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Formulating Entrepreneurial Education through the Application of Event Entrepreneurship Model

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Abstract

The aim of this paper is to examine the factors to be embedded in national entrepreneurial education as effort to increase entrepreneurial intention among secondary school learners through the lens of Event Entrepreneurship Model. Focusing on secondary school Students in Bauchi, Nigeria, the paper seeks to determine the effect of the entrepreneurship education, prior entrepreneurship experience, entrepreneurship awareness and perceived desirability self-employed on entrepreneurial intentions of these students. A cross-sectional survey was deployed using a sample of 400 students from 55 secondary schools in Bauchi. A structured self-administered questionnaire was used for data collection and SPSS Version 25 was used for the data captured and preliminaries analyses and Smart PLS was used in the main analysis of the data. Findings revealed that entrepreneurial intentions of secondary school students were prophesied by entrepreneurship education, along with entrepreneurship awareness and perceived desirability self-employed and previous entrepreneurship experience. Moreover, the awareness of financial assistance was found to be a significant moderator of the perceived desirability self-employed on entrepreneurial intention. It is concluded that, to develop a proper entrepreneurship education approach, embedment of entrepreneurship awareness and perceived desirability self-employed and previous entrepreneurship experience have to be considered if a nation would like to heighten the level of entrepreneurial intentions and supported by appropriate financial support.

Keywords: Entrepreneurship Education, Prior Entrepreneurship Experience, Entrepreneurship Awareness, Perceived Desirability Self-Employed, Entrepreneurial Intentions.

Introduction

Entrepreneurs play a significant role on economic development and provision of job opportunities though creativity and innovation among the developed and developing Nations (Mandongwe & Jaravaza, 2020). Business research has been focusing on individual entrepreneurship and those factors that influence entrepreneurial intention (Anjum & Heidler, 2021). Intention is the best predictor of EI and a fundamental steps or process in business formation (Krueger et al., 2000). Social psychology scholars sees intention a state of knowledge before any decision to perform (Ajzen, 1991). Entrepreneurship knowledge have received a world-wide attention and tried to identify why other people become

entrepreneurs while other individual do not, (Al-shammari, 2018; Galvão et al., 2018; Padilla-Angulo, 2019; Shah & Soomro, 2017). Various scholars have conducted research on entrepreneurial intention in order to determine the factors that are associated with entrepreneurial intention to entrepreneurial behaviour (Aloulou, 2017; Darmanto & Yuliari, 2018; Kautonen et al., 2015) Empirical evidences have shown that entrepreneurial intentions has a significant association with individual behaviour to start-up a new business activities (Al-Mamun et al., 2017; Shirokova et al., 2016). Entrepreneurial intentions research is a fundamental component that provide a significant understanding on how individual intention is formed, and equally how new business is formed and its relevant effects on individual behaviour which would attract entrepreneurship program support interventions toward developing entrepreneurial activities (Krueger, 2017; Malebana, 2014; Malebana & Swanepoel, 2015). Understanding the factors that influence students' entrepreneurial intention would pave away for curriculum development and design of entrepreneurship education at secondary and tertiary institution particularly in Nigeria. EI was established from the existing literature as a facilitator of new business formation and also it has an effect on the success, growth and survival of a business, it similarly encourages ones self-depended and develop ideas and innovation, individual entrepreneurial process started on the needs, wants and beliefs of a person (Amesi & Dakoru, 2021). On a similar opinion entrepreneurship intention is an area where more attention was given due to its enormous contribution on a nation economy, innovation, wealth creation and job opportunities (Mustafa & Abbas, 2020). Based on Taiwo and Modupe (2018) EI is the independence of person's mind on business ideas towards new business formation. In order to enrich the applicability of EEM in secondary school students entrepreneurial behaviour, it becomes imperative to signpost the prospects of the variables through future studies. From the prior researches it is vital to include novel predictors since relevant variables have studied and reserved (Wu & Tian, 2022). Similar researches have been carried out to determine the EI using EEM among students around the world but their findings revealed different results. Thus, the application of EEM on secondary school students EI would encourage student's career development. Based on the aforementioned research stimulus, this research aims to address these research gaps in the conceptualization of entrepreneurship education, prior entrepreneurship experience, entrepreneurship awareness, perceived desirability self-employed, awareness of financial assistance and entrepreneurial intentions. Thus, within the developed research conceptual framework the study addresses the following questions:

Rq1. What is the influence of entrepreneurship education, prior entrepreneurship experience, entrepreneurship awareness, perceived desirability self-employed, and entrepreneurship awareness on entrepreneurial intention among secondary school students in bauchi state?

