

**ENTREPRENEURIAL ENGAGEMENT AMONG SOCIAL
SCIENCES STUDENTS, UNIVERSITY OF BENIN**

**OLAYINKA TITILAYO OYINDAMOLA
SSC1608421**

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY,
FACULTY OF SOCIAL SCIENCES,
UNIVERSITY OF BENIN,
BENIN CITY
NIGERIA**

JULY, 2021

**ENTREPRENEURIAL ENGAGEMENT AMONG SOCIAL
SCIENCES STUDENTS, UNIVERSITY OF BENIN**

**OLAYINKA TITILAYO OYINDAMOLA
SSC1608421**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY
AND ANTHROPOLOGY IN PARTIAL FULFILMENT OF THE
REQUIREMENT'S OF THE AWARD OF THE BACHELOR OF
SCIENCE (B.SC.) HONOURS DEGREE IN SOCIOLOGY AND
ANTHROPOLOGY.
UNIVERSITY OF BENIN
BENIN CITY**

JULY, 2021

CERTIFICATION

This is to certify that this project was carried out by **Olayinka Titilayo Oyindamola** of the Department of Sociology and Anthropology in partial fulfillment of the requirements for the award of Bachelor Degree (B.Sc.) in Sociology and Anthropology, University of Benin.

Mr. Austin Alenkhe
(Project Supervisor)

Prof G.N. Vincent Osaghae
(Head of Department)

Date

Date

DEDICATION

This work is dedicated to God Almighty. I equally dedicate this work to my parents, Mr. and Mrs. Olayinka, without whose care and support, I would never have made it this far without your effort in my life. My success is always second to none in their hearts.

ACKNOWLEDGEMENTS

I want to sincerely appreciate the hand of God in my life, for his awesome protection and wisdom to go through this race of academic pursuit in University of Benin.

My profound and pure appreciation goes to my amazing, learned and wonderful Supervisor, Mr. Austin Alenkhe for his unseasonal worthwhile efforts invested in the course of writing this project and through my academic journey. Sincerely, this benevolent heart of yours can never be overemphasised. God bless you richly. My utmost gratitude goes to all my Lecturers over the last few years they have heavily impacted my life morally and academically; Dr. Akaba, Mr. Longe, Mr. Hilary, Mr. Opelusi. I will always remember you, and God bless you immensely.

A million thanks go to my irreplaceable, and supportive parents; Mr. and Mrs. Olayinka, my brothers; Wole and Seun, for their absolute love and care, making me who I am today.

My unreserved appreciation goes to all my colleagues turned friends, who have made my stay in the University an interesting and memorable one; Doris, Precious, Anita, Patrick, Franklin and Moses. Also to my friends who have continually supported me through my journey academically and otherwise; Omolola, Joshua, Mrs. Wumi, Mr. Osakpolor, Mr. Michael, and Mr. Seyi, I will always be grateful to you. Lastly, my utmost gratitude to the HFC RCCG family, God bless you all.

TABLE OF CONTENTS

	Page
Title page - - - - -	i
Certification - - - - -	ii
Dedication - - - - -	iii
Acknowledgements - - - - -	iv
Table of contents - - - - -	v
Abstract - - - - -	vii
CHAPTER ONE - - - - -	1
1.1 Introduction - - - - -	4
1.2 Statement of the Problem - - - - -	6
1.3 Research Questions - - - - -	6
1.4 Research Objectives - - - - -	6
1.5 Significance of the Study - - - - -	6
1.6 Scope of the Study - - - - -	7
1.7 Operational Definition of Terms - - - - -	7
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK - - - - -	10
2.1 Literature Review - - - - -	10
2.2 Theoretical Framework - - - - -	21
CHAPTER THREE: RESEARCH METHODOLOGY - - - - -	30
3.1 Research Design - - - - -	30
3.2 Population of the Study - - - - -	30
3.3 Sample Size - - - - -	30
3.4 Sampling Technique - - - - -	31

3.5 Method of Data Collection	-	-	-	-	-	-	-	31
3.6 Instrument For Data Collection	-	-	-	-	-	-	-	31
3.7 Method of Data Analysis	-	-	-	-	-	-	-	32
CHAPTER FOUR:DATA ANALYSIS AND PRESENTATION	-							33
4.1 Analysis Of Socio-demographic Characteristics of Respondents	-							33
4.2 Analysis of Research Questions	-	-	-	-	-	-	-	36
4.3 Discussion of Findings	-	-	-	-	-	-	-	40
CHAPTER FIVE: SUMMARY, CONCLUSION AND								
RECOMMENDATIONS-	-	-	-	-	-	-	-	44
5.1 Summary	-	-	-	-	-	-	-	44
5.2 Conclusion	-	-	-	-	-	-	-	45
5.3 Recommendations	-	-	-	-	-	-	-	45
References	-	-	-	-	-	-	-	46
Appendix	-	-	-	-	-	-	-	48

ABSTRACT

Entrepreneurial activities among the youth population is a panacea for unemployment. This paper provides findings on the factors that influence and motivate student entrepreneurship among undergraduate students in University of Benin. Results were gotten on the influence of various factors on engagement in entrepreneurial activities; the gender differences are also presented. The results showed that the social environment including the academic environment serve as a source of influence or motivation for students to be involved in entrepreneurial activities. Engagement in entrepreneurial activity is beneficial to the students in socializing, having financial back up and developing themselves. Findings suggest a relatively low entrepreneurial engagement among students with significant differences across gender.

CHAPTER ONE

INTRODUCTION

Statistics have shown that entrepreneurship in recent years have been a major driver of world economies. Earlier entrepreneurial activities in the twentieth century in Britain, is posited to have given Britain its recognition as the dominant world power in 1900. These activities includes trade in textiles markets, iron and steel industry, coal, ship building and pre mass production of mechanical engineering. He et al (2018) stated that mass entrepreneurship and innovation has become the new national economic development strategy in china, since 2015. Entrepreneurship is considered the engine of economic growth and it has come to be perceived as a catalytic agent of expansion and promotion of productive activities all over the world.

Africa's working population has the highest rate of entrepreneurial start up, as stated by the African Development Bank. This rate of start up activities has proven to be as a result of the high rate of Unemployment and underemployment of the younger population. About 44% of African entrepreneurs start businesses to utilize the chances in the market, and about 33 percent adopt it as a means of surviving because of the level of unemployment in Africa (Omoruyi, et al, 2017). Africa is currently, the largest continent with the highest number of people living in extreme poverty. Entrepreneurship sustains people in reducing poverty, when it creates

employment through the establishment of new ventures or the development of existing ones (Ifeoma, et al, 2018).

