

- H₁.** ECSC is a significant positive predictor of SDCVs.
- H₂.** ECI is a significant positive predictor of SDCVs.
- H₃.** ECI is a significant positive moderator of ECSE and SDCVs relationship.

Methodology

Participants: the participant in the study comprised of 308 UUs'. They were from different faculties: faculty of agriculture, faculty of law, faculty of education, faculty of arts, faculty of science, faculty of social sciences and faculty of engineering. Purposive sampling was used to select the participants because they were unique groups of UUs who have been exposed to a university-wide entrepreneurship education program. The study was conducted at the time these groups of UUs were in their final year of the Bachelor's degree programs.

The instrument for data collection were structured questionnaire, which were adapted from existing scales. These instruments were divided into two sections, which consisted of demo-graphic data and questionnaire items. Demographic information of UUs' consist of their sex and age. Sex was represented as male (145, 47.1%) and female (163, 52.9%). Age was grouped as 20-25 years (203, 65.9%), 26-30 years (87, 28.2%), 31-35 years (14, 4.5%), and 36-40 years (04, 1.3%). Items 1 to 5 measure ECSC, items 6 to 11 measure ECI, and items 12 to 14 measure SDCVs. A seven-point Likert scale instrument was used for data collection, ranging from totally disagree = 1 to totally agree = 7. The UUs perceptions was used to measure impact of ECSC and ECI on SDCVs. A sample of the item for ECSC is: "I believe I possess the ability to operate a successful entrepreneurial business". A sample of the item for ECI is: "I am ready to do anything to become an entrepreneur". Finally, a sample of the item for SDCVs is: "University graduates' need to meet their basic needs". A reliability test was conducted using the Cronbach's alpha method to ascertain the internal consistency of the research instrument. Coefficients alpha values provided the reliability for each variable: ECSC ($\alpha = .929$), ECI ($\alpha = .688$), and SDCVs ($\alpha = .915$). Thus, these coefficient values confirmed high consistency on each of the variables

Data collected from the respondents were analyzed with mean, standard deviation, correlation and regression using Statistical Package for Social Sciences (SPSS) version 23.0 and PROCESS Macro for SPSS version 3.4.1 (Hayes, 2018). Pearson correlational Metrix were used to analyze the questions raised in the study and hierarchical linear regression were used to test the hypotheses proposed in the study. The decision criteria for the use of correlational Metrix was based on a range of a coefficient value (r) as recommended by Gay *et al.*, (2011) in the

following order: Coefficients r-value between $\pm .8$ and ± 1.0 means very high relationship; $\pm .6$ and $\pm .8$ means high relationship; $\pm .4$ and $\pm .6$ means moderate relationship; $\pm .2$ and $\pm .4$ means low relationship; $\pm .0$ and $\pm .2$ means very low relationship; ± 1.0 means perfect relationship; and coefficient r-value of 0 means no relationship. Note that when a coefficient r-value is a negative value, it is a negative relationship; which means also that as one variable increases the other decreases. When a coefficient r-value is a positive value, it is a positive relationship; which means that as one variable increases the other increases. For regression estimates, probability p-value less than or equal to .05 implies significant (reject H0) while probability p-value greater than .05 implies not significant (accept H0). For BC bootstrap, if the values of the confidence interval (CI) (lower limit - LL and upper limit - UL) fall within the same axis (that is, not including zero value), it implies significant (reject H0). If CI values are across axes (that is, including zero value), it implies not significant (accept H0).

Results

The authors conducted a preliminary data analysis to determine the need for a moderation analysis. For instance, when there is a significant interplay between the predictor variable and outcome variable as well as a significant interplay between the moderator variable and outcome variable; a moderation analysis can therefore be performed in the study. This explanation guided the authors while conducting the preliminary data analysis. Hence, the authors used mean, standard deviations, Cronbach's alpha, correlation matrix and simple linear regression for the data analyses in the study.

Table 1. Study Descriptive Statistics and Bivariate Correlational Matrix

S/N	Variables	M	SD	1	2	3	4	5
1	Gender	1.53	0.499	1				
2	Age	1.41	0.642	-.043	1			
3	ECSC	28.04	6.928	-.043	-.034	1		
4	ECI	33.89	8.467	-.021	-.090	.784**	1	
5	SDCVs	18.25	4.107	-.021	-.035	.689**	.735**	1

Notes: ** $p < 0.01$; $N = 308$, $M = \text{Mean}$, $SD = \text{Standard Deviations}$, $ECSC = \text{Entrepreneurial Career, Self-Confidence}$, $ECI = \text{Entrepreneurial Career Intention}$, $SDCVs = \text{Sustainable Development Core Values}$.

Table 1 displayed the mean, and standard deviation of the variables as well as the associations between them. For the control variables, results exposed that the gender and age were negatively, but not significantly correlated with ECSC (Gender: $r = -.043$, $p > 0.05$ and Age: $r = -.034$, $p > 0.05$), with ECI (Gender: $r = -.021$, $p > 0.05$ and Age: $r = -.090$, $p > 0.05$) and SDCVs (Gender: $r = -.021$, $p > 0.05$ and Age: $r = -.035$, $p > 0.05$). In addition, ECSC was positive and significantly related to ECI ($r = .78$, $p < .01$), SDCVs ($r = .689$, $p < .01$). ECI was positive and significantly related to SDCVs ($r = .735$, $p < .01$).