Rq2. Does awareness of financial assistance moderate the relationship between entrepreneurship education, prior entrepreneurship experience, entrepreneurship awareness, perceived desirability self-employed, and entrepreneurship awareness on entrepreneurial intention among secondary school students in bauchi state?

This current research discusses the development of theory and the hypothesis, before describing the methods employed, and finally presenting the results, discussion, limitations for future study, and conclusions.

Literature Review and Hypothesis Development

Entrepreneurship Intention

With the growing of entrepreneurship and entrepreneurial intention study around the world which have received attention from various government and non-governmental organization, entrepreneurship have contributed on the both economic and human development (raposo et al., 2014). Equally, the study of entrepreneurial intention on tertiary institutions and secondary schools there unanswered questions on the factors influence entrepreneurial intention among secondary schools learners particularly in Nigeria. This study is aim to identify the factors that trigger ei among secondary school learners in Nigeria. EI is a factor that articulates a person/s aspiration on becoming self-employed through new venture creation (bui et al., 2020). Ei have been discussed in various conceptual and empirical studies (Guerrero et al., 2008; Wu & Wu, 2008), as any person who has inbuilt behaviour on business activities through innovation and creativity. Krueger (1993) sees EI as fundamental human behaviour towards business formation and job creation in a nearest future.

Entrepreneurship Education

Entrepreneurship education has been a growing concern all over the world, many scholars have identify that entrepreneurship education as a stimulus for economic prospect of any country through innovation, creativity (Patricia & Silangen, 2016; Zhang et al., 2014). Entrepreneurship education is any learning activities which takes place in a formal or informal system which is associated with development of new skills, abilities on entrepreneurial activities (Cai et al., 2021; Jiatong et al., 2021; Wu et al., 2020). Similarly, entrepreneurship education changes individual attitudes and inculcate new knowledge on identify business opportunities towards new venture formation (Wardana et al. 2020), in the support of the statement entrepreneurship education change a person mindset towards business development (Handayati et al., 2020). The significant role of EE for EI is acquiring knowledge of business education (Handayati et al., 2020). The essence of EE is to inculcate EAW and develop entrepreneurial intention as a yardstick for venture creation (Higgins & Refai, 2017). The main idea of inclusion of entrepreneurship education in educational system is to become self-employed and to promote technical skills, transfer knowledge and experience towards entrepreneurial activities (Handayati et al., 2020). Empirical evidence have proven that EE have a significant association with entrepreneurial intentions (Adelaja & Arshard, 2016; Fayolle & Gailly, 2015; Jiatong et al., 2021; Maresch et al., 2016; Sahut et al., 2015; Solesvik et al., 2014; Tan, 2021). On a similar finding EE has a strong correlation with EI (Mengesha, 2020) From the existing literature this study believed that those with adequate entrepreneurship knowledge students are more likely to become self-employed. Hence, the study hypothesized that:

H₀₁: Entrepreneurial education is positively associated with entrepreneurial intention.