Entrepreneurship began in Nigeria as individuals created more items than they needed at that instant, leading to a trade of the surpluses. It was through the trade of those items that business began (Folarin, 2018). The Northern region entrepreneurs were specialist in leather works, pastoral farming, and metal works. The Western region was predominantly inhabited by town dwellers who practiced small scale subsistence farming and well known as traders craftsmen producing masterpieces of wood carving and bronze casting, the finished products w The Eastern entrepreneurs were experts in trade, and they specialised in inventory control, management and distribution, which they are still well known for today (Ejiogu and Nwajiuba, 2012). After independence, the government saw from the experience of the developed nations that economic growth is due to the quality and efficiency of the entrepreneur. Hence, they realised the need to promote indigenous entrepreneurs. Various support institutions were established to provide aid to small and medium enterprises. The education system also introduced entrepreneurship studies in mid 2000s for students of higher institutions, with the aim of instilling and teaching entrepreneurial, innovative, and management skills, so these graduates can be independently employed, to create job opportunities for others and create wealth.

The Nigerian universities commission (NUC) in 2004 drafted a curriculum on entrepreneurship studies for Nigeria, due to the lack of technical know-how of fresh graduate (Ekpoh and Edet, 2011). Isenberg (2014) was of the opinion that certain factors propelled students towards entrepreneurial activities, which is in respect to the creation of an ecosystem aimed at facilitating entrepreneurship, a key element in economic development. An ecosystem in this sense is an agglomeration of interconnected individuals, entities, and governance bodies in a given geographical area that collectively support entrepreneurial activities.

Various factors have been discovered to motivate entrepreneurs, such as the desire for independence, family security, self fulfillment, growth, financial gain and opportunity recognition. The theory of entrepreneurial motivation categorize motivation to two different forces namely pull and push factors (Islam,2012). Push factors refer to factors that tend to force or cause people to become entrepreneurs to overcome shortcomings, such as unemployment. These are negative situational factors towards entrepreneurship, such as unemployment, family pressure and dissatisfaction with the present situation in general. The pull factors refer to factors that entice an individual in entrepreneurship as money and prestige. The pull factors are positive, this includes the need for achievements, independence and social development abilities

Motivation plays a key role in identifying these strengths to become strong leaders or power entrepreneurs which make them accepting to risks and face uncertainty for the purpose of reaching prescribed goals (Trivikram, 2020). Motivation triggers actions that follow (Cheng and Cheng, 2012). Verheul et al (2010) further distinguished between necessity and opportunity entrepreneurs, that necessity entrepreneurs are driven by push factors and the opportunity entrepreneurs are driven by the pull factors in entrepreneurship.

1.2 STATEMENT OF THE PROBLEM

Entrepreneurial behaviour has hitherto been attributed to various factors as identified by previous studies. As Tameer et al (2013) stated; Role models who have influence on individuals choice to make entrepreneurship a career, these role models can provide necessary business information and knowledge; Innovation is another factor. Innovation is making changes in products, services and processes to get the best results; Government policies either make room or close doors against the ease and ability to create new ventures in the society; The need for achievement, Abraham Maslow identified in the hierarchy of needs, the desire for accomplishment, this desire enables the people to make plans for the future and also make decisions; Entrepreneurial education enhances individuals managerial capacities, and influence their decision in taking a career as an entrepreneur; Lastly,

family backgrounds and the exposure to entrepreneurship in one's society will somewhat determine the desirability and feasibility of venture creation.

Nonetheless, it is believed that factors that influence entrepreneurship vary by countries, regions, and cultures (Turker and Selcuk, 2009). Unemployment and poverty have been constant indicators of underdevelopment of a nation's economy. Brownhilder (2014) identified entrepreneurship as the best solution to poverty, unemployment, and underemployment among the youths, especially in cases whereby educated individuals find it difficult to get jobs. That is, entrepreneurship becomes an escape route for people who are unable to get white collared jobs.

Entrepreneurial activities can also be said to be factored by supportive environments. These supportive environments as termed by Malecki (2011) "Entrepreneurial ecosystem" is an agglomeration of interconnected individuals, entities, and governance bodies in a particular geographical area that support entrepreneurial activities. The General Entrepreneurship Monitor (2012) stated that, Nigeria is one of the most entrepreneurial countries in the world. In spite of various studies carried out on entrepreneurial activities, there is a dearth in knowledge of factors that motivate undergraduate students in Nigeria to be engaged in entrepreneurship. As poverty and unemployment are eminent points in these researches, it is against this backdrop that this study will be carried out to examine

entrepreneurial engagement among student in the faculty of social science, University of Benin.

1.3 RESEARCH QUESTIONS

1. What motivates students to be entrepreneurs?
2. What are the types of entrepreneurial activities students engage in?
3. What are the benefits of entrepreneurial activities on students?
4. What are the factors that motivate students to engage in business?
5. Do gender differences determine entrepreneurship?

1.4 RESEARCH OBJECTIVES

The general objective of this study is to examine students' entrepreneurship in social science faculty.

The specific objectives include:

1. To investigate the types of entrepreneurial activities students engage in.
2. To examine the benefits of entrepreneurial activities on students.
3. To ascertain the factors that motivates student to engage in business
4. To examine the gender differences in entrepreneurship.

1.5 SIGNIFICANCE OF THE STUDY

Entrepreneurship most times is studied and looked at as a venture for individuals outside the school system. This perception has however, limited the chances of growth of these young start ups. This study would be exposing basically the

reasons and drive of undergraduate students to pursue entrepreneurial centered careers. On this note, it would provide the basis on which further studies can be done concerning student entrepreneurship. This would also allow for the acknowledgement of young skills, that can be developed through policy implementation to support start-ups in universities especially through the understanding of why students engage in entrepreneurial activities. It would also provide independent bodies with information in order to provide funds and mentorship necessary for the development of these start ups. Lastly, it would contribute to the body of knowledge as to the nature of entrepreneurship within the University environment, the factors that influence student entrepreneurship and the position of gender in student engagement in entrepreneurship.

1.6 SCOPE OF THE STUDY

This study will be carried out in the University of Benin, which was founded in the year 1970. It examined a sample of 95 students from different levels in different departments in the faculty of social sciences responding to questionnaires on the factors that motivate students to be engaged in entrepreneurship. The study will be done in the year 2021.

1.7 OPERATIONAL DEFINITION OF TERMS

ENTREPRENEURSHIP: Filon (2011), defined Entrepreneurship as an act of identifying and exploiting opportunities. Entrepreneurship is the ability of an

individual to put into practice an idea possessing some qualities, such as creativity, innovation, risk taking and ability to plan and manage the activities, in view of fulfilling the proposed goals. In other words, it involves an individual who is willing to transform personal qualities of his to achieve desired results. Kaish and Gilad (1991) made a distinction of entrepreneurship as firstly a process of Discovery and secondly, a process of acting on an opportunity of lack of balance. The Global entrepreneurship monitor (2019) defined entrepreneurship as any attempt at a new venture or new business creation, such as self employment, a new business organisation or the expansion of an existing business, by an individual, a team of people or an established business.

