

**FACTORS THAT INFLUENCES ENTREPRENEURIAL INTENTIONS AMONG
YOUNG PEOPLE IN NIGERIA**

BY

EBAKO JAHSWILL

MGS1910228

**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
ENTREPRENEURSHIP, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF BACHELOR OF SCIENCE (B.SC), ENTREPRENEURSHIP,
FACULTY OF MANAGEMENT SCIENCES, UNIVERSITY OF BENIN, BENIN CITY.**

MAY 2024

DECLARATION

I EBAKO JAHSWILL with the matriculation number MGS1910223 do declare that declare that this project was based on a study undertaken by me in the Department of Entrepreneurship, Faculty of Management Sciences, University of Benin, Benin City, under the supervision of Mrs.

Nneka Raymonda Ogbodo. This work had not been previously submitted for the award of Bachelor of Science Degree in Entrepreneurship, to the best of my knowledge. All ideas and views were a product of my personal research; and where the views of others been expressed, have been duly acknowledged.

EBAKO JAHSWILL

MGS1910228

DATE

CERTIFICATION

We, the undersigned, certify that this project was carried out by EBAKO JAHSWILL with matriculation number MGS1910228 of the Department of Entrepreneurship, Faculty of Management Sciences, University of Benin, Benin City, Edo State, Nigeria; the work has not been presented in part or full in any Diploma or Degree awarding institution and the work is adequate in scope and quality in partial fulfillment of the requirements for the award of B.Sc.

Degree in Entrepreneurship, Faculty of Management Sciences, University of Benin, Benin City,
Nigeria.

MRS. NNEKA RAYMONDA OGBODO
Project supervisor

DATE

DR. STEPHEN OBEKI OBEKI
Senior Project Coordinator

DATE

MR OSAHON OKUNBO
Assistant Project Coordinator

DATE

DR. STEPHEN OBEKI OBEKI
Head of Department

DATE

DEDICATION

This research work is dedicated to God Almighty for His faithfulness and endless love, His provision and preservation. I sincerely appreciate Him for the journey so far.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to God Almighty my creator for his ever present help and love for me, only by his grace have I come this far.

I wish to thank heartily my Family, Mr. and Mrs. Eghagha, for your moral support before and during my journey in the university, and the successful completion of my academic program in the University of Benin, may you remain blessed forever.

Time will not permit me to give appreciation to all the persons who deserve it but it would be wrong in my part not to mention some notable persons who have in one way or the other been a source of inspiration and encouragement. I appreciate my good friends and course-mates Active Boy (Franklin) Divine, Joshua, Vikkie, Theodora, Funmilayo and also Kaba

I express my unreserved appreciation to my project supervisor, Mrs. Nneka Raymonda Ogbodo for taking time to read the manuscript of the research work, making necessary correction and ensuring it meets the expected standard, God bless you ma.

I also owe a considerable appreciation to my Lecturers who had ensured that knowledge was imparted in me. Special thanks goes to My acting Head of Department Dr. Stephen Obeki Obeki, Dr. V.A Idehen ,Dr. Aimufua, Mr. Aaron for not only impacting me with academic knowledge but also wisdom to navigate through life, God bless you all.

Special thanks to Mr. Alex for your great support towards this project work.

TABLE OF CONTENTS

Title page - - - - -	i
Declaration page - - - - -	ii
Certification - - - - -	iii
Dedication - - - - -	iv
Acknowledgements - - - - -	v
Table of Content - - - - -	vi
Abstract- - - - -	ix

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study - - - - -	1
1.2. Statement of the Problem- - - - -	3
1.3. Research Question - - - - -	6
1.4. Objectives of the Study - - - - -	6

1.5. Research Hypothesis	-	-	-	-	-	--	7
1.7. Significance of the Study	-	-	-	-	-	-	7
1.8. The scope of the Study	-	-	-	-	-	-	8

CHAPTER TWO: LITERATURE REVIEW

2.1 Conceptual Review	-	-	-	-	-	-	9
2.1.1 Concept of Entrepreneurial Learning	-	-	-	-	-	-	9
2.1.2 Concept of Entrepreneurial Intention	--	-	-	-	-	-	10
2.2 Relationship between variables	-	-	-	-	-	-	13
2.2.1 Entrepreneurial intention and Self Efficacy	-	-	-	-	-	-	13
2.2.2 Entrepreneurship Intention and Creativity	-	-	-	-	-	-	16
2.2.3 Entrepreneurship Intention and Tertiary Institution	-	-	-	-	-	-	19
2.3 Empirical Review	-	-	-	-	-	-	22
2.4 Theoretical Framework	-	-	-	-	-	-	28

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction	-	-	-	-	-	-	30
3.2 Research Design	--	-	-	-	-	-	30
3.3 Population of the study	-	-	-	-	-	-	30

ABSTRACT

Entrepreneurship has become an area of interest to many researchers, policy-makers, economists, academics and even university students are talking about it. Seminars, conferences and workshops are being organized every year across the world with emphasis on the importance of any entrepreneurship to country, society as well as individual development. Today, entrepreneurship is regarded as one of the best economic development strategies which improves the country' s competitiveness in the face of the increasing trends of globalisation. For most people, the popularity of entrepreneurship is largely due to the positive effects it has on many countries as a catalyst that creates wealth and the generation of job opportunities. As a result of this, this study investigated the factors that influences entrepreneurial intentions among young people in Nigeria.

In order to achieve this, a descriptive survey research design was used in eliciting response gotten from respondents. A structured questionnaire was administered to collect data from students of the Department of Entrepreneurship, Faculty of Management Science, University of Benin. While the sample size was restricted to 218 students from the Department. The collected data was analyzed using the simple percentage table.

In the findings, it was revealed that creativity to entrepreneurial learning influence on entrepreneurial learning among young people in Nigeria. It was also revealed that Tertiary institution promotes entrepreneurship intention among young people in Nigeria. Based on the findings, the study recommends that that education about entrepreneurship and for entrepreneurship will increase students' interest in becoming entrepreneurs at some stage after graduation. It was also recommended that graduates entrepreneurial intention can be further increased and sustained through: the adoption of entrepreneurial learning as entrepreneurship development approach by centres of entrepreneurship development in Nigerian tertiary institutions; students should be mixed during entrepreneurship programmes with recourse to their level of creativity, family background, ethnic group, age, business experience and courses studied.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Entrepreneurship has become an area of interest to many researchers, policy-makers, economists, academics and even university students are talking about it. Seminars, conferences and workshops are being organized every year across the world with emphasis on the importance of any entrepreneurship to country, society as well as individual development (Matlay & Westhead, 2015). Today, entrepreneurship is regarded as one of the best economic development strategies which improves the country's competitiveness in the face of the increasing trends of globalisation (Venkatachalam & Waqif, 2015). For most people, the popularity of entrepreneurship is largely due to the positive effects it has on many countries as a catalyst that

creates wealth and the generation of job opportunities (Gurol & Atsan, 2016). More specifically, entrepreneurship is a major engine driving many nations' economic growth, innovation and competitiveness (Kuratko & Hodgetts, 2014).

Entrepreneurship education is continually gaining massive interest among academics, policy makers and business professionals. It is opined that entrepreneurial engagement is the strategy for economic growth and development of any nation (Sule, 2015). As a result, the Federal Ministry of Education through the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) has made entrepreneurship education compulsory for every student in Nigeria tertiary institutions with the hope that it will spur graduate business startups (Fems, 2016). However, for over ten years of this policy implementation, Nigerian graduates still wallow in the vortex of unemployment and unrestrained job seeking as opposed to job creation (Fems, Poazi & Opigo, 2017).

The question of what influence graduates' entrepreneurial pursuits as a career path and investigating the role entrepreneurship education plays in graduate entrepreneurial intentions, behaviour and engagement is attracting increased interest amongst academics, policy makers and even industry professionals (Izedonmi & Okafor, 2018). The subject of entrepreneurship education and entrepreneurship intention has received extensive investigation by researchers in diverse fields and from different perspectives (Agada & George, 2020).