Past Entrepreneurship Experience

The finest learning experience among students or individual are those experience gain outside the school system, learning by doing and experience influence individual mindset towards such acts, past experience encourages individual towards entrepreneurial activities (Rodriguez-felix et al., 2016). According to Shapero and Sokol (1982) attitudes of a person can be shape by those factors from outside, such as socio-cultural, skills, personalities and financial support, in support of the argument pee can lead to entrepreneurial action, individual who are from family with business experience can have more aspiration towards

entrepreneurial activities (Krueger & Carsrud, 1993). Other findings stated that participation in activities are the driving engine that make learning took place, students who involve in any learning activates it may improve their abilities and stimulation on certain action (Leal-Rodriguez & Albort-morant, 2019). This believed was supported by (breunig, 2017) bad experience encourage entrepreneurial action to take place. This study refuted the earlier findings which clearly stated that pee has no any association with ei (Haque et al., 2017; Maina, 2013; Zapkau et al., 2015; Zhang et al., 2014). This study supported the argument of Krueger (1993) that prior experience is the best predictor of attitudes towards entrepreneurial activities. Accordingly, this study postulated that:

H₀₂. Past entrepreneurship experience has a positive association with entrepreneurial intention.

Perceived Desirability Self-Employed

According to the model of entrepreneurship event model perceived desirability self-employed is among the most important element in the prediction of (El Shapero, 1982). In another view perceived desirability self-employed is a predictor of intention that encourage start-up a new venture and person's choice of behaviour it depends for a certain decision making (Krueger et al., 2000). Various studies have established that intention is a factor that push person to involve or not to involve a business, but this push factors are determine by his PDSE towards entrepreneurship (Senarath & Perera, 2018). Different scholars have seen PDSE as a waterway for a Nation economic development (Krueger & Carsrud, 1993; Krueger et al., 2000), according to the different views PDSE is a personal believed and intention to create new business is as a result of opportunity cost (Fellnhofer, 2018). Though, perceived desirability is a result of social interaction based on beliefs and attitudes were a person found himself (Abiah et al., 2019). Empirical evidences have proved that perceived desirability self-employed is having a high degree relating to stirring on EI (Barton et al., 2018; Boukamcha, 2015), PDSE is a factor that predict EI. Preliminary researches have also successfully confirmed the significant effect of PDSE on EI towards business formation. For example, (Barton et al., 2018; Boukamcha, 2015; Fellnhofer, 2018; N F Krueger & Carsrud, 1993; Senarath & Perera, 2018; Zhang et al., 2014). Based on this existing findings this research hypnotized that:

H₀₃. Perceived desirability self-employed has a positive association with entrepreneurial intention.

Entrepreneurship Awareness

The main goal of every institution of higher learning or lower learning it is not only to develop students EI but rather to promote entrepreneurship awareness among them through increasing their entrepreneurial self-efficacy so that they can identify business opportunities (Nguyen et al., 2021). Individuals prior knowledge and experience of something such as entrepreneurial opportunities may have the highest probability of identifying business opportunities and form their own business (Hu et al., 2018). Awareness of entrepreneurship activities may improve person's ability to involve in business activities (Li et al., 2015). However, it was established that about 85% from lower class and small business owners are the prospective beneficiaries of the government entrepreneurship program and entrepreneurial government policies but are not aware of such programs (Gbandi & Amisshah, 2014), similarly EAW is critical in a country where entrepreneurial activities are not promoted or regraded (Swart, 2014). EAW is the centre of business formation among individuals where

having good knowledge of something trigger the stimulation towards something. From the studies carried out by different scholars it was discovered that there is limited research on the association between EAW and EI particularly among the secondary school students. Consequently, empirical literature revealed that there is a significance relationship between EAW and EI among the tertiary students in a study of (Hu et al., 2018; Hu & Ye, 2017; Sang & Lin, 2019). According to the theory point of view revealed that a person with high EAW may have high EI, based on this this research postulated that:

H₀₄. Entrepreneurial awareness has a positive association with entrepreneurial intention.