ENTREPRENEUR: An entrepreneur is a person who perceived the existence of profit opportunities and initiated some actions to complete the unsatisfactory current needs (kirzner, 1985). An entrepreneur essentially builds on the need of the people through innovative and creative processes that would be of benefit to them and the society at large. Filon also defined an entrepreneur as an instinctive, clever, industrious, performing artist who can perceive and create dangerous operation opportunities with potential for development and who increases the value of what as of now exist by setting up exercises that include a rare utilisation of assets.

ENTREPRENEURIAL ACTIVITIES: Entrepreneurial activities refer to actions that are innovative, risk taking and creative, directed towards achieving an end goal of satisfying needs and to make profit.

Motivation is the process that initiates, sustains, and directs our actions. It is the drive towards action and keeps the individual going to achieve set goal. Haque et Al defined motivation as a way of creating high level of enthusiasm to reach goals.

STUDENT ENTREPRENEURIAL ENGAGEMENT: Student entrepreneurial engagement in this context refers to the activities of university undergraduates who in the process of achieving their academic goals, act on opportunities that would satisfy needs, through creative and innovative processes which could also be a source of profit making.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 LITERATURE REVIEW

Various studies have researched on what motivates and influences entrepreneurs. Types of entrepreneurs have been distinguished between two forms, namely, the Necessity entrepreneurs and the Opportunity entrepreneurs. Whereby the necessity entrepreneurs are mainly driven by some push factors, the individual seeks entrepreneurship as a way out due to insecurities such as unemployment and an unstable economy. Meanwhile, the opportunity entrepreneur is driven by the pull factors that motivates him to set up a venture, which could contribute to job creation and the empowerment of people in the society. Various factors have been attributed to contribute to the engagement of both the opportunity and necessity based entrepreneurs. The most pronounced ones include entrepreneurial specific education, which is said to affect an individual's engagement , specifically for the opportunity driven entrepreneurs. Also, analysis was made that individuals who have the mindset of lack of financial support for start ups are more likely to be necessity-motivated than opportunity motivated (Verheul, et al, 2010).

2.1.1 Factors that motivate student Entrepreneurs

Morris et al (2017), studied how students' involvement in different types of entrepreneurship-related programs and activities provided by a university are

associated with student start-up activity. That is how elements within the university influence student entrepreneurial startup activities. They considered the role of the university ecosystem in influencing entrepreneurial activities. Three factors were considered, which are as follows; curricular programs; co-curricular support activities and financial. In general, entrepreneurship education is found to positively impact human capital (Martin et al., 2013), and, specifically, to affect beliefs, capacity to exploit opportunities, and entrepreneurial knowledge (Volery et al., 2013). Co-curricular activities, which focus on learning efforts outside of the classroom, are increasingly an integral part of an entrepreneurship educational program. They tend to be experiential in nature, where the student has an opportunity to apply the theory and content learned in the classroom (Kolb, 2014). They can serve to simulate key aspects of the entrepreneurial experience. Further, they offer students a chance to make mistakes and fail without serious repercussions. Some co-curricular activities (e.g. business plan competitions, internships, and student incubators) focus as Neck et al (2014) referred to as deliberate practice, where the student is engaged in a meaningful performance. Deliberate practice can lead to expanded knowledge structures, greater self-confidence, and a greater likelihood of subsequent action.

These and other co-curricular activities (e.g. entrepreneurial mentorship and coaching programs, speaker series, entrepreneurship clubs, entrepreneurship

dormitories and learning communities) can provide students with opportunities to network with experts within the university, entrepreneurs, and other professionals. In the process, the students are able to build their reservoir of social capital, potentially gaining greater access to investors, suppliers, distributors, potential customers and other important resources (Florin et al., 2003). They are afforded opportunities to meet similar-minded students and potential partners. Despite strong intentions, inability to access required financing is a common reason for exiting an entrepreneurial path (Meier and Pilgrim, 1994). And this problem is especially applicable to students who lack personal savings, collateral, and established credit histories. Family members, friends, personal credit cards, and savings are the most common sources of finance for students, and these regularly prove to be inadequate.

The result of this research recognised that there is a positive significant relationship between curricular entrepreneurship related programs (which can help in recognising opportunities, generate and adapt viable business ideas) and students' start up activities. These entrepreneurship related programs tend to equip students with important tools and resources, which would increase the number of startups. Co-curricular activities which was also identified to have a positive effect on the scope of start up, was posited to be a primary vehicle for students to build a social capital. Which emphasizes how the education environment can bolster

entrepreneurial actions through access to appropriate knowledge, skills, and related resources. Some authors believe that the social networks of students to others who have already started a business will increase the chance of such individuals starting a business.

On the other hand Osakede et al (2017), posited that encouragement from family members, and with a family business background would significantly influence students entrepreneurial traits. An individual first needs to see the act of self employment as desirable before the formation of interest and hence engagement. Feasibility relates to an individual's perception of available resources; knowledge, financial support and skill. Desirability in entrepreneurship relates to the individual's attitude, values and feelings, which are shaped by the social environment consisting of family, friends and colleagues. A study by Khuong and An (2016) showed that prior entrepreneurial experience, external environment such as availability of loan and access to target markets as well as perceived feasibility, positively influenced students' desire to engage in entrepreneurship in Vietnam. On the other hand, personal traits, the need for autonomy and achievement surprisingly deter interest in entrepreneurial engagement. In Nigeria, Ayegba and Omale (2016) provide findings on factors that influence entrepreneurial development among small and medium scale business owners. It showed that entrepreneurship development in Nigeria depends on environmental factors such as power supply,

access to credit facilities as well as modern technology. Brownhilder (2014), showed that in Cameroon, push factors such as unemployment, poverty and job security were predominant determinants of students' engagement in various forms of entrepreneurship. In a related study, Malebana (2014) showed that students were more pulled rather than pushed into entrepreneurship. In other words, students were interested in entrepreneurship mainly as a result of positive factors such as the opportunity to make use of creative talents, independence and prospects for higher earnings than through negative factors such as high prevalence of unemployment.

Shombing and Bachmawati (2015), posited in a study in Indonesia, that to understand the motivational factors affecting entrepreneurial decision, individuals feel the need to be independent, as the paramount motive of the student entrepreneurs. Whereby students engaged in entrepreneurial activities are mostly financially secured and entrepreneurship is usually not a choice for solving immediate financial problems as opposed to popular belief, but it is based on the need to be independent. The results showed that students who receive encouragement from family members have a higher likelihood of engagement in entrepreneurship relative to those who do not receive family support. The result also suggests that students whose parents were currently employed were more likely to engage in entrepreneurship. Especially for those whose parents were self-

employed. This suggests that family business background significantly influences students' entrepreneurial interest. Gitonga (2017) examined the influence of entrepreneurial motivation on University students' intentions of becoming entrepreneurs in the United States international university, Africa. The study revealed that students are majorly influenced towards entrepreneurship by those close to them, in terms of relatives and friends; The need to realise their good ideas; The students desire and the belief in their ability to sufficiently control their businesses.