Table 2: Results for entrepreneurial career self-confidence, Sustainable Development Core Values with entrepreneurial career intention as moderator

Hypo.	Variable	SDCVs						
		R ²	F (398)	Beta	t	P	95%CI	
							LL	UL
H ₁	ECSC → SDCVs	.475	276.599	.549	7.4842	.0000	.4044	.6929
H ₂	ECI → SDCVs	.573	204.469	.523	9.3971	.0000	.4134	.6324
H ₃	ECSC x ECI → SDCVs	.0422	33.304	-1.127	-5.771	.0000	-.0171	-.0084

Notes: ** $p < 0.001$; $N = 308$, $M = \text{Mean}$, $SD = \text{Standard Deviations}$, ECSC = Entrepreneurial Career Self-Confidence, ECI = Entrepreneurial Career Intention, SDCVs = Sustainable Development Core Values

Table 2 depicts the hierarchical linear regression analysis showing the relationship between ECSC, ECI and SDCVs and the moderating impact of ECI on the relationship between ECSC and SDCVs. As presented, model 1 tested the direct effect of ECSC on SDCVs and the result indicated that ECSC had a statistically significant positive impact on SDCVs, ($\beta = 0.549$, $t = 7.484$). The positive β value of ECSC shows that an increase in ECSC would lead to an equivalent increase in SDCVs. The model explained 48% of the variance in SDCVs. The outcome authenticates that ECSC is a positive and significant predictor of SDCVs. Thus, based on this outcome, it can be resolved that H1 was supported. To ascertain the moderating effect of ECI on the association between ECSC and SDCVs, ECI was added. The outcome verified the influence of the interaction effect between ECSC and ECI on SDCVs. The results uncovered that ECI had a positive and significant impact on SDCVs, $\beta = 0.523$, $t = 9.397$. The analysis showed that the interaction effect between ECSC and ECI (i.e. ECSC x ECI) had a positive and significant relationship with SDCVs, $\beta = -.0127$, $SE = 0.0022$, $t = -5.771$, $P = 0.000$, with a 95% confidence interval excluding zero (LL = -.0171, UL = -.0084).

Discussion of Findings

This study developed a schematic model to empirically determine the moderating effect of ECI on the relationship between ECSC and SDCVs. Regarding the direct influence of ECSC on SDCVs, the findings revealed that the impact of ECSC on SDCVs were positive and significant. Thus, this result suggests that an enhanced ECSC among university under-graduates, would activate high levels of accomplishing SDCVs. Importantly, the results infer that developing among undergraduates the entrepreneurial competencies that improve self-confidence will result to a high level of CVSD accomplishment (Nasip *et al.*, 2017). This study outcome is in line with a more recent research (Tymon *et al.*, 2020).

Based on the moderating effect of ECI, the findings revealed that ECI impacted positively on SDCVs and moderated significantly the effect of ECSC on CVSD. The outcome suggests that the university undergraduates had a positive career intention towards graduation and this intention impacted positively on their creative tendencies and wish to own their own

businesses and significantly improved the positive impact of ECSC on SDCVs. By implication, the findings shows that the impact of ECSC on SDCVs depends on the level entrepreneurial career intention of university undergraduates. The findings are consistent with previous findings on SDCVs (Edokpolor, 2019, Edokpolor, 2020; Faradova, 2020). As a result, the study concludes that an enhanced ECSC is highly desirable to accomplish SDCVs such as high level of well-being, self-esteem and freedom. Consequently, the study also concluded that an enhanced capability to perform an entrepreneurial task is required for ECSC to have a greater influence on the accomplishment of SDCVs.

Conclusion

This study has established the significance of ECSC in promoting high level of well-being, self-esteem and freedom. The results emphasize the need for university undergraduates to develop the creative tendencies, desire and self-confidence to enable them to execute entrepreneurial tasks needed to establish and manage a new business upon graduation. To develop these characteristics requires huge investment into entrepreneurship development training to provide the needed learning environment that will equip undergraduates with entrepreneurial career self-confidence and intention to possess the SDCVs. Therefore, developing among undergraduates the ECSC should be one of the main objectives of university undergraduate's entrepreneurship development program to acquire ECI to accomplish SDCVs.

The positive outcome notwithstanding, this study is not without of restrictions. First, this study adopted a correlational design model and as such made causal inferences impossible. Thus, experimental and longitudinal methods are recommended to reveal the painstaking scientific procedures of improving the SDCVs among students. Secondly, data was collected using self-reported questionnaires which may have resulted in self-report bias and common method variance. As a result, the association among study variables might be weaker or even stronger than the observed relationship in the study. Also, the sample size demands caution in generalizing the study findings beyond this study's context. Nonetheless, the used 5000 resample bootstrapping method was eminent which gave rooms for absolute generality of results to abate this limitation. However, the validity and reliability of the instruments used for data collection was acceptable. Despite the study short comings, the findings of this study contributed to the present works on SDCVs by providing empirical evidence of the role of ECI on the ECSC and SDCVs relationship.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. University administrators should device strategic means to create resourceful learning environment as this will provide opportunity for students to become self-efficacious and make drastic decisions.

2. Students should endeavour to continually make effort to acquire variety of requisite skills and knowledge as this will help to reinforce their interest and decision for entrepreneurial career.
3. University administrators should device means of exposing students to resourceful learning environment as this will help develop their confidence and intention to start a new business. In turn, students will possess life-sustaining essentials, be a person, and be free from social servanthood.

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