Awareness of Financial Assistance

Luc (2018) cited in Evans & Leighton (1989) postulated that financial limitation is the barrier on a success of business formation and operations. Similarly, a person who has access to financial support may have a better chance of becoming self-dependent (Luc, 2018). Various literatures have reported that, having no or limited knowledge on the access to financial assistance would create a time constrain of young people in build-up their capital base, this may affect their start-up intention (Evans & Leighton, 1989). Other findings in a developing countries where a financial system has difficult access and stringent policies would serve a major obstacles among the potential entrepreneurs (Kristiansen & Indarti, 2004). On a similar studies which have found out that for any business to continued and be profitable it has been attributed to the ability of the person/s to have knowledge of financial resources (Demir et al., 2012; Turyahebwa et al., 2013). Awareness of financial assistance is one of the major component for venture creation it's a stimulus for a person's intention to involve in a business formation, AFA have a significant effect on business performance (Sabana, 2014), and consequently, financial awareness has link with transaction cost and the interaction Alvi et al. (2017). However, an empirical findings discovered that financial capability has an association with technopreneurship intention (Singhry, 2015). Conversely, various findings of the effect of financial awareness and access to finance has proving mixed result on a different geographic location (Cumurovic & Hyll, 2018; Wachira & Kihui, 2012; Xiao & Porto, 2017). From various existing empirical findings thus, this research believed the association between EE, PEE, PDS, EAW and EI depend on the awareness of the financial assistance in-view of the above, the following hypothesis were postulated:

H_{05a}. Awareness of financial assistance moderates the positive relationship between EE and EI among secondary school students in Bauchi state

H_{05b}. Awareness of financial assistance moderates the positive relationship between PEE and EI among secondary school students in Bauchi state.

H_{05c}. Awareness of financial assistance moderates the positive relationship between PDSE and EI among secondary school students in Bauchi state.

H_{05d}. Awareness of financial assistance moderates the positive relationship between EAW and EI among secondary school students in Bauchi state.

Materials and Method

This research deployed a cross-sectional technique to identify the factors influencing entrepreneurial intention among secondary school students in Bauchi State. In more detail, the research framework is shown in Fig. 1.

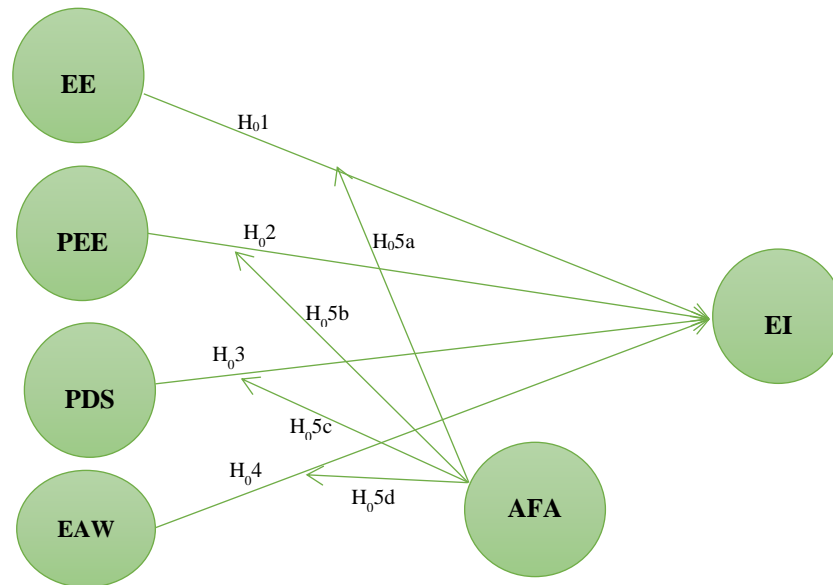


Figure 1. The conceptual framework.

Methodology

Sample and Data Collection

The unit analysis of this research is the total number of students in both secondary school, special schools and vocational and technical schools in Bauchi State, who have undertaken entrepreneurship related subject. The focused research is in Bauchi State Northern part of Nigeria the selection of Bauchi State is due to the fact that the Bauchi State was categories among the states with high level of illiteracy, poverty, unemployment and low economic activities. A convenience sampling was adopted in this study which is frequently applied in the entrepreneurship study (Al-Mamun et al., 2017; Bui et al., 2020; Handayati et al., 2020; Nguyen et al., 2021; Peter et al., 2018). The survey was conducted from October to December 2021. A total of 450 questionnaires were collected, and after the validating, roughly 400 questionnaires were certified and valid, see Table 1. The participants in this research were students who volunteer to participate in this research and the survey were proclaimed for their privacy. Table 1, indicate the demographic characteristic of the respondent which represent in the table 1, the respondent of this research includes secondary schools, vocational and technical school and special schools in Bauchi State of which the age range is between 13-21 years old, and the male has the highest number of 249 which represent 62.3 per cent and female has a total number of 151 which represent 37.8 per cent. However, the participants are from different category of the schools.