2.1.2 Gender differences in Entrepreneurship

The GEM report of (2020) states that while men have traditionally been more likely than women to start new businesses, increasing female participation in entrepreneurship is an important policy objective in many countries. Examples include the adoption of policies to support women entrepreneurs in Canada, and a focused women's entrepreneurship initiative in Germany. In Ireland, the OECD review of SME and Entrepreneurship Policy noted the untapped potential of women entrepreneurs, while the government in North Macedonia has recently adopted the Strategy and Action Plan for Women Entrepreneurs 2019–2023. Madagascar has a new gender-based policy to support women entrepreneurs (the Fiharianna Policy Initiative). The proportion of women-owned businesses currently lies at around 30% of the total number of businesses in OECD (Organization for

Economic Cooperation Development) countries. When start businesses, they do it on a smaller scale compared to men and in a limited range of sectors. In addition, self-employed women experience severe gender gaps and may earn 30% to 40% less than their male counterparts. The gender pay gap for self-employment stands at 45 % at European Union level, which vividly illustrates the extent of the disparities between women and men in entrepreneurship (Europeans Institute for Gender Equality, 2016)

2.1.3 Types of Entrepreneurial activities

The GEM Adult Population Survey (APS) classifies new entrepreneurial activity into four broad sectors: Extractive, including agriculture and mining; Transformative, including manufacturing and logistics; Business Services, including ICT and professional services; and finally Consumer Services, including retailing, restaurants and personal services. The distinction between Business and Consumer Services is an important one in the analysis of new entrepreneurial activity. Many Consumer Services are relatively low cost, with low entry barriers (such as coffee shops, taxi services, hairdressing, tailoring, etc.) but can therefore be fiercely competitive, with low profit (high rates of entry and exit). Business Services entrepreneurial activities tend to be more technology or knowledge-intensive and more difficult to replicate, also leading to more durability. One of the key transformations in developed economies in past decades has been the growth

of Business Services and the (relative) decline of Consumer Services. Of course, any economy always has room for a better coffee shop, but this is likely to be at the expense of existing providers. Emerging economies tend to have low proportions of Business Services entrepreneurs, with less than one in ten in Business Services in the five African countries (Madagascar, Egypt, Jordan, Morocco and South Africa), in Armenia, Pakistan, Mexico, Brazil, Ecuador, Guatemala and the Russian Federation, but also in Saudi Arabia. Economies with more than two in 10 new entrepreneurs in Business Services include Japan, the United Arab Emirates, Qatar, Australia, Iran and Israel, as well as the whole of Europe & North America except the Russian Federation, Belarus, North Macedonia and Greece. Consumer Services paint a very different picture, providing seven out of ten new entrepreneurs or more in India, China, Puerto Rico and Mexico, but also in Saudi Arabia. The lowest proportions of Consumer Services among new entrepreneurs are in Norway, Latvia, Croatia and North Macedonia.

2.1.4 Benefits of Entrepreneurship

Omoruyi et al (2017) in their study posited that Entrepreneurship is a uniquely powerful mechanism for economic and social development, generating incomes and jobs while enabling and enriching individuals and communities. Unemployment is one of the highly proven challenges that are viewed to have a lot

of effect on the Sub-Saharan African countries with a high number of the affected populations being the under 25 youth who are unemployed. Entrepreneurship stimulates employment growth by generating new jobs when entrepreneurs enter the market. Research has shown that many Sub-Saharan economies are experiencing slow growth. Taking the United States as an example of how efficient entrepreneurship can create employment and reduce poverty. For Africa countries to be committed to promoting sustainable job creation, they must foster entrepreneurship. Sub-Saharan African countries remain to be the most demographically populous continent. Entrepreneurship can tap into the growing pool of Africa's youth, who are increasingly skilled and competitive. Entrepreneurship helps in poverty reduction when it is creating employment through the establishment of new entrepreneurship or the developing of existing ones which increase economic wealth by creating new markets, new industries, innovative technology, new institutional forms, new jobs and net increases in real productivity, increasing income which pick higher standards of living for the population. This simply implies that the more the number of entrepreneurs in each country the poverty line will automatically be at a minimal rate. In order for Sub-Saharan Africa countries to get out of poverty, there is the need for entrepreneurial development through new jobs creation and provision of income for the people. The strategic significance of entrepreneurship in national economic development is

widely recognized (Kareem,RO, 2015). According to the principal, Country Economist at the Africa Development Bank explores furthermore about Mozambique, their economic growth with foreign investment into capital investment but with a lower employment project. Nigerians, on the other hand, appreciate entrepreneurs more as the drivers of the new economy and as indicators of the positive shift away from dependence on the oil sector. Entrepreneurship is an intervention strategy to poverty alleviation. Widespread poverty had been a prolonged challenge in Sub-Saharan

Africa Country. Currently, Africa is the largest continent with the highest number of people living in extreme poverty which accounted for about 383 Million people living with less than \$1.90 per day, according to the World Bank (The Guardian,2016).According to the Global Entrepreneurship Monitor (GEM) report of 2019, informal activities (that is, various set of economic activities, enterprises, and jobs that are neither regulated nor protected by the state) are mostly left out in statistical representation of entrepreneurial activities, but they play a significant role in the national economy. In other words, the formal sector has been the major source of statistical information, as a result of the proper regulation and documentation that is evident.

The major effects of unemployment falls on the under 25 youth. Widespread poverty has been a prolonged challenge in sub Sahara African countries.

Entrepreneurship can be a panacea for empowerment, job creation, economic transformation and poverty reduction (Omoruyi et al, 2017).

It is identified by Tanveer et al (2013) that the factor which is most important for students involved in entrepreneurial activities is to take advantage of their creative talent and to realize their dream. The result indicates that most students who are passionate about entrepreneurship, and want to become entrepreneurs do so because they are confident about their abilities, skills and vision of their life. There is also the Desire for independence, to maintain their family and to earn a reasonable living. Entrepreneurship provides them the opportunity to live a good quality of life and act according to their thinking and desire is the most motivating and fascinating factor for students. Job security is another factor. A Successful Entrepreneurial role model, the factor reveals that direct relationship with some successful entrepreneurs from family and society as well as support from family is an extremely important source of motivation. Respondents think that entrepreneurship is a challenging career. Therefore, their choice is to challenge and enjoy themselves, and to earn a reasonable living.