These different perspectives include self-efficacy, personality traits, culture, age, family status, education and training, creative potential, need for achievement etc. (Fems *et al.*, 2020). Due to its perceived importance to economic growth and development by way of wealth creation, value addition and employment generation, entrepreneurship is considered a vital part of

industrialization (Fems, Onu & Poazi, 2021). Academics have focused on the study of entrepreneurship education as the major influencer of entrepreneurial intention because it is construed as an effective strategy in providing individuals with the ability to recognize commercial opportunities and the knowledge, skillsets and attitudes to engage in entrepreneurial activities (Fems, Poazi & Opigo, 2017). Intention as is studied by psychologists and other professionals has been proven to be the best predictor of future behaviour using the theory of planned behaviour (Krueger, 2020).

The need for entrepreneurship development in Nigeria today is necessitated by the fact that entrepreneurship development is a major factor in economic growth and development and also the permanent cure for extreme hunger and poverty necessitated by unemployment in Nigeria (Chidiebere, 2018). Therefore, given the generally held view that entrepreneurship development is the key to poverty eradication, employment generation and rapid economic development, various governments in Nigeria have, over the past three decades, developed policies and programmes, aimed at developing entrepreneurship through the development of small and medium scale enterprises (SMEs) (Chidiebere, 2018).

1.2 Statement of the Problem

Owing to the persistence of mass unemployment, low productivity, high inflation and widespread poverty in Nigeria, the government introduced policy trusts and programmes to promote skills acquisition, facilitate the spirit of creativity, self-reliance and self-independence. These National Policy trusts and programmes are National Directorate of Employment (NDE), National Economic Empowerment and Development Strategies (NEEDS), National Poverty Eradication Programme (NAPEP), Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) and the New Partnership for Africa's Development (NEPAD) (Osibanjo,

2016, as cited in Awogbenle and Iwuamadi, 2019). However, the situation has not significantly changed to the desired direction.

One of the possible causes of the failure of NDE, NEEDS, NAPEP, SMEDAN and NEPAD to bring about the desired change is that this initiatives in Nigeria addresses only the output end, therefore, a complimentary approach is required. Besides, even the educational system that addresses the output end either lays more emphasis on content and knowledge acquisition for its sake or just stresses the inquiry-discovery model of teaching and learning. In developed economies or industrializing economies, for example, the education system emphasizes the trail of inquiry-discovery-application in teaching thereby helping students to perceive problems (including societal problems) as challenges and opportunities that can be turned into goods and services of commercial value (Adejimola and Olufumilayo, 2019).

One of such approaches for achieving this in Nigeria is teaching and research in entrepreneurship and innovation centres by Universities and other tertiary institutions and the promoting of Universities–private sector collaboration. This will involve developing the capacity of staff and students in entrepreneurship and innovation, engaging in outreach activities with small and medium enterprises through such interventions as business consultancies. Small business development centres in Universities are considered inevitable for parenting entrepreneurial, industrial and economic growth in Nigeria. This is the approach that is being adopted by Nigerian tertiary institutions (Adejimola and Olufumilayo, 2019). This approach is known as entrepreneurship education. This method of learning entrepreneurship is referred to as a traditional and repetitive method. Applying this method makes students bored and easily distracted. The students are bored because they are not actively and fully engaged in the process of learning (Fiet, 2020).

Research has shown that entrepreneurial capabilities are learned through a process in which students are actively engaged in a challenging experiential learning environment (Pittaway and Cope, 2017). Tertiary institutions play an important role in developing an entrepreneurial society. They can instill in their students at graduate and postgraduate levels a sense of understanding of risks and rewards of business creation and its causes of failures. They can also play a role in developing entrepreneurial traits in students and provide the necessary networking support for entrepreneurs as well as providing legitimacy for their endeavours.

As tertiary institutions' culture changes, it will become more important to understand students' entrepreneurial aspirations in order to archive an institutional "fit" between higher education offerings and the needs of students. The totality of the experience that students gain at higher education is, and will be, influenced by many factors, including the prior experiences they have had in education; their personal aspirations for the future; their expectations concerning their life while in the higher institution; and how their experience in the higher institution supports their future aspirations (Collins, 2018). Above all, how their experience in the higher institution will help them create network of entrepreneurial support and capabilities. Previous studies (Delmar and Davidsson, 2016; Krueger et al; 2018; Hamidi et al., 2018; Hunjra et al., 2019) have shown that many factors influence entrepreneurial intentions. These factors include: entrepreneurial attraction, networking support, capabilities, self-independence, self-reliance, age, gender, experience, family background, creativity, perception of risk, workload, marketing and administrative difficulties.

Despite the prominent roles which entrepreneurship education is playing in providing the opportunity for students to gain the knowledge and skills needed for starting up a new venture, joblessness among graduates in developing countries that practice entrepreneurship education as

a method of entrepreneurship development is on the increase and only a small percentage of these graduates become entrepreneurs after graduation (Hunjra et al., 2019; Brijlal, 2019). Researchers have identified entrepreneurship education as a theory-based method.

Thus, in capable of helping students to adequately develop entrepreneurial intentions, self-efficacy, capabilities and experience. They have consequently advocated the employment of entrepreneurial learning because it is an experiential and social learning method (Tian and Frank, 2016).

Research Questions

Against this backdrop this study seeks to provide answers to the following research questions;

What is the influence of creativity to entrepreneurial learning among young people in Nigeria?

What is the effect of entrepreneurial self-efficacy on students' entrepreneurial intention in Nigeria?

What are the roles of tertiary institution in promoting entrepreneurship intention among young people in Nigeria?

1.4 Objectives of the Study

The broad objective of this study is to investigate the factors influences entrepreneurial intentions among young people in Nigeria. The specific objectives are to:

examine the influence of creativity to entrepreneurial learning among young people in Nigeria.

examine the effect of entrepreneurial self-efficacy on students' entrepreneurial intention in Nigeria.

examine the roles of tertiary institution in promoting entrepreneurship intention among young people in Nigeria.

1.5 Research Hypotheses

For the purpose of this study, the following hypotheses will be formulated and stated in the null form;

H₀₁: Creativity to entrepreneurial learning does not have any influence on entrepreneurial learning among young people in Nigeria.

H₀₂: Tertiary institution does not promote entrepreneurship intention among young people in Nigeria.

1.6 Significance of the Study

The importance of this study cannot be overemphasized. The study is designed to inform, educate, sensitize and enlighten the general public, universities administrators' and government on student entrepreneurship on campus as a career rehearsal.

This study will serve as policy guide or template to government institution of Employment and other relevant bodies on how best to enhance entrepreneurship development/intention among young people in Nigeria in order to confront the problem of unemployment and failed entrepreneurship in Nigeria.

Moreso, the study will offer school administrators opportunity to enact policies to control the rate at which students involve in business on the campus.

1.7 Scope of the Study

This study focuses on the factors influencing entrepreneurial intentions off students in Nigeria using University of Benin students as a case study.

References

- Chidiebere, O., (2018). Youth unemployment and entrepreneurship development: challenges and prospects in Nigeria. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 4(4), 20-35.
- Fems, K. M. (2016). *Entrepreneurship in the 21st Century*. Yenagoa: Printessence Impressions.
- Fems, K. M. (2017). The Effect of Cultural, Religious Belief Systems and Gender Bias on Entrepreneurship and National Development. Paper presented at the 1st National Conference of the Port Harcourt Polytechnic, held on the 17-21 June, 2017 in PH, Nigeria.
- Fems, K. M., Abara, O. & Poazi, F. D. W. (2021). Entrepreneurship: Cure for Economic Under Development? A Theoretical Perspective. *International Journal of Social, Behavioural, Educational, Economic, Business and Engineering*, 10(9), 3142-3147.
- Fems, K. M., Poazi, F. D. W. & Opigo, H. (2017). Entrepreneurship Education as a Prerequisite for Graduate Entrepreneurship: A Study of Graduate Entrepreneurs in Yenagoa City. *International Scholarly and Social Research & Innovation*, 11(3), 726-732.