Table 1

The Demographic Data for Participants

S/No.	Characteristic	Total	Percentage
	Age		
	13-15	146	36.5
	16-20	134	33.5
	21-30	120	30.0
	Gender		
	Male	249	62.3
	Female	151	37.8
	School category		
	Secondary school	107	26.8
	Technical school	141	35.3
	Special school	152	38.0
	Total	400	100

Results and Discussion**The Measurement Model**

The Cronbach's alpha (α), composite reliability (CR), and average variance extracted (AVE) were used to check the reliability of the constructs (Bollen, 1989). The results presented in Table 2 show that Cronbach's alpha and CR values were greater than the recommended value of 0.7, however a value of 0.60 can be satisfactory in the case of exploratory research (Hair et al., 2007), while all the AVE were above the threshold of 0.5 (Hair et al., 2019). These results are presented in Table 2 shows that the values of CR are all above the recommended values of 0.7 and the AVE have been achieved. This study used heterotrait-monotrait (HTMT) to confirmed the discriminant validity ratio of connection test based on Henseler et al (2015) in order to ascertain the measures perform are accepted in both SEM (Voorhees et al., 2016). Similarly, both the values in Table 3 shows that the measures meet the HTMT criterion. From the above results it reflect that the measurement model said to be valid and consistent on the observe values which have satisfied the internal consistency, convergent and discriminant validities were achieved before the test of hypothesis.

Table 2

Construct Reliability and Convergent Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Aware_Fin_Assistance	0.753	0.838	0.529
Entrep_Awareness	0.795	0.866	0.619
Entrep_Intent	0.833	0.877	0.547
Entrp_edu	0.877	0.904	0.615
Perceived_Disability	0.848	0.888	0.569
Prev_Entrp_Experi	0.884	0.915	0.683

Table 3
Heterotrait-Monotrait Ratio (HTMT)

	EAW	EI	EE	PDS	PEE
Entrep_Awareness	0.864				
Entrep_Intent	0.784	0.826			
Entrp_edu	0.701	0.670	0.872		
Perceived_Disability	0.816	0.792	0.786	0.575	
Prev_Entrp_Experi	0.451	0.395	0.490	0.524	0.311

Table 4. Shows the path coefficients for the association among the four constructs in the model. All the path coefficients proved to be positive which indicates that the variables in the model are positively associated. The highest factor loading is the perceived desirability self-employee -> entrepreneurial intention ($\beta = .888$, $t = 58.794$, $p = .000$), and the lowest factor loading is related to awareness of financial assistance-> entrepreneurial intention ($\beta = .310$, $t = 5.250$, $p = .000$), even though the AFA have indicated the low loading below the threshold of 0.4 (Hair et al., 2014) but the CR and EVA are all above the threshold see table 2, so on this ground the item can be retain (Hair et al., 2014).