Entrepreneurship acts as a catalyst for economic prosperity. According to African Economic Outlook (2017), Entrepreneurship also pushes up total productivity through the process of “churning”. New innovative firms put pressure on older firms to innovate. Entrepreneurship encourages diversification into new

economic sectors and adapts foreign technologies to local markets for its growth. It is bolstering industrialization by efficiently shifting resources away from traditional sectors into more modern ones. Landes expressed that entrepreneurship serves as a solution provider where the government failed to function, it is often seen as a mechanism that provides public service led by the governments. High-potential entrepreneurs also experiment with new products in local markets. They provide fresh ideas and exchange information with other local producers, potentially increasing competitiveness by shifting resources to higher-productivity activities.

THEORETICAL FRAMEWORK

As it has been stated above in the various literatures that family and the immediate environment have greater influence on an individual's decision on entrepreneurship.

2.2.1 Social Learning Theory

The social learning theory is based on the assertion that learning occurs through social observation and subsequent imitation of modeled behavior. As stated, humans learn from observing the actions and the resulting consequences of others. By doing so, individuals can learn to imitate the behaviour and avoid the consequences. Learning best takes place in a social context by observing others. Humans have the capacity to develop ideas about how new behaviours are

performed. The principles of social learning are assumed to operate in the same way throughout life. Observational learning may take place at any age. Insofar as exposure to new influential, powerful models who control resources may occur at life stage, new learning through

the modeling process is always possible. (Newman B.M. & P.R, 2007).

Social learning theory posits that people learn from one another, via:

- Observation
- Imitation
- Modeling

Based on these general principles, learning can occur without a change in behavior.

Social learning theorists say that because people can learn through observation alone, their learning may not necessarily be shown in their performance (Nabavi,2012).

There are four major components according to Bandura (1977):

1. Attention: Individuals must pay close attention to the behaviour that is being observed. The characteristics of both the observer and the observed can influence how much attention is given to the modeled activities.
2. Retention: Individuals must remember the observed behaviour they learned, if they are to reproduce such behaviour.

3. **Reproduction:** The individuals translate the observed behaviour into appropriate individual action. This process improves as the observer practices the new behaviour.
4. **Motivation:** Reproducing observed behaviour requires some sort of motivation as a person would most likely not make the effort of imitating a modelled behaviour without reason.

Social learning theories majorly view the environment as the force in development. People tend to assimilate and imitate these behaviours especially when it is a positive experience or had positive rewards included for the individual. Bandura believed that direct impact could not account for all forms of learning. It is based on this that he added a social element to this positing that people learn new information and behaviours by watching other people.

2.2.2 Social Action Theory

Social action is action that takes account of the past, present or future actions, behaviour, and attitudes of others. Social action is not action in isolation. A solitary act of meditation, for example, is not social action (Trueman, 2015). Conversely, a group of people together does not constitute social action unless they start interacting. Social action involves meaningful comprehension of the social action of others. Therefore, social action is confined to situations where the actor's behaviour is meaningfully related to behaviour of others (Harvey, 2012).

Social action theory began with the work of Max Weber. In *Economy and Society* (Weber, [1922] 1978, p. 4). A social action according to Weber is an action carried out by an individual to which a person attached a meaning; an action which takes account of the behaviour of others and is thereby oriented in its course. Also, an action that does not take account of the existence and reaction of others is not social. He argued that all human actions are directed by meanings. Hence, to understand and explain an action, the meanings and the motives that are underlying must be appreciated. With the use of ideal types he identified four basic types of actions;

1. Instrumental rational action: These are actions determined expectations as to the behaviour of objects in the environment and of others. These conditions are used for the attainment of the actor's own rationally pursued and calculated ends.
2. Value rational actions: These actions are determined by the conscious belief in the value for its own self for some ethical, aesthetic, religious or other forms of behaviour.
3. Affectual action: It is determined by the actor's habitual and customary way of behaving.
4. Traditional action: It is determined by the actor's customary way of behaving.

Weber was concerned with action that clearly involved the intervention of thought processes, that is, action is said to have occurred when individuals attached

subjective meaning to their actions. Talcott Parsons was a major United States proponent of social action theory. For him, social action is a process that has motivational significance to the individual actor or the component individuals of a collectivity. He identified various aspects of the systems of social action: personality, cultural and social system (Oyedokun,2016).

2.2.3 McClelland Achievement Theory

According to McClelland people have motivating drivers that are directly linked to needs regardless of age, gender, culture or race. He identified four types of motivational needs:

1. Need for achievement: Generally, people want to accomplish something in life.

He distinguished four characteristics that are consistent with the need for achievement: striving for or an average task complexity, responsibility for own performance, the need for feedback and the use of Innovation or creativity.

2. Need for power: people with the need for power attach great value to status, reputation and recognition. They have a need to be perceived as important and they have a need to direct and influence others. This type of person enjoys competition and winning, this need is basically into two aspects, personal power and institutional power. Those who focus on personal power have the desire to have control over others. While those who focus on institutional power like to organise the efforts of more people to further the institution's goals.

3. Need for affiliation: Humans as social beings desire to belong to the group, and when the desire for affiliation is high, they want to be liked and which will make them conform to the group's behaviour and wishes. The cooperation will be favoured over competition. The need for affiliation does not work well with the need for power.
4. Need for avoidance: This is based on people's wish not to perform at the forefront and prefer to avoid unpleasant satisfactions. People have fear of failure, rejection and even success. They think they have found a safe solution by avoiding.

2.2.4 Social Role Theory

It is argued that sex differences and similarities in behavior reflect gender role beliefs that in turn represent people's perceptions of men's and women's social roles in the society in which we live. Men and women are differently distributed into social roles simply as because humans evolved physical sex differences in which men are larger, faster, and have greater upper-body strength, and women gestate and nurse children. Given these physical differences, certain activities are more efficiently accomplished by one sex or the other, depending on a society's circumstances and culture. This task specialization produces an alliance between women and men as they engage in a division of labor. Although these alliances take somewhat different forms across cultures, task specialization furthers the

interests of the community as a whole. Gender role beliefs arise because people observe female and male behavior and infer that the sexes possess corresponding dispositions. Thus, men and women are thought to possess attributes that equip them for sex typical roles. These attributes are evident in consensually-shared beliefs, or gender stereotypes. In daily life, people carry out these gender roles as they enact specific social roles such as parent or employee. Because gender roles seem to reflect innate attributes of the sexes, they appear natural and inevitable. With these beliefs, people construct gender roles that are responsive to cultural and environmental conditions yet appear, for individuals within a society, to be stable, inherent properties of men and women. To equip men and women for their usual family and employment roles, societies undertake extensive socialization to promote personality traits and skills that facilitate role performance. Within the traditions of role theory, Parsons and Bales (1955) had provided an explicit analysis of female and male roles. These theorists described the division of labor between husbands and wives as a specialization of men in task-oriented (or instrumental) behavior and of women in socio-emotional (or expressive) behavior. Allied researchers observed that in mixed-sex groups, men, more than women, specialized in instrumental behaviors related to task accomplishment, and women, more than men, in socio-emotional behaviors related to group maintenance and other distinctively social concerns (Strodtbeck and Mann, 1956). Reasoning that

role differentiation along these lines is functionally necessary to harmonious social interaction, Parsons and his collaborators viewed these complementary male and female roles as inherent in a smoothly functioning society.