- Fems, K.M., Koroye, B.H., Opigo, H., & Agada, F. A. (2020) An Exploration of the effectiveness of Entrepreneurship Education in Nigeria Tertiary Institutions and its impacts on Students' Entrepreneurial Career Intentions at Federal Polytechnic Ekowe *Open Science Journal* 5(4).
- Gurol, Y. & Atsan, N. (2016). Entrepreneurial characteristics amongst university students: Some insights for entrepreneurship education and training in Turkey. *Education and Training* 48(1), 25-38.
- Idam, L. E. (2018). Entrepreneurship development in Nigeria: A Review' *Journal of Business and Management*, 16(1), 01-07.
- Izedonmi, P. F. & Okafor, C. (2018). The Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions. *Global Journal of Management and Business Research*, 10(6), 4960.
- Kabongo, J. D. & Okpara, J. O., (2018). Entrepreneurship Education in Sub-Saharan African Universities. *International Journal of Entrepreneurial Behavior & Research*, 16(4), 296-308.
- Koe, W., Sa'ari, J. R., Majid, I. A. & Ismail, K., (2018). Determinants of Entrepreneurial Intention among Millennial Generation. *Social and Behavioral Sciences*, 40, 197-208.
- Krueger, N. F., (2020). *Handbook of Entrepreneurship Research: An Interdisciplinary Survey and Introduction*. New York: Springer
- Malebana, M. J. & Swanepoel, E. (2015). Graduate entrepreneurial intentions in the rural provinces of South Africa. *Southern African Business Review*, 19(1), 89-111.
- Matlay, H. & Westhead, F. (2015). The impact of entrepreneurship education on entrepreneurial outcomes. *Journal of Small Business and Enterprise Development*, 15(2), 382-396.
- Oghifo, B. (2016). UNDP: Nigeria's Vision 2020:20 Could Prove Challenging with Current Business-as-usual Approach: This Day.
- Omona, S. (2017). Vision 2030: 400 corps members to implement SDGs in Nigeria. The Authority. Retrieved from: <http://www.authorityngr.com/2017/02/Vision-2030--400-corpsmembers-to-implement-SDGs-in-Nigeria>.
- Omuvwie, A. F., (2018). Strategy Performance Assessment of Nigeria Tertiary Institution Business Education Programme on Entrepreneurship Intervention. *International Journal of Vocational and Technical Education*, 5(5), 64-8.1
- Støren, L. A. (2019). Entrepreneurship in higher education: Impacts on graduates' entrepreneurial intentions, activity and learning outcome. *Education and Training*, 56(8/9), 796-813.

Sule, S. (2015). *Entrepreneurship Education as Strategy for Sustainable Development in Nigeria*. Proceedings of the Fourth International Conference on Global Business, Economics, Finance and Social Sciences Conference in Kolkata-India. 18-20 December 2015.

CHAPTER TWO

LITERATURE REVIEW

2.1 Entrepreneurial Learning

Entrepreneurship education method of learning entrepreneurship is referred to as a traditional and repetitive method. Applying the traditional and repetitive method of entrepreneurship pedagogy makes students to get bored and distracted easily. The students are bored because they are not actively and fully engaged in the process of learning (Fiet, 2018); hence, the emergence of entrepreneurial learning. Some scholars believe that entrepreneurial learning occurs through experiencing different challenging events such as recognizing opportunities, coping with problems, and performing different roles of an entrepreneur (Minniti and Bygrave, 2019; Erikson, 2017; Politis, 2015; Cope, 2015; Pittaway and Cope, 2017). In this sense, learning is an indispensable reaction to new venture dynamics of change and a control element of success or failure in start-up situation (Fayolle and Gailly, 2018).

Rae (2016) described learning as an integral part of entrepreneurial process in which human and social factors are as important as the economic factors. Rae defined entrepreneurial learning as a dynamic process awareness, reflection, association and application that involves transforming experience and knowledge into functional learning outcomes. The commonest feature of the definitions of entrepreneurial learning is experience. Macmillan and McGrath (2017) asserted that entrepreneurial mindset can be developed through experience rather than the traditional methods of entrepreneurship education. Experiential method of learning entrepreneurship enhances the acceptance and demands of students for entrepreneurship programmes. Thus, students can acquire entrepreneurial skills better through experiential methods (Plaschka and Welsch, 2019). Positive and pleasant experience with entrepreneurship programmes increases students' desire to become entrepreneurs as well as to be highly engaged in entrepreneurial activities which develops their entrepreneurial capabilities (Fiet, 2016; Peterman and Kennedy, 2018).

2.1.1 Concept of Entrepreneurial Intention

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich, Peters and Shepherd, 2019). Essien (2016) sees entrepreneurship as the totality of self-asserting attributes that enable a person to identify latent business opportunities together with the capacity to organize needed resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty. Entrepreneurship is concerned with drive to venture into a business with the readiness to unforeseen risks and also make reasonable profit as a reward of such action. Furthermore, entrepreneurship is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully

Entrepreneurial intention refers to an individual's objective to start a high-growth business and work as an entrepreneur in the future. Ajzen & Fishbein refers to entrepreneurial intentions as an act or intentional attitude toward a start-up or an existing firm attempting to start a new business or seeking new opportunities. Kuratko et al. assert that entrepreneurial intention refers to the development of a practical and specific plan for starting a business. It is also interpreted as a desire to own and start a private business, including plans to become entrepreneurs. Because entrepreneurial intention is considered to be a precursor to the act of starting a business, it is a prerequisite mindset for initiating a start-up. Entrepreneurial intention is embodied in an entrepreneur's personal efforts to implement start-up activities, applying individual interest and actions to starting a business. Entrepreneurs' engagement with the possibility of starting their own businesses in the future is also considered a positive attitude toward startups. Entrepreneurial intention must necessarily precede founding a start-up. Katz and

Gartner regarded individuals' entrepreneurial intention as an important factor for predicting entrepreneurship, applying the theory of planned behavior. Various studies have analyzed the antecedents that influence entrepreneurial intention. Bird divided the factors affecting entrepreneurial intention into entrepreneurs' personal characteristics (e.g., personality, ability, and experience) and surrounding environmental factors. Individual entrepreneurial characteristics are exerted and learned through interactions with the environment and related entrepreneurship activities.

The major individual-level antecedents include satisfaction with entrepreneurship education, entrepreneurship education, motivation to participate in entrepreneurship education, and attitude and experience. In addition, existing studies have focused on founders' psychological tendencies and the personality factors that influence entrepreneurial intention. Turker and Selcuk examined the important personality traits that affect entrepreneurial intention, such as self-confidence, risk-taking ability, need to achieve, and locus of control. Covin and Slevin tested innovativeness, risk-taking, and proactiveness as antecedents of entrepreneurship. An additional analysis was performed considering the founder's personal characteristics, environmental characteristics, and entrepreneurship related characteristics.

Specifically, achievement needs and self-efficacy as individual characteristics; the existence of an entrepreneurship mentor as environmental characteristics; and social awareness and business strategy, and risk sensitivity and innovation as entrepreneurship characteristics were verified. In addition, and specifically analyzed the effect of learning orientation, activity orientation, and goal orientation on entrepreneurial intention. Wong and Choo (2019) also indicated that entrepreneurial intention requires the ability to search for and obtain information that can be leveraged to accomplish the goals of venture creation. The ability to procure vital

information and knowledge to overcome challenges that arise during the start-up process is a crucial element to entrepreneurs. Because previous research on entrepreneurial intention was unable to identify the different consequences of similar personal traits, this study endeavors to reveal the hidden link between personal traits and entrepreneurial intention by focusing on individual learning abilities.

Recently, entrepreneurial intention-related research has started to investigate the factors that mediate personal traits and entrepreneurial intention. With the same vein, we tried to find factors as mediators. For example, examined how entrepreneurial alertness mediates when big five personality traits influence entrepreneurial intention. Gill (2018) also empirically investigated whether entrepreneurial self-efficacy mediates the influence when cognitive flexibility and entrepreneurial awareness affect entrepreneurial intention. In addition, we examined the mediating role of attitude and creative-process engagement in the relationship between creative self-efficacy and entrepreneurial intention.

2.1.2 Triggers of Entrepreneurial Intentions

Entrepreneurial intentions have been found to be influenced by three general factors (Krueger, 2017). First, entrepreneurial intention is triggered by a person's attitude towards entrepreneurship. This is seen as the weighted sum of perceived consequences and the likelihood of different outcomes of the behaviour, including intrinsic rewards. The second factor is perceived social norms. This means that the beliefs of relevant groups and actors, such as family, friends, colleagues and customers, will affect the intentions of the entrepreneur (Davidsson, 2019). The third factor is self-efficacy. Self-efficacy has been found to greatly influence entrepreneurial behaviour and increase entrepreneurial intention (Krueger et al., 2000). Self-

efficacy is a person's cognitive estimate of his/her capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in his/her life (Bandura, 1985).