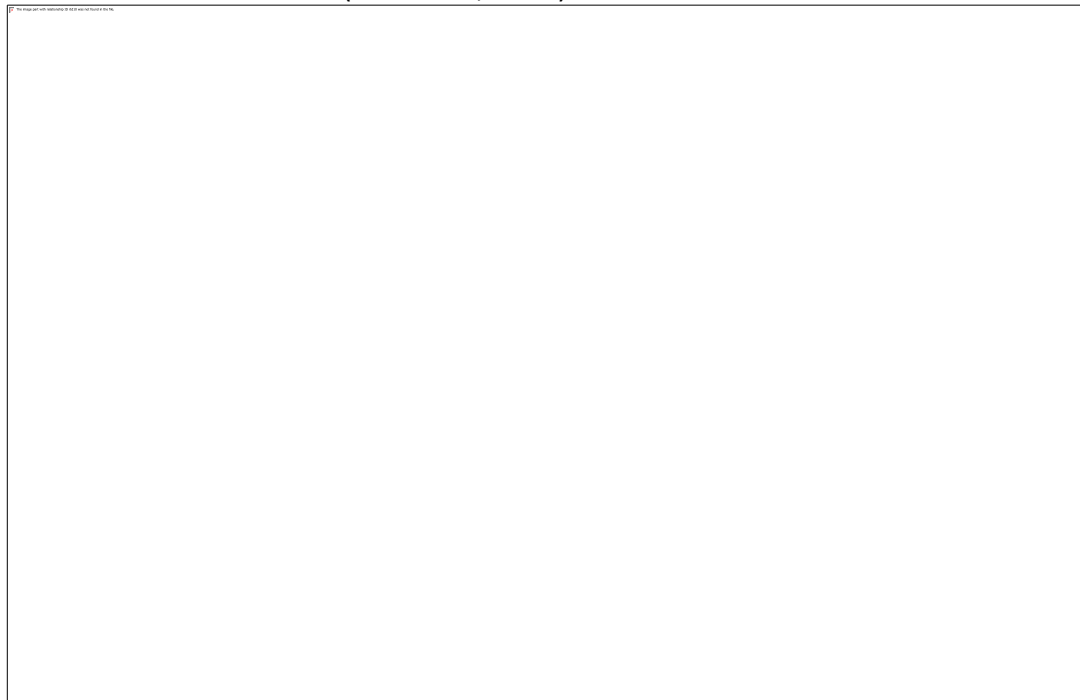


Figure 2. Structural Model

Table 4

Factor loadings of items on constructs

	Loadings	T Statistics	P Values
AFA1 <- Aware_Fin_Assistance	0.831	51.196	0.000
AFA2 <- Aware_Fin_Assistance	0.842	60.853	0.000
AFA3 <- Aware_Fin_Assistance	0.854	66.454	0.000
AFA4 <- Aware_Fin_Assistance	0.648	19.430	0.000
AFA5 <- Aware_Fin_Assistance	0.310	5.250	0.000
EAW1 <- Entrep_Awareness	0.840	52.440	0.000
EAW2 <- Entrep_Awareness	0.738	27.941	0.000
EAW3 <- Entrep_Awareness	0.788	31.087	0.000
EAW4 <- Entrep_Awareness	0.778	34.117	0.000
EE1 <- Entrp_edu	0.854	56.973	0.000
EE2 <- Entrp_edu	0.873	86.754	0.000
EE3 <- Entrp_edu	0.879	78.261	0.000
EE4 <- Entrp_edu	0.728	20.929	0.000
EE5 <- Entrp_edu	0.677	17.837	0.000
EE6 <- Entrp_edu	0.662	18.039	0.000
EI1 <- Entrep_Intent	0.628	17.177	0.000
EI2 <- Entrep_Intent	0.630	15.750	0.000
EI3 <- Entrep_Intent	0.696	20.625	0.000
EI4 <- Entrep_Intent	0.824	48.719	0.000
EI5 <- Entrep_Intent	0.841	54.739	0.000
EI6 <- Entrep_Intent	0.787	41.625	0.000
PDS1 <- Perceived_Disability	0.710	26.673	0.000
PDS2 <- Perceived_Disability	0.785	33.397	0.000
PDS3 <- Perceived_Disability	0.791	39.159	0.000
PDS4 <- Perceived_Disability	0.737	28.150	0.000
PDS5 <- Perceived_Disability	0.765	37.011	0.000
PDS6 <- Perceived_Disability	0.734	24.787	0.000
PEE1 <- Prev_Entrp_Experi	0.861	63.090	0.000
PEE2 <- Prev_Entrp_Experi	0.832	29.431	0.000
PEE3 <- Prev_Entrp_Experi	0.888	58.794	0.000
PEE4 <- Prev_Entrp_Experi	0.819	41.393	0.000
PEE5 <- Prev_Entrp_Experi	0.722	25.159	0.000