Sociological research featured expectation states theory (Berger et al., 1980), which also linked beliefs about social groups (e.g. sex and race) to the behavior of individual group members. Cecilia Ridgeway, a sociologist working within this tradition and Wendy's colleague for a few years, demonstrated how beliefs about men's greater worth and value, which are based on men's greater access to societal resources and power, produce sex differences in influence in small task performing groups (Ridgeway, 1981). Gender identities motivate responding through self-regulatory processes. That is, people use their gender identity as a standard against which to regulate their behavior (Witt and Wood, 2010; Wood et al., 1997). People who have a masculine self-concept involving traits of dominance and assertiveness might regulate their behavior by, for example, seeking opportunities for leadership. Self-regulation proceeds in stages, beginning with testing the extent to which current behavior matches self-standards. Closer matches produce positive emotions and increased self-esteem, whereas mismatches produce negative emotions and decreased esteem. When signaled by negative feelings, people operate on their behavior to bring it more in line with their desired

standard. In this way, esteem and emotions constitute feedback about whether adjustments are necessary to meet standards.

CHAPTER THREE

3.1 Research Design

This research adopted a Descriptive survey. Descriptive survey aims at collecting and describing realities. Data was collected with a representative sample of students within the faculty of social science. This research design was adopted basically due to the large spread of students within the university.

3.2 Population of the study

The study examined the undergraduates of the University of Benin. The target population of the study comprised both male and female under-graduate full time student, in social science faculty, University of Benin, Benin city. According to the University of Benin record and statistics of 2018/2019 session. The University has a grand total of 39,243 under-graduates, with a sub-total of 3036 of male and female undergraduate students in the faculty of social science.

3.3 Sample Size

Five departments from the faculty of social sciences namely; Sociology and Anthropology, Political Science, Economics and Statistics, Public Administration, and Social works. The sample size included 95 respondents, which is 0.25% of the population of undergraduates in the University of Benin. This sample size is chosen in order to manage resources in terms of time and money that would be expended.

3.4 Sampling Technique

A probabilistic sampling technique was used in this study due to the dispersion of students across the University. The respondents were selected through a random sampling method from the two levels from the selected departments.

3.5 Method of data collection

The questionnaires were administered to the respondents through a two time survey method. With guidance on questions that seemed unclear to the respondents.

3.6 Instruments for data collection

Questionnaires were adopted in this study which was divided into two sections (A and B). The questionnaire consisted of two sections; section A and B. Section A contained the socio-demographic data, while Section B contained items designed to elicit responses from the participants in order to answer the research questions raised to guide the study.

Furthermore, the instrument was designed as a semi-structured questionnaire.

Section A : This section will be used to obtain demographic information of the respondents, such as age, level, departments and so on.

Section B : This section will be used to obtain information in examining the motivation, types and benefits of entrepreneurial activities in the university environment.

3.7 Method of Data Analysis

The retrieved data was analyzed with the use of simple frequency count and simple percentages.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter focuses on the organization, presentation, analysis and interpretation of data collected from the field. A total one hundred questionnaires were used to collect data from students in the University of Benin, whereby only ninety five was gotten back. Questionnaires were administered to the respondents to examine the factors that motivate student entrepreneurs in faculty of social sciences, University of Benin.

4.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Table 4.1 Gender distribution of respondents

GENDER	FREQUENCY	PERCENTAGE
Male	29	31
Female	66	69
Total	95	100

Source: Field work, 2021

From the table 4.1 above, the result shows that majority of the respondents were female, as they constitute 69% of the entire respondents. This was followed by male respondents who make up 31% of the entire respondents respectively.

Table 4.2 Age distribution of respondents

AGE GROUP	FREQUENCY	PERCENTAGE
16-20	21	22
21-25	64	67
26-30	10	11
Total	95	100

Source: Field work, 2021

From table 4.2 above, the result shows that majority of the respondents were between the age of 21 and 25, as they constitute 67% of the entire respondents. This was followed by the respondents between age 16 and 20 who make up 22% of the respondents. Lastly, the respondents between the age of 26 and 30 were the least, that make up 11% of the entire respondents.

Table 4.3 Distribution of respondents by marital status

MARITAL STATUS OF RESPONDENTS	FREQUENCY	PERCENTAGE
Single	95	100
Married	0	0
Divorced	0	0
Widowed	0	0
Total	95	100

Source: Field work, 2021

From table 4.3 above, the result shows that the entire respondents are single.

Table 4.4 Distribution of respondents by department

DEPARTMENT	FREQUENCY	PERCENTAGE
Sociology and Anthropology	20	21
Economics and Statistics	18	19
Social work	19	20
Political science	20	21
Public administration	18	19
Total	95	100

Source: Field work, 2021

From table 4.4 above, the result shows that the department of Sociology and Anthropology, and Political science had majority of the respondents, as they constitute 21% each of the respondents. This was followed by the respondents from department of social work who make up 20% of the population. Lastly Economics and Statistics, and Public administration make up 19% each of the entire respondents.

Table 4.5 Distribution of Respondents by Religion

RELIGION	RESPONDENTS	PERCENTAGE
Christian	85	89
Muslim	10	11
African Traditional Religion	0	0
Others	0	0
Total	95	100

Source: Field work, 2021

From table 4.5 above, the result shows that the majority of respondents were Christians, constituting 89% of the respondents, followed by respondents who were Muslims, with a make up of 11% of the entire respondents.

Table 4.6 Distribution of Respondents by level

LEVEL	RESPONDENTS	PERCENTAGE
100	0	0
200	0	0
300	46	48
400	49	52
Total	95	100

Source: Field work, 2021

From table 4.6 above, it shows that majority of the respondents were in 400 level, as they constitute 52% of the population. This was followed by respondents in 300 level, who make up 48% of the entire respondents

4.2 ANALYSIS OF RESEARCH QUESTIONS

Factors that motivate undergraduate student towards entrepreneurship.

Research objectives one: To investigate the types of entrepreneurial activities student engage in.