Souitaris (2017) found from a study of students enrolled in entrepreneurship programme that many students had experienced key moments of inspiration that drastically changed their "heart and mind" and made them consider becoming entrepreneurs. Considering that education is a given choice in itself, the starting point has to be that entrepreneurship students would be expected to be more likely than other students to consider starting their own business, because of self-selection into an entrepreneurship programme (Storey, 2017).

Scholars often highlight creativity and novel solutions as key part of the entrepreneurial process or as a characteristic of entrepreneurial behaviour. Entrepreneurship and innovative business behaviour have been synonymously described as an act of creativity (Amabile, 2016; Ward, 2016). The connection between the two concepts is explained by the idea that a critical part of entrepreneurship is the newness and novelty (Davidsson, 2017) that can influence the market process. Therefore, entrepreneurs most formulate creative ideas for new goods/services. Since novelty and effectiveness are the hallmarks of creative ideas (Amabile, 2016), it is expected that students' creative dispositions should affect their eagerness to engage in entrepreneurship.

Another strong positive predictor of entrepreneurial intention is whether a person has some earlier exposure to entrepreneurship (Hamidi, 2018). This is explained by the increased knowledge and experience of an alumnus entrepreneur, as it is easier for the person to assess the possibilities of starting a new firm (Delmar and Davidsson, 2016). More so, it has been found

that persons who have a close relationship with someone with entrepreneurial experience are more likely to be self-employed. For instance, large proportion of entrepreneurs have parents who themselves were entrepreneurs. The two explanations for this pattern are that parents can act as role models (Delmar and Davidsson, 2016), and that there is a transfer of entrepreneurial skills from parents who expect their children to eventually take over the firm (Westhead, 2016).

Entrepreneurship is inherently risky compared with working in an established business, and most definitions of an entrepreneur emphasize the risk willingness of these persons. That is, they are usually described as risk-takers who attempt to achieve fast enterprise growth and above-average profits. In accordance with social cognitive intention theory, Palich and Bagby (2015) argue that entrepreneurs may not actually want to take risk; rather they simply tend to associate business situations with cognitive categories that suggest more favourable attributes. Thus, risk propensity can be treated as a personal aptitude for optimism. It follows that persons who discard entrepreneurship as career option do so not because they necessarily lack the capabilities, but because they believe themselves to lack the requisite capabilities. In addition, higher awareness of one's capabilities to perform an entrepreneurial task will result to a stronger motivation to start one's own business. This idea has been explained by the theory of self-efficacy. Entrepreneurial self-efficacy according to Boyd and Vozikis (2014) is the strength of a person's belief that he/she will not be able to successfully perform the roles and tasks of an entrepreneur. Entrepreneurial self-efficacy plays a key role of inspiring one to start his/her own business (Krueger and Brazeal, 2014; Boyd and Vozikis, 2014).

Many contemporary studies have shown that the average entrepreneur is slightly more educated than the general population. This is the case in Nigeria and many other countries of the world including the United States of America. Research studies in Nigeria have shown that most

entrepreneurs in the organized private sector are holders of any of the post-secondary educational certificates (Okia-Anie, 2014; Eze, 2018). It has also been found that 80% of the entrepreneurs in the manufacturing and wholesale businesses in Nigeria attended the University (Nwachukwu, 2019). Business ventures can be started at any age. Most studies in Nigeria including that of Okia-Anie (1994) have shown that the modal age for entrepreneuring is 30-35 years. This is supported by studies carried out in the United State of America (Ottih, 2011).

Ethnicity is described as the grouping of people based on some shared characteristics such as national origin, language or culture (Jones and George, 2008). Studies have shown that ethnicity influences perceptions towards entrepreneurship (Brijlal, 2021). Vesper (1980, as cited in Ottih, 2011), noted that in Columbia, for example, the city of Medellin is noted for greater industry than Bogota, the capital, even though it has no apparent geographical advantages to favour it. In Mexico, it is Monterrey, and in Brazil, Sao Paulo, which carry similar industrial excellence. Similarly, Jews in western industrial countries, Chinese in the pacific Islands, and Ibos in Nigeria have been people noted for exceptional entrepreneurial performance.

Another challenge and impediment that prevent the creation of new Small and Medium Enterprises (SMEs) is the availability of formal sector financing (Herrington, 2019). Demirguc-kunt et al. (2016) pointed out that the two primary sources of external finance for new SMEs are equity and debt. External equity in the stock exchange is usually not available for new SMEs. The lack of external equity makes many new SMEs dependent on bank loans and trade credit for early stage financing. However, access to bank loans and the use of suppliers credit by new SMEs is virtually non-existent.

2.1.3 The roles of universities in promoting entrepreneurship intention among young people

The bond of contention among researchers is that the entrepreneurial curriculum and content could play a positive role in influencing students' attitudes and preference towards entrepreneurship in Arab countries. However, this is only so if the curriculum is structured properly and if it sufficiently reflects the changes and trends in the globalized economy (Salem, 2019). Salem (2017) points out that the reason why the entrepreneurship curriculum in MENA countries has not been effective in influencing entrepreneurial intentions among students is because it focuses primarily on creating business plans and starting new ventures, at the expense of growth, creativity and innovation. The author posits that in order for the entrepreneurship curriculum to be more effective, it ought to focus on instilling relationship-building, critical thinking, problem solving and risk-taking skills as a way of thinking and a form of support for building a knowledge-based economy (Salem, 2017).

The author's viewpoint is that the traditional focus on creating business plans may not work effectively amidst the on-going changes and trends brought about by globalization. The curriculum and content of entrepreneurship education ought to be structured around competitiveness, innovation, networking, self-realization, communication and economic growth as well (Salem, 2017). Only then will it be able to raise the skill and talent level of students and to adequately prepare them to contribute to the knowledge-based economy (Salem, 2017). The authors concur with Gallant and her colleagues (2021) that the curriculum ought to stretch beyond the classroom walls. It needs to equip students with practical

entrepreneurial knowledge to complement their theoretical skills (Salem, 2017). It ought to accord students an opportunity to interact with the outside world through mentorship programs, workshops and conferences organized through strategic alliances with established entrepreneurs (Salem, 2017). This will grant students greater exposure to trends and changes in the globalized economy and enhance their inclination to succeed as entrepreneurs in a dynamic environment. Consequently, it will foster their preference to take up entrepreneurial ventures in their respective economics.

Nigeria is a nation with such peculiar features such as unemployment, high poverty rate, unfavourable per capita income, etc. In the process of addressing these issues, government relies so much on higher institutions of learning in the country to instil entrepreneurial drive in students through entrepreneurship education. With this, government believes that Nigerian graduates will be better equipped to create job opportunities after school and not relying on government for jobs as well as helping to contribute to the economic development of the nation. Thus, entrepreneurship education is expected to play a leading role in developing and producing more entrepreneurially inclined students in Nigeria.

Wilson, (2017) is of the opinion that entrepreneurship education plays major role in influencing students' preference to become entrepreneurs through raising their attitude, perceived behavioural control and intentions towards entrepreneurship and small business. Universities and other higher institutions in this regard have been urged to promote entrepreneurial spirit among students through a series of education programmes and courses in entrepreneurship. Bukula (2019) acknowledges that the important role of universities and other higher institutions in fostering entrepreneurship and a vibrant and growing small business sector is now recognised worldwide in offering entrepreneurship education programmes, undertaking

outreach initiatives to provide training, mentoring and other kinds of support to small businesses, and conducting small business-related research. The role of higher education is clearly to meet the socio-economic needs of the country whilst safeguarding social justice and democratic values (Morgan, 2017). They also serve as knowledge producers and agents of knowledge exchange in society (Etzkwitz, 2018).

For Nicolaides (2021), Higher Education Institutions are regarded as the custodians of knowledge in society and play a very significant role in the economic development of entrepreneurship and small businesses viz-a-viz the economic development of a nation.

In summary, higher institutions help in promoting entrepreneurship and small businesses in Nigeria in the following ways.

changing the attitudes of students toward being self-reliant and self-employed

providing needed skill and knowledge required for enterprise growth

providing consultancy serviced to start up entrepreneur and small business owners

creating awareness for entrepreneurship as a career option; and

providing adequate knowledge on proper management of business

2.1.5 Challenges and Prospects of Promoting Entrepreneur in University in Nigeria

As mentioned earlier, although the demand for entrepreneurship education is on the rise world-wide, the effectiveness of such programs is still questioned (Auieh and Cehade, 2017). For Katz (2018), one of the challenges faced by higher institutions in this regard is that although

the entrepreneurship programmes and departments being embedded in universities and other academic entities are partially legitimate, they still lack maturity. Thus, the challenge lies in transforming these programmes into leading and pioneering ones.