Structural Model

The general model fit was assessed using SEM in a standard procedures proposed by (Hair et al., 2010; Bagozzi and Yi, 1991). The R² value is equal to 0.774. It was discovered that 77.4 percent of the variation in EI of the students can be explained by the IVs. The 22.6 percent of the remaining variance is explained by other variables which are not part of this research. The research structure model seems values of the model fit shown in Table 5. The relevant prediction test (Q²) the aimed is to determine the related prediction on how degree of the model noticed values and its parameter estimates. The Q² value is > 0 (zero) that's shows that the model has a good predictive relevance value, see Table 5. The calculation of the size effect test is to evaluate the extent of the association between the latent variable (exogenous latent

variable) on the structural model (Hair et al., 2013). Consequently, the main criteria for f^2 are 0.02 (small), 0.15 (medium, and 0.35 (large) from the estimation of the f-test value the results indicate that (EAW->EI=0.042 which is small), (EE->EI=0.492 which is large), (PDS->EI=0.098 is small) and (PEE->EI=0.012 is small). The path coefficient, as presented in Table 5, indicates that the coefficient value for entrepreneurship education on entrepreneurial intention (H_01) is ($\beta=0.549$, $t=14.779$, $p<0.000$), which is showing that students have undergo relevant entrepreneurship education course has a significant effect towards their entrepreneurial intention. The coefficient value of past entrepreneurial experience on entrepreneurial intention (H_02) is ($\beta=0.063$, $t=2.073$, $p<0.012$) indicating that PEE has a positive association with EI, similarly, the coefficient value of perceived desirability self-employed on entrepreneurial intention (H_03) is ($\beta=0.236$, $t=6.095$, $p<0.000$) which is shows a significant association with EI and lastly the coefficient value for entrepreneurship awareness on entrepreneurial intention (H_04) is ($\beta=0.165$, $t=4.056$, $p<0.000$) is also significant with EI. The result indicated that the interaction terms representing the (H_05a , H_05b and H_05d) of $EE*AFA$ and EI ($\beta = -0.087$, $t = 0.866$, $p < 0.063$); $PEE*AFA$ and EI ($\beta = -0.045$, $t = 1.070$, $p < 0.285$); $EAW*AG$ and EI ($\beta = 0.034$; $t = 0.738$ $p < 0.461$) are all not statistically significant then H_05a , H_05b and H_05d are all not supported while the $PDS*AFA$ and EI ($\beta = -0.079$, $t = 1.972$, $p < 0.049$); of the H_05c is supported.

Table 5
Path Coefficients and Moderating Effect

	Beta	T Statistics	P Values	f^2	R^2	Q^2
Entrep_Awareness -> Entrep_Intent	0.165	4.056	0.000	0.042		
Entrep_edu -> Entrep_Intent	0.549	14.779	0.000	0.492	0.774	0.407
Perceived_Disability -> Entrep_Intent	0.236	6.095	0.000	0.098		
Prev_Entrep_Experi -> Entrep_Intent	0.063	2.073	0.039	0.012		
Testing Moderating Effects of AFA						
Mod_EAW and EI -> Entrep_Intent	0.034	0.738	0.461			
Mod_EE and EI -> Entrep_Intent	-0.087	1.866	0.063			
Mod_PD and EI -> Entrep_Intent	-0.079	1.972	0.049			
Table 5. Path Coefficients and Moderating Effect. Cont..						
Mod_PEE and EI -> Entrep_Intent	0.045	1.070	0.285			

Discussion

The main objective of this research is to identify the factors that influence entrepreneurial intention among secondary school students using EEM. The general findings discovered that most of the respondent have intention to establish their own business in the future. The statistical findings of the first H_01 has the t-value of 14.779, which indicated that EE

successfully pushes students' intention of becoming self-employed. Entrepreneurship education in this model have proved to be a factor which stimulate and encourage student's intention towards attitudinal change through transfer of knowledge by providing and efficient resources within their reach form their own business. However, EE teaches the students on how to become a successful entrepreneur. Entrepreneurship education provide various answer to challenging question on to screening the business environment, how to identify business idea, business opportunities, marketing research and marketing strategy. EE prepare to students on how manage a business in the future. The study findings shows that PEE have a significant association with EI. The outcomes of the research revealed that both the secondary, special school and technical and vocational schools those with family business and a role model have the high desire to establish their own business this is in line with study (Krueger, 1993; Shapero & Sokol, 1982).