Table 4.7 Entrepreneurial Engagement

QUESTIONS	RESPONSE	FREQUENCY	PERCENTAGE
Do you know who an entrepreneur is	Yes	95	100
	No	0	0
	Total	95	100
Do you engage in any form of entrepreneurial activities	Yes	58	61
	No	37	39
	Total	95	100
Type of entrepreneurial activity	Consumer services	43	74
	Business services	15	26
	Total	58	100

Source: Field work, 2021

From table 4.7 above, the result shows that the entire respondents know who an entrepreneur is. Furthermore, a majority of the respondents engage in a form of entrepreneurial activity, as they constitute 61% of the respondents, 39% are not engaged in any form of entrepreneurial activities.

Also, majority of the respondents engaged in entrepreneurial activities engage in consumer oriented services, who make up 74% of the respondents, followed by 26% of the respondents engaged in Business oriented services.

Research objective two: To examine the benefits of entrepreneurial activities on student.

Table 4.8 Benefits of entrepreneurship

QUESTIONS	RESPONSE	FREQUENCY	PERCENTAGE
Is entrepreneurship a means of livelihood for you	Yes	56	97
	No	2	3
	Total	58	100
Have you in any way provided jobs for others	Yes	28	48
	No	30	52
	Total	58	100
What are the benefits of entrepreneurship to you	Financial	32	53
	Social	10	17
	Personal	15	25
	development	3	5
	Knowledge	60	100
	Total		

Source: Field work, 2021

From table 4.8 above, the result shows that a majority of the respondents engaged in entrepreneurial activities take it as a means of livelihood, who constitute 97% of the respondents, and 3% do not take it as a means of livelihood.

Also, a majority of the respondents that make up 52% of the entire respondents have not provided job for others, 48% of the respondents stated to have provided job to others.

Lastly, a majority of the respondents, who constitute 53% stated to benefit financially from their entrepreneurial engagement, 25% have benefited by developing themselves, 17% get to socialize, and 5% have benefited from getting knowledge of things.

Research objective three: To ascertain the factors that motivate student to engage in businesses.

Table 4.9 Factors that motivate student entrepreneurs

QUESTIONS	RESPONSE	FREQUENCY	PERCENTAGE
Do you have any academic activities that influence your entrepreneurial engagement	Yes	35	60
	No	23	40
	Total	58	100
What other activities influence your entrepreneurial engagement	None	14	24.14
	Family	5	8.62
	Peer	8	13.79
	Social media	14	24.14
	Economics	12	20.69
	Talents and skills	5	8.62
	Total	58	100
Do you have talents used in your current business	Yes	39	66
	No	19	34
	Total	58	100
Family support	Yes	48	83
	No	10	17
	Total	58	100

Source: Field work, 2021

From table 4.9 above, it shows that a majority of the respondents that make up 60% of the respondents have been influenced by some academic activities, 40% of the respondents have not.

Also, 24.14% of the respondents stated to have no external influence toward entrepreneurship, an equivalent 24.14% have also been influenced by social media. This was followed 20.69 of the respondents influenced by their Economic situation, 13.79 by their Peer group, lastly 8.62% by their Talents and skills.

Research objective four: To examine the gender differences in entrepreneurship.

Table 4.8 Differences in gender participation in Entrepreneurship

QUESTIONS	RESPONSE	FREQUENCY	PERCENTAGE
Do you see entrepreneurship as favouring to a particular gender	Yes	8	14
	No	50	86
	Total	58	100
Have you had any experience of being favoured as an entrepreneur due to your gender	Yes	18	31
	No	40	69
	Total	58	100

Source: Field work, 2021

From Table 4.10 above, the result shows that a majority of the respondents do not agree that entrepreneurship is particular to a gender, who constitute 86% of the respondents, while 14% agree that it is particular to a gender.

Furthermore, a majority of the respondents, which make up 69% of the respondents have had no experience of being favoured as an entrepreneur as a result of their gender, while 31% have had the experience of being favoured.

4.3 Discussion of findings

The research question one: What are the types of entrepreneurial activities that student engage in? Was answered using data from table 4.7 whereby 74% of the respondents who were engaged in entrepreneurial activities, have businesses centered around Consumer services, stating in varying terms ranging from Hair dressing, fashion designing, Baking, to buying and selling of goods. While 26% were involved in providing services and products centered around Business services. Such as event planning, marketing and digital marketing. The categorization of the entrepreneurial activities is according to the Global Entrepreneurship Monitor population survey (2020), which divided it into four broad sectors namely: Extractive; Transformative; Business services; and Consumer services. The findings of this research supports it's claim in the study that "emerging economies tend to have low proportion of business services entrepreneurs". That is there is a tendency of relatively high engagement of the society in providing products and services under the category of consumer services.

Research question two: What are the benefits of student entrepreneurial activities? This was answered with the data collected and presented in item in table

4.8. Whereby 97% of the respondents see entrepreneurship as means by which they make a living. 48% of the respondents have provided jobs to others through their businesses. It also presents the categorization of the various benefits that were stated by the respondents. 53% affirmed to have gotten financial benefits. 17% stated to have the opportunity to meet people and socialize with others. 25% affirmed to have been able develop themselves by way of managing their time, being disciplined, being responsible and being self dependent. The other 5% identified to have been able to gain knowledge of things that they ordinarily would not learn of their own will. The benefits mentioned by the respondents supports the position of Tanveer(2014) in his study, stating that "students who are passionate about entrepreneurship are confident about their skills and vision of life. They also have the desire to be independent". It also solidifies Omoruyi et Al (2017) study, that "Entrepreneurship is now a mechanism for economic and social development, generating incomes and jobs, while enabling and enriching individuals and communities".

Research question three was set out to Ascertain the factors that motivate student to engage in business. Items in table 4.9 are in respect to this. 66% stated to have been influenced by some academic activities, in which some stated that these academic activities had positive effect on their businesses, in ways such as researching in business, building financial knowledge, and making good business

decision. The others stated that their academic activities have had negative impact on their business, due to the inability to properly manage their time to do business and in carrying out their academic duties. They also stated other external activities that have influenced their entrepreneurial engagement. Such as family; their peer doing well in business; their association with others, attending seminars, and social media; Their economic situation and the need to fend for themselves; Lastly, their possession of the skills necessary for the business. 66% have talents that have come in handy in business. Such as their artistic skills; Interpersonal skills; Business oriented skills; and personally developed skills. Some stated that they have family support in their business, which has positive effect on their businesses. While the others that had no family support had both negative and positive impact on their business. It supports the claim of Malebema (2014) positing that students are interested mainly by the positive factors of entrepreneurship, such as the opportunity to make use of their creative talents, the desire for independence and prospects of higher earning, instead of the negative factors.

Research question four examines the gender difference in entrepreneurship. Whereby 33% of the respondents who are entrepreneurially involved are male and 67% are female. Table 4.10 is in respect to this research question. 86% of the respondents see entrepreneurship as not being particular to a gender. 69% have had no experience of being at an advantage in their business process as a result of their

gender. The finding is in opposition to the traditional stance pointed out in the report of the Global Entrepreneurship Monitor (2020) that posits that men are more likely to start new businesses.