Kuratko (2015) argues that the challenge facing entrepreneurship education is related to entrepreneurship research. Katz (2018) adds that the most challenging and limiting factor of entrepreneurship education development is the shortage in faculty and Ph.D. Programmes. Another major challenge to entrepreneurship education development is that of direct relationship between technology and entrepreneurship. Adequate funding is one of determinant factors of every successful programme implementation. Though government is presently doing its best in providing funds to higher institutions for the development of entrepreneurship education, much still needs to be done to encourage the success of these programmes in higher institutions. Again, entrepreneurship education thrives on research development. As such, building research centres will ultimately encourage the achievement of entrepreneurship education goals. Nigeria stands a chance of transforming its current state of the economy to a vibrant one if the challenges of entrepreneurship education in Nigeria higher institutions are addressed.

2.1.6 The Intention of Young People that Motive and Challenge toward Entrepreneurship

Entrepreneurship intention focuses on an individual's motivation to start a business, and these are internal motivation and positive perceptions of starting a business (Lorz & Volery, 2021). Entrepreneurial intention is thus defined as "Self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future" (Thompson, 2019). Intention is thus a conscious plan & Ajzen (2017) the proponent

of the theory of planned behavior postulates that one's intention is a strong predictor of planned behavior. In addition to understanding entrepreneurial intention, it is important to consider the motives for engaging in these entrepreneurial activities. According to Pruett (2019) an individual's perception of motives and barriers to enter or venture into business affects his or her intention. Yalcin & Kapu (2018) state that there are two noteworthy pieces that should be considered when studying the entrepreneurship process; these parts include the motives and problems of entrepreneurs. Shane (2017) find that human motivations are central to the entrepreneurial process.

Chu, (2017) analyzed the motivation for business ownership (success characteristics) in Kenya and Ghana and found that the quest to earn a higher income and job creation were primary reasons for entrepreneurial activity. There are other factors that have an impact on youth entrepreneurial intention, namely, the willingness to take risk, fear of failure, and possessing business skills (Papulova & Makros, 2017; Robinson, 2018). Other factors such as the desire for independence, job stability, financial security, the existence of a family business and need for achievement also influence entrepreneurial intention (Sloka et al., 2014; Barba-Sánchez & Atienza-Sahuquillo, 2018; Ojiaku et al., 2018; Arranz et al., 2019; Mothibi & Malebana, 2019).

Maziriri, (2019) discovered that having an entrepreneurial role model positively and significantly influences entrepreneurial intentions. These role models may include family members, guardians or resource persons at one's school. The role played by education in fostering entrepreneurial intentions can also not be overstated as Gieure et al. (2019); Shahid et al. (2018) concluded that business knowledge, training and one's educational context influence entrepreneurial intentions positively. Alarmingly South Africa's entrepreneurial intention levels are lower than other African countries and in addition, entrepreneurial intention levels dropped

by more than a third (from 15.4% to 10.1%) in comparison with 2013 statistics (Herrington et al., 2017). The persistent trend of low unemployment figures and low entrepreneurial intention is cause for concern.

2.1.7 Entrepreneurial Self-Efficacy, Creativity, attitude towards Students Entrepreneurial

Entrepreneurial intentions have been found to be influenced by three general factors (Kruege, 2020). First, entrepreneurial intention is triggered by a person's attitude towards entrepreneurship. This is seen as the weighted sum of perceived consequences and the likelihood of different outcomes of the behaviour, including intrinsic rewards. The second factor is perceived social norms. This means that the beliefs of relevant groups and actors, such as family, friends, colleagues and customers, will affect the intentions of the entrepreneur (Davidsson, 2019). The third factor is self-efficacy. Self-efficacy has been found to greatly influence entrepreneurial behaviour and increase entrepreneurial intention (Krueger, 2020). Self-efficacy is a person's cognitive estimate of his/her capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in his/her life (Bandura, 1985). Souitaris, (2017) found from a study of students enrolled in entrepreneurship programme that many students had experienced key moments of inspiration that drastically changed their "heart and mind" and made them consider becoming entrepreneurs. Considering that education is a given choice in itself, the starting point has to be that entrepreneurship students would be expected to be more likely than other students to consider starting their own business, because of self-selection into an entrepreneurship programme (Storey, 2020).

Scholars often highlight creativity and novel solutions as key part of the entrepreneurial process or as a characteristic of entrepreneurial behaviour. Entrepreneurship and innovative

business behaviour have been synonymously described as an act of creativity (Amabile, 2016; Ward, 2006). The connection between the two concepts is explained by the idea that a critical part of entrepreneurship is the newness and novelty (Davidsson, 2018) that can influence the market process. Therefore, entrepreneurs most formulate creative ideas for new goods/services. Since novelty and effectiveness are the hallmarks of creative ideas (Amabile, 2016), it is expected that students' creative dispositions should affect their eagerness to engage in entrepreneurship.

Another strong positive predictor of entrepreneurial intention is whether a person has some earlier exposure to entrepreneurship (Hamidi et al., 2008). This is explained by the increased knowledge and experience of an alumnus entrepreneur, as it is easier for the person to assess the possibilities of starting a new firm (Delmar and Davidsson, 2020). More so, it has been found that persons who have a close relationship with someone with entrepreneurial experience are more likely to be self-employed. For instance, large proportion of entrepreneurs have parents who themselves were entrepreneurs. The two explanations for this pattern are that parents can act as role models (Delmar and Davidsson, 2020), and that there is a transfer of entrepreneurial skills from parents who expect their children to eventually take over the firm (Westhead, 2017). Entrepreneurship is inherently risky compared with working in an established business, and most definitions of an entrepreneur emphasize the risk willingness of these persons. That is, they are usually described as risktakers who attempt to achieve fast enterprise growth and above-average profits. In accordance with social cognitive intention theory, Palich and Bagby (2015) argue that entrepreneurs may not actually want to take risk; rather they simply tend to associate business situations with cognitive categories that suggest more favourable attributes. Thus, risk propensity can be treated as a personal aptitude for optimism. It follows that

persons who discard entrepreneurship as career option do so not because they necessarily lack the capabilities, but because they believe themselves to lack the requisite capabilities. In addition, higher awareness of one's capabilities to perform an entrepreneurial task will result to a stronger motivation to start one's own business. This idea has been explained by the theory of self-efficacy. Entrepreneurial self-efficacy according to Boyd and Vozikis (2019) is the strength of a person's belief that he/she will not be able to successfully perform the roles and tasks of an entrepreneur. Entrepreneurial self-efficacy plays a key role of inspiring one to start his/her own business (Krueger and Brazeal, 2018; Boyd and Vozikis, 2019).

Many contemporary studies have shown that the average entrepreneur is slightly more educated than the general population. This is the case in Nigeria and many other countries of the world including the United States of America. Research studies in Nigeria have shown that most entrepreneurs in the organized private sector are holders of any of the post-secondary educational certificates (Okia-Anie, 2019; Eze, 2018, as cited in Ottih, 2018). It has also been found that 80% of the entrepreneurs in the manufacturing and wholesale businesses in Nigeria attended the University. Business ventures can be started at any age. Most studies in Nigeria including that of Okia-Anie (2018) have shown that the modal age for entrepreneuring is 30-35 years. This is supported by studies carried out in the United State of America (Ottih, 2021).

Ethnicity is described as the grouping of people based on some shared characteristics such as national origin, language or culture (Jones and George, 2018). Studies have shown that ethnicity influences perceptions towards entrepreneurship (Brijlal, 2021). Vesper (2019, as cited in Ottih, 2021), noted that in Columbia, for example, the city of Medellin is noted for greater industry than Bogota, the capital, even though it has no apparent geographical advantages to favour it. In Mexico, it is Monterrey, and in Brazil, Sao Paulo, which carry similar industrial

excellence. Similarly, Jews in western industrial countries, Chinese in the Pacific Islands, and Ibos in Nigeria have been people noted for exceptional entrepreneurial performance. Another challenge and impediment that prevent the creation of new Small and Medium Enterprises (SMEs) is the availability of formal sector financing (Herrington, 2019). Demircukunt, (2016) pointed out that the two primary sources of external finance for new SMEs are equity and debt. External equity in the stock exchange is usually not available for new SMEs. The lack of external equity makes many new SMEs dependent on bank loans and trade credit for early stage financing. However, access to bank loans and the use of suppliers credit by new SMEs is virtually non-existent.