However, the students believed that, the ability to set a desire target in the future is link with the prior experience whether good or bad experience can lead to have high entrepreneurial intention. from the findings of this study revealed that H₀₂ with the t-value of 2.073 shows that PEE has a significant association with EI and this finding is in support with the results (Leal-Rodríguez & Albort-Morant, 2019). The H₀₃ is also based on EEM on student's perceived desirability self-employed. The result shows that PDS has a positive association with EI with the t-value of 6.095. This study have supported the findings of (Hockerts, 2015; Urban & Kujinga, 2017) that PDS is a strong indicator of students EI towards business formation, similarly, it was discovered that social cultural activities is also a factor that affect intention Solesvik et al (2012) and the also believed that passions towards something would influence their EI, then from the above findings the H₀₃ is supported. The fact that having knowledge on something have a significant effect on his intention whether to do or not to do, entrepreneurial awareness with no doubt have indicated that it has a positive and significant association with students EI, this findings concur with the previous finding of Hu and Ye (2017) and Hu et al (2018) and on similar findings of Sang and Lin (2019) on a different geographical setting using entrepreneurial alertness as a moderator it was discovered that EA played a significant role towards students EI then the H₀₄ with the t-value of 4.056 is supported.

The findings of moderating effects of AFA of EE, PEE, EAW and PDS on EI. Having knowledge on finance is very crucial at all level of work, (Buccioli & Veronesi, 2014). Various research have proved that there is no stage of a childhood experience which lead to financial awareness (Agarwalla et al., 2013), financial awareness differs by the level of family financial status. The findings of this research indicated AFA has a moderating effect of PDS on EI with (t-value = 1.972). This findings of this research have giving a gateway of the important of AFA on business formation. Thus, the H_{05c} is supported. Therefore the H_{05a}, H_{05b} and H_{05d} are not supported which indicate that, there is no interaction as shown in Table 5. The findings support the existing empirical literature which stated that financial awareness impacts EI (Eresia-Eke & Raath, 2013; Sabana, 2014). Individual perceived desire can be increase if a person/s have adequate knowledge of financial assistance. These findings also contributed to the EEM by explaining how EE, PEE, EAW and PDS affects attitude towards entrepreneurship which in return influence EI towards business formation.

Conclusion and Recommendation

This research main target is to identify the factors that are associated with secondary school students' entrepreneurial intention with the moderating effect of awareness of financial assistance in Bauchi State, Nigeria. From the outcomes of this research it was discovered that

EE, EEP, EAW, PDS are positively leads to EI. The model of this research is a sufficient predictor of secondary school students EI, as compare to other studies, the findings of this research is differ to a certain point. Although this differences may be as a result of effect of socio cultural contextual. The conceptual model of this research was from the existing literatures. However, all the research objectives and research questions were achieved. The conceptual model is from the underpinning theory of Entrepreneurial Event Model is design to prove the research conceptual model. The entrepreneurial intention model according to EEM in a general term the findings is supported by the empirical research findings of (Alvi et al., 2017; Bui et al., 2020; Cai et al., 2021; Haque et al., 2017; Krueger & Carsrud, 1993; Senarath & Perera, 2018; Swart, 2014; Zhang et al., 2014). However, this research cannot be exclusive to others without certain limitation, this study is a footpath for future research on secondary schools learners to cover a wider sample size such as to include other western part of Nigeria and a multidimensional measurement should be used on the that EE, EEP, EAW, and PDS. Future research with longitudinal design would provide more insights on secondary schools learners EI.

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