CHAPTER FIVE

5.1 Summary

The study was carried out to examine entrepreneurial engagement among students in faculty of social science, University of Benin. In order to achieve the objective of the study, four specific objectives were raised which included to examine the factors that motivate student entrepreneurs in University of Benin. In line with these objectives, research questions were formulated which included; what are the factors that motivate students towards entrepreneurship?

The findings included among others that:

1. Students entrepreneurs basically engage in providing consumer goods and services, such as Hair dressing, Fashion designing, and so on.
2. Student entrepreneurs are majorly influenced by the activities of their immediate environment in form of family members, peer group, social media and so on.
3. Students engage in entrepreneurship basically to be financially independent and develop themselves.
4. There are no basis for gender differences in students engagement in entrepreneurship.

5.2 Conclusion

Based on the findings of this study, it is concluded that the social environment is an important factor in grooming entrepreneurs, from the family unit, peer group,

economy, to social media. Such that they influence the individuals, apart from the need to provide for themselves financially and make use of their perceived talent, skills and capabilities in performing such business, but in mirroring the activities of their significant others. Also, students entrepreneurial engagement is basically based on achieving their individual goals and benefitting themselves. However, when they are properly nurtured and structured they would be of benefit to the individuals, society and the economy at large. By reducing unemployment, thereby reducing poverty, sustaining the economy, also eliminating any form of inequality in the society.

5.3 Recommendation

The findings of this research suggest that the implementation of government policy concerning entrepreneurship for students, should include programs that would enhance the proper implementation of their skills in ways that would include others thereby being beneficial to the individuals and the society. Also, the findings suggest that the students have a hard time getting seed capital, therefore capital seed should be made more accessible for student entrepreneurs.

REFERENCES

Osakede, A. U., Lawanson, A., O, Sobowale D.,A.,(2017) *Entrepreneurial interest and academic performance in Nigeria: evidence from undergraduate students in the University of Ibadan*. Journal of innovation and entrepreneurship 6:19

Toolshero (2020), *McClelland Theory of Motivation*, retrieved from <https://www.toolshero.com/psychology/mcclelland-theory-of-motivation/>.
21/02/2020

Morris, M., H., Shirokova, G., Tsukanova, T. (2017), *student entrepreneurship and the university ecosystem; a multi-country empirical exploration*. European Journal International Management, Vol. 11, No. 1, 2017

Tanveer, M., A., Zafar, S.,Shafique, R., Jhangir, M., Rizvi, S.(201), *Motivational factors and student entrepreneurial intention in Pakistan*, Journal of basic and applied scientific research. Page 265 - 266

Gitonga, N., A.(2017), *factors influencing entrepreneurial motivation on University students' intentions of becoming entrepreneurs: A case of United States international University - Africa (USIU-A)*.

Shinning, R., & Rachmawati, E.,CH, (2015), *understanding motivational factors affecting entrepreneurial decisions: A comparison between Bandung student*

entrepreneurs and non student entrepreneurs (A case study of Bandung institute of technology student). Journal of business management, Vol. 4, No. 6

Bosma, N., Hill, S., Ionescu-Somers, A., Kelley, D., Levie, J., & Tarnawa, A., (2020), *Global Entrepreneurship Monitor, 2019/2020 Global report*. Global Entrepreneurship Research Association, London Business School, Regents Park, London NW1 4SA, UK.

He, C., Lu, J., Qian, H., *Entrepreneurship in china, small business economics*. Retrieved from www.springerlink.com/article/10.1007/5|||87_017_9972-5#citeus. 21/02/2021

Omoruyi, E., M., M., Olamide, K., S., Gomolemo, G., & Donath, O., A. (2017) *Entrepreneurship and Economic Growth: Does Entrepreneurship Bolster Economic Expansion in Africa?* Journal socialomics, vol 6:4.

Uwabanmwen, A., E. & Oseyomon, P.,E.,(2018), *Entrepreneurship development: A manual for prospective and practicing Entrepreneurs*. Centre for entrepreneurship development, University of Benin, Benin city & Mindex publishing Co. Ltd, Benin city.

Folarin, O., (2018), *The role of entrepreneurship as the driver of economic growth: centria University of applied sciences business management*; page 4

Ekpo,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. Vol. 4, No. 1. Page 172.

Thurik, R., Peter, V.D.Z., Verheul, I., Hessels, J.(2010), *Factors influencing the entrepreneurial engagement of opportunity and necessity entrepreneurs; scientific analysis of Entrepreneurship and SMEs*. Vol.16. page

Trivikram, S., (2020), *Entrepreneurship motivation*. Retrieved from www.myventurepad.com/entrepreneurial-motivation. 21/02/2021

Nabavi R., N., (2012), *Bandura's Doc Learning Theory, and Social Cognitive Theory*.

Oyedokun,G., E., (2016) *Management thoughts: The Review of Social Action Theory*. Article in SSRN Electronic Journal.

APPENDIX

UNIVERSITY OF BENIN, BENIN CITY

FACULTY OF SOCIAL SCIENCE

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

I, Olayinka Titilayo Oyindamola, a student of the department of Sociology and Anthropology, is conducting research on Entrepreneurial Engagement among the students of social science, University of Benin. This research is purely academic and purely used for that purpose, as every information given here will be treated as confidential and the information will not be disclosed.

SECTION A

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Gender: Male [] Female []
2. Age as at last birthday
3. Marital status: Single [] Married [] Divorced [] Widowed []
4. Department : SAA [] ECO [] POL [] PUB [] SWK []
5. Level: 100 [] 200 [] 300 [] 400 []
6. Religion: Christian [] Muslim [] African Traditional Religion []

SECTION B

7. Do you know who an entrepreneur is?

Yes[] No []

8. Do you engage in any form of entrepreneurial activity?

Yes[] No []

9. If yes what type

10. Is entrepreneurship for a means of livelihood?

Yes[] No []

11. Is entrepreneurship for you a means of independence?

Yes[] No []

12. Have you provided jobs for others through your business?

Yes[] No []

13. Is entrepreneurship a means of self actualization for you?

Yes[] No []

14. What benefits have you had as a result of being an entrepreneur?

15. Has any academic activities influenced your entrepreneurial activities?

Yes[] No []

16. If yes how has it

17. What activities outside your academic activities have influenced your engagement as an entrepreneur?

18. Do you have a family background in business?

Yes[] No []

19. Do you have prior business experience?

Yes [] No []

20. Do you have any talents that are being used in your business?

Yes [] No []

21. If yes what talents

22. Do you have any form of family support in business?

Yes [] No []

23. What are the effect of this support or lack of support

24. Do you see entrepreneurship as particular to a gender?

Yes [] No []

25. Do you have experience of being favoured as an entrepreneur because of your gender?

Yes [] No []