2.2 Theoretical Framework

There are many forces that drive a person to become an entrepreneur (Nieman & Nieuwenhuizen, 2009). The primary theory around entrepreneurial motivations has been categorized as push (necessity) and pull (opportunity) factors. Researchers have looked at why individuals choose to be self-employed, and the extent to which it is a voluntary choice. Therefore, the theory underpinning the study was the push and pull theory.

Theory of Planned Behavior (TPB) The theory of Planned Behavior was first developed; by Ajzen (1991) as an extension to reason action theory (RAT) by Ajzen and Fishbein. The theory was propounded because of the failure of the concept theory. The theory came into being in order to plan and predict the behavior of an individual. TPB is considered one of the major theories used in the study of intention (Fini et al.,2009). It posits that understanding the behavior of an individual can be done through identifying some key determinants; they are attitude subjective norms and perceived behavioral control. The antecedence mentioned above highlights

the desirability of executing the behavior, while the last one explains how an individual can control the behavior (Krueger Jr et al., 2000). In other words, the higher the attitude, subjective norm; and perceived behavioral control of an individual, the higher the possibility of becoming an entrepreneur. It is believed that the more the understanding of the antecedents of the intention the more possible for us to predict behavior and attitude. Similarly, Krueger Jr, et al (2000) also argued that TPB is considered as one of the leading theories in terms of robustness and validity. Several studies have used the theory of planned behavior which is considered of great importance in determining entrepreneurial behavior; examples are (Krueger & Carsrud, 1993; Souitaris, Zerbinati, and Al-Laham, 2007). For instance, examining Douglas and Shepherd, (2002) using the theory of planned behavior reports that attitude, subjective norms and perceived behavioral control of an individual are a very essential keys in determining the entrepreneurial intention of an individual.

2.3 Empirical Review

Syed, Muzaffar, and Minaa (2017) analysed the impact of three dimensions of entrepreneurial orientation over the performance of manufacturing sector SME's in Punjab, Pakistan. The level of EO was direct in the dominant part of SMEs in Punjab and there was a noteworthy relationship between innovativeness, proactiveness, risk-taking, and performance of SMEs. Noteworthy positive relationships have been reported showing a positive impact of all the three dimensions that have been studied.

The findings facilitated the Entrepreneurship orientation construct empirically, related to the business performance of manufacturing sector SMEs in Punjab. The findings showed that the manufacturing sector of SMEs can perform better if they put their efforts into innovation,

likewise, if they are pro-active to market changes they can maintain their performance by maintaining their position in the market. Lastly, risk-taking is vital for the growth and performance of SMEs in the manufacturing sector. When SMEs have to invest in innovation they are exposed to risk which seems to be beneficial for survival and growth.

Asad, Sharif, and Hafeez (2016) empirically assessed the relationship between entrepreneurial orientation, networking capability, institutional environment factors and export performance of 235 Nigerian agricultural firms. The result affirms that there is a strong positive relationship between entrepreneurial orientation, networking capabilities, institutional environment factors and the export performance of agricultural sector SMEs in Nigeria, and the results suggested that the ability of agricultural SMEs to be proactive, innovative, take risks, manage their networking capabilities and institutional environment factors; all having a direct impact on the export performance of Nigerian Agricultural SMEs.

Ramoni (2016) evaluated the effects of entrepreneurship education using two entrepreneurship traits - innovation and risk-taking propensity on entrepreneurial intention among first degree graduates of Bayero University, Kano. Samples of two hundred and twenty-nine (229) graduates were selected for the study using systematic sampling techniques. Both descriptive and inferential statistics were employed in the analysis of data. It was found that 20.8 per cent of the variation found in the entrepreneurial intention has been explained by entrepreneurial education, innovativeness and risk-taking propensity. It was recommended that successful entrepreneurs that cut across gender lines be encouraged to serve as instructors and mentors to the undergraduates.

Oguntimehin and Olaniran (2017) investigated the relationship between students' exposure to entrepreneurship education and their career entrepreneurial intentions in Ogun State-owned universities. Six hypotheses were generated for the study. The population comprises all final year undergraduates, with a sample of six hundred and nine.

Three research instruments were used. The data collected were analysed using descriptive statistics, Pearson Product-Moment Correlation Coefficient, Ttest and ANOVA. Findings revealed that entrepreneurship education significantly influences students' entrepreneurial intentions. It was recommended among others that entrepreneurship education should be practical-oriented to have greater participation in classroom interactions which would further enhance motivation.

Okeke (2016) investigated entrepreneurship education and the inclination towards entrepreneurship among university students in Chukwuemeka Odumegwu Ojukwu University and Imo State University, Owerri using a survey design and a randomly drawn sample of 90 respondents. A two-part, twelve-item questionnaire based on the Likert scale was used to generate primary data for the research. The reliability of the instrument was tested using the Chronbach alpha and a reliability value of 0.84 was obtained. Two hypotheses were tested using z-test statistics at a 0.05 level of significance. The result indicated that entrepreneurship education is a precursor of entrepreneurial inclination and that both male and female undergraduates in business-related courses are inclined to self-employment. Based on the research findings, it was recommended that entrepreneurship education should be encouraged in Nigerian universities to serve as a catalyst for selfemployment amongst graduates.

Okoye (2016) investigated the role of psychosocial factors (entrepreneurial self-efficacy, fear of failure, social support, and gender) on entrepreneurial intention among Nigerian graduates. The research adopted a survey design. Two hundred and ten (210) participants were selected purposively and randomly for the study. Results revealed that there were significant relationships among the variables of the study. Besides, fear of failure and entrepreneurial self-efficacy jointly predicts entrepreneurial intention. Independent predictions indicated that fear of failure does not significantly predict entrepreneurial intention. However, it shows that entrepreneurial self-efficacy significantly predicts entrepreneurial intention. It was also found that graduates who have a high fear of failure did not have lower significant entrepreneurial intention than those with low fear of failure. Those with high entrepreneurial self-efficacy have higher significant entrepreneurial intentions than those with low entrepreneurial self-efficacy. Male graduates significantly score higher on entrepreneurial intention than female graduates. The study, however, recommended that Universities should design suitable entrepreneurial courses that would promote the graduates' intention to start up their businesses, and government should also design realistic programmes for job creation.

Agu, Anidiobu and Ezinwa (2016) investigated the role of entrepreneurship education as a solution to unemployment in Nigeria using a descriptive survey research method. 120 entrepreneurs and 80 scholars from Enugu State were selected using stratified random sampling. The instrument of the data collection study was a questionnaire administered to 200 respondents. Data obtained was analyzed by statistical weighted means, scores and standard deviation. Findings revealed that entrepreneurship education enhances the acquisition of the necessary skills for gainful and self-employment. It was recommended that entrepreneurship development programme should be made a compulsory course at all levels of our educational system in

Nigeria to equip individuals with the required entrepreneurial skills to reduce the high-level unemployment in Nigeria.

Salihu, (2016) investigated the effect of Entrepreneurship education on graduates' business start-ups in North Central Nigeria. A descriptive survey research design was employed while a sample size of 375 was drawn from a population of 9Q.00 respondents. Data obtained were analyzed using descriptive statistics and logistic regression was used in testing two hypotheses. It was found that entrepreneurial career aspirations have a significant impact on graduates' business start-ups. The study recommended that tertiary institutions and government need to play a more proactive role by devising a strategy to assist the students that indicate their intention to start enterprise while in school and after graduation through an incubator program. This will encourage graduates career aspirations towards business Start-up and further motivate graduates entrepreneurial attitude towards self-employment.

Chukwumezie and Osakpa, (2015) investigated entrepreneurship opportunities and Nigerian graduates' unemployment in the south-east and southsouth geopolitical zones. The study adopted a survey descriptive design because the events had taken place in their natural course of happening. Two hundred lecturers and Entrepreneurship Development Centers' Staff constituted the stratified random sample drawn from fifteen (15) tertiary institutions from the zones on which an 18-item Likert-type rating scale was administered for data gathering over two weeks with the help of Field Research Assistants. The data were subsequently analyzed with the χ^2 test of Independence and Cramer's v-statistic to establish a basis for generalization of findings into the larger population as well as application of same to tertiary institutions in other geopolitical zones in Nigeria with the same characteristics as those that obtained in the two geopolitical zones under investigation. Findings revealed that (i) Government and its relevant

agencies had taken significant actions to help Nigerian graduates establish enterprises as a strategy for creating employment, reducing poverty and controlling social vices, (ii) The various tertiary education, educational monitoring bodies and individual tertiary institutions significantly prepared Nigerian graduates to adequately identify existing and create new entrepreneurship opportunities, (iii) There was significant proof that Nigerian graduates have acquired necessary entrepreneurship skills for self-employment. One major recommendation was that Government should adopt the entrepreneurship implementation model proposed by the researchers for effective solutions to the problems investigated.

References

- Chidiebere, O., Illoanya, K., & Udunze, U. (2018). Youth unemployment and entrepreneurship development: challenges and prospects in Nigeria. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 4(4), 20-35.
- Fems, K. M. (2016). *Entrepreneurship in the 21st Century*. Yenagoa: Printessence Impressions.
- Fems, K. M. (2017). The Effect of Cultural, Religious Belief Systems and Gender Bias on Entrepreneurship and National Development. Paper presented at the 1st National Conference of the Port Harcourt Polytechnic, held on the 17-21 June, 2017 in PH, Nigeria.
- Fems, K. M., Abara, O. & Poazi, F. D. W. (2021). Entrepreneurship: Cure for Economic Under Development? A Theoretical Perspective. *International Journal of Social, Behavioural, Educational, Economic, Business and Engineering*, 10(9), 3142-3147.
- Fems, K. M., Poazi, F. D. W. & Opigo, H. (2017). Entrepreneurship Education as a Prerequisite for Graduate Entrepreneurship: A Study of Graduate Entrepreneurs in Yenagoa City. *International Scholarly and Social Research & Innovation*, 11(3), 726-732.
- Fems, K.M., Koroye, B.H., Opigo, H., & Agada, F. A. (2020) An Exploration of the effectiveness of Entrepreneurship Education in Nigeria Tertiary

Institutions and its impacts on Students' Entrepreneurial Career Intentions at Federal Polytechnic Ekowe Open Science Journal 5(4).

- Gurol, Y. & Atsan, N. (2016). Entrepreneurial characteristics amongst university students: Some insights for entrepreneurship education and training in Turkey. *Education and Training* 48(1), 25-38.
- Idam, L. E. (2017). Entrepreneurship development in Nigeria: A Review' *Journal of Business and Management*, 16(1), 01-07.
- Izedonmi, P. F. & Okafor, C. (2017). The Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions. *Global Journal of Management and Business Research*, 10(6), 4960.
- Kabongo, J. D. & Okpara, J. O., (2019). Entrepreneurship Education in Sub-Saharan African Universities. *International Journal of Entrepreneurial Behavior & Research*, 16(4), 296-308.
- Koe, W., Sa'ari, J. R., Majid, I. A. & Ismail, K., (2018). Determinants of Entrepreneurial Intention among Millennial Generation. *Social and Behavioral Sciences*, 40, 197-208.
- Krueger, N. F., (2020). *Handbook of Entrepreneurship Research: An Interdisciplinary Survey and Introduction*. New York: Springer
- Malebana, M. J. & Swanepoel, E. (2015). Graduate entrepreneurial intentions in the rural provinces of South Africa. *Southern African Business Review*, 19(1), 89-111.
- Matlay, H. & Westhead, F. (2015). The impact of entrepreneurship education on entrepreneurial outcomes. *Journal of Small Business and Enterprise Development*, 15(2), 382-396.
- Oghifo, B. (2016). UNDP: Nigeria's Vision 2020:20 Could Prove Challenging with Current Business-as-usual Approach: This Day.
- Omona, S. (2017). Vision 2030: 400 corps members to implement SDGs in Nigeria. The Authority. Retrieved from: <http://www.authorityngr.com/2017/02/Vision-2030--400-corpsmembers-to-implement-SDGs-in-Nigeria>.
- Omuvwie, A. F., (2019). Strategy Performance Assessment of Nigeria Tertiary Institution Business Education Programme on Entrepreneurship Intervention. *International Journal of Vocational and Technical Education*, 5(5), 64-8.1
- Støren, L. A. (2017). Entrepreneurship in higher education: Impacts on graduates' entrepreneurial intentions, activity and learning outcome. *Education and Training*, 56(8/9), 796-813.
- Sule, S. (2015). *Entrepreneurship Education as Strategy for Sustainable Development in Nigeria*. Proceedings of the Fourth International Conference on Global Business, Economics, Finance and Social Sciences Conference in Kolkata-India. 18-20 December 2015.

- Al-Mahdi, Hassan (2018). The Role of Higher Educational Institutions in Promoting Entrepreneurship Education and Development: A Case Study of Saudi Arabia. Brunel University West. London: Doctoral Symposium.
- Attieh, K. Latifa and Chehade Vanessa (2018). The Role of Higher Educational Institutions in Developing Entrepreneurial Individuals. HEIC, Modern University for Business and Science.
- Bayene, A. (2017). Enhancing the Competitive and Productivity of Small and Medium Scale Enterprises in Africa: An Analysis of Differential Roles of National Governments Through Improved Support Services” African Development Journal, Vol. xxvii, No. 3.
- Brijlal, Pradeep (2017). The State of Entrepreneurship Education in Tertiary Institutions in the Western Cape. Journal of College Teaching & Learning. Vol. 5, No. 2
- Bukula, M. Septi (2019). The Evolving Role of Universities in SME Development in South Africa.
- Confidential Concept Paper on Organising South Africa’s First Annual Entrepreneurship/SME Research and Policy Roundtable, January 2019.
- Drucker, P. F. (2015). Innovation and Entrepreneurship, London: Heinemann.
- Essien, E. E. (2016). Entrepreneurship: Concept and Practice. Uyo: Abaam Publishing Co.
- Etzkowitz, H., Gebhardt, C., Webster A., and Cantisano Terra B. (2021). The Future of the University and the Future of the University of the Future: Evolution of Ivory Tower to Entrepreneurial Paradigm, Research Policy.
- Gallaway, L. and Brown, W. (2018). Entrepreneurship Education at University: A Driver in the Creation of High Growth Firms. Education and Training Journal. 44 (8/9): 398 – 405.
- Hisrich, R. D., Peters, M. P. and Shepherd D. A. (2019). Entrepreneurship. Great Britain: McGraw-Hill Education.
- Ibe, Gregory (2017). Recent Trends in Entrepreneurship Education in Nigeria: Prospects and Challenges. A paper Presented at ISBE Conference.
- Katz, J. A. (2018). The Chronology and Intellectual Trajectory of American Entrepreneurship Education. Journal of Business Venturing, 18 (2), 283 – 300.

- Kuratko, D. F. (2015). The Emergence of Entrepreneurship Education: Development, Trends and Challenges, *Entrepreneurship: Theory and Practice*. Proceedings of the U.S. Association for Small Business and Entrepreneurship.
- McClelland, D. (1961). *The Achieving Society* New York: The Free Press.
- Morgan, K. (2017). The Learning Region: Institutions, Innovation and Regional Renewal, *Regional Studies*, 31.
- Nicolaides, Angelo (2017). Entrepreneurship – the Role of Higher Education South Africa. *Educational Research Journal*. Vol. 2 (4) pp. 1043 – 1050. April, 2011.
- Ntekop, Oscar J. and Umoren, Ntiedo J. (2016). *Understanding Entrepreneurship & Small Business Management. Text and Cases*. Uyo: Inela Ventures & Publishers Ltd.
- Onuoha, B. C. (2018). A Critical Analysis of Impediments to Entrepreneurship Development in Nigeria. *African Journal of Entrepreneurship*, vol. 1, No. 1, pp. 31 – 42, April 2008.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter contains the data presentation, analysis and interpretations of the various data collected for this study. Consequently, it entails the application of both mathematics and statistical techniques to provide the basis for analyzing the research objectives listed in chapter one. Hence, it is a vital part of this study since it forms the basis for conclusion and policy recommendations.

4.2 Data Presentation and Analytical Techniques

Tables and percentages were used in this chapter in this research work, the use of table was the most appropriate means of interpreting information for easy understanding. In analyzing the data, judgment was based on the number of favourable or unfavourable responses received on each statement in the questionnaire. Generally, the favourable responses are, “strongly agree” and “agree” while the unfavourable responses are “strongly disagree” and “disagree”. The results of the data collected are analyzed below based on each research questions, and out of the two hundred and eighteen (218) questionnaire distributed, two hundred (200) questionnaire were well completed and valid for analysis of this study. The two hundred (200) questionnaire retrieved represent 95 percent of total distributed questionnaire.

4.2.1 Socio-demographic characteristics of respondents

Table 4.1: Frequency and percentage relating to age, sex, faculty, level, religion, income of the parents/sponsors and marital status of respondents

Age distribution of respondents	Frequency	Percentages %
18 - 20 years	30	9.7
21-25 years	110	64.2
26-30 years	50	25.3
31-35 years	10	0.8
Total	200	100
Sex distribution of respondents	Frequency	Percentages %
Male	60	31.3
Female	140	68.7
Total	200	100
Level	Frequency	Percentage
100l	0	0
200l	19	4.2
300l	81	43.7
400l	100	52.1
Total	200	100
Religion	Frequency	Percentage
Christianity	192	98.4
Muslim	6	0.8
ATR	0	0
Others	2	0.8
Total	200	100
Marital Status of parents	Frequency	Percentages %
Single	191	97.6
Separated	-	0
Divorced	-	0
Married	9	2.4
Total	200	100

Source: Field Survey, 2024

From table 4.1 above, 9.7% of the total respondents are between the age brackets of 18-20 years; 64.2% of the total respondents are between the age brackets of 21-25; 25.3% percent of the total respondents are between the age brackets of 26-30 years while 0.8% of the total respondents are between the age brackets of 31-35years. Furthermore, 31.3 percent of the total respondents are male while 68.7 percent of the total respondents are female. This implies that majority of the respondents are female. The table further shows that 0 percent of the total

respondent is 100L; 4.2 percent of the total respondent are in 200L; 43.6 percent of the total respondents are in 300L while 52.1 percent of the total respondents are in 400L.

Under the religion it was indicated that 98.4 percent of the respondents are practicing Christianity; 0.8 percent of the respondents are Muslim; 0 percent is ATR while 0.8 percent of the respondents are others. This implies that the majority of the respondents are Christians. Lastly, under the marital status of the respondents, it shows that 97.6 percent of the total respondents' are single; none separated; none were divorced while 2.4 percent of the total respondents' are married.

4.4 Research Question one: What is the influence of creativity to entrepreneurial learning among young people in Nigeria?

Table 4.3: Frequency and percentage of the influence of creativity to entrepreneurial learning among young people in Nigeria.

Creativity fosters the generation of novel and original business ideas	Frequency	Percentage
Strongly Agree	74	43.7
Agree	76	48.9
Disagree	24	3.2
Strongly Disagree	26	4.2
Total	200	100
Creativity helps students develop problem-solving skills and the ability to adapt to changing circumstances	Frequency	Percentage
Strongly Agree	98	44.2
Agree	68	42.9
Disagree	20	8.4
Strongly Disagree	14	4.5
Total	200	100
Risk-taking and tolerance for ambiguity	Frequency	Percentage
Strongly Agree	68	27.4
Agree	94	32.6
Disagree	30	24.2
Strongly Disagree	8	15.8
Total	200	100
Market analysis and customer insight	Frequency	Percentages

Strongly Agree	20	5.3
Agree	38	13.7
Disagree	78	43.1
Strongly Disagree	64	37.8
Total	200	100
Creativity enables students to think creatively about market research and develop innovative strategies to meet customer demands	Frequency	Percentage
Strongly Agree	68	27.4
Agree	94	32.6
Disagree	30	24.2
Strongly Disagree	8	15.8
Total	200	100

Source: Field Survey, 2024

Interpretation;

Table 4.3 above reveals that 43.7 percent of the total respondents were strongly agree; 48.9 percent of the respondents were agree; 3.2 percent of the respondents were disagree and 4.2 percent of the respondents were strongly disagree that creativity fosters the generation of novel and original business ideas. It was also reveals that 44.2 percent of the total respondents strongly agree; 42.9 percent of the total respondents were agree; 8.4 percent of the total respondents were disagree while 4.5 percent of the population were strongly disagree that creativity helps students develop problem-solving skills and the ability to adapt to changing circumstances.

It was also indicated that 27.4 percent of total respondents strongly agree that risk-taking and tolerance for ambiguity; 32.6 percent of the total respondents agree that risk-taking and tolerance for ambiguity, 24.2 of the total respondents disagree to the statement, while 15.8 percent of the total respondents strongly disagree that Risk-taking and tolerance for ambiguity.

It was also indicated that 5.3 percent of total respondents strongly agree that market analysis and customer insight, 13.7 percent of the total respondents agree to the statement, 43.1

percent of the total respondents disagree that market analysis and customer insight and lastly 37.8 percent of the total respondents strongly disagree that Market analysis and customer insight.

It was also indicated that 27.4 percent of total respondents strongly agree that creativity enables students to think creatively about market research and develop innovative strategies to meet customer demands; 32.6 percent of the total respondents agree that creativity enables students to think creatively about market research and develop innovative strategies to meet customer demands, 24.2 of the total respondents disagree to the statement, while 15.8 percent of the total respondents strongly disagree that creativity enables students to think creatively about market research and develop innovative strategies to meet customer demands.

Research Question Two: What is the effect of entrepreneurial self-efficacy on students’ entrepreneurial intention in Nigeria?

Table 4.3: Frequency and percentage of the effect of entrepreneurial self-efficacy on students’ entrepreneurial intention in Nigeria.

Students’ with high entrepreneurial self-efficacy are more likely to aspire to become entrepreneurs and pursue their own business ventures	Frequency	Percentages
Strongly Agree	74	43.1
Agree	86	45.3
Disagree	22	8.4
Strongly Disagree	18	3.2
Total	200	100
Entrepreneurial self-efficacy fosters creativity and innovation		
Strongly Agree	66	35.8
Agree	89	47.1
Disagree	30	10.0
Strongly Disagree	15	7.1
Total	200	100
Fear of failure is a common barrier to entrepreneurial intention		
Strongly Agree	13	12.6
Agree	39	19.7
Disagree	104	40.5

Strongly Disagree	53	27.1
Total	200	100
Students with high entrepreneurial self-efficacy are more persistent and determined to overcome obstacles and achieve their business goals.		
Strongly Agree	114	51.1
Agree	66	42.4
Disagree	12	3.7
Strongly disagree	8	2.9
Total	200	100
Students with high entrepreneurial self-efficacy are more likely to engage in thorough business planning and execution		
Strongly Agree	66	35.8
Agree	89	47.1
Disagree	30	10.0
Strongly Disagree	15	7.1
Total	200	100

Source: Field Survey, 2024

It was also indicated that 43.2 percent of total respondents strongly agree that students' with high entrepreneurial self-efficacy are more likely to aspire to become entrepreneurs and pursue their own business ventures, 45.3 percent of the total respondents agree to the same statement, 8.4 percent of the total respondents disagree that students' with high entrepreneurial self-efficacy are more likely to aspire to become entrepreneurs and pursue their own business ventures while 3.2 percent of the total respondents strongly disagree to the same statement.

It was also showed that 35.8 percent of total respondents strongly agree that entrepreneurial self-efficacy fosters creativity and innovation, 47.1 percent of the total respondents agree that entrepreneurial self-efficacy fosters creativity and innovation, 10.0 percent of the total respondents disagree that entrepreneurial self-efficacy fosters creativity and innovation while 7.1 percent of the total respondents strongly disagree that entrepreneurial self-efficacy fosters creativity and innovation.

It was also revealed that 12.6 percent of total respondents strongly agree fear of failure is a common barrier to entrepreneurial intention, 19.7 percent of the total respondents agree that fear of failure is a common barrier to entrepreneurial intention, 40.0 percent of the respondents agrees to the statement, while 27.1 percent of the total respondents strongly disagree that fear of failure is a common barrier to entrepreneurial intention.

It was also revealed that 51.1 percent of total respondents strongly agree that students with high entrepreneurial self-efficacy are more persistent and determined to overcome obstacles and achieve their business goals, 42.4 percent of the total respondents agree that students with high entrepreneurial self-efficacy are more persistent and determined to overcome obstacles and achieve their business goals, 3.7 percent of the total respondents disagree that students with high entrepreneurial self-efficacy are more persistent and determined to overcome obstacles and achieve their business goals. While 2.9 percent of the total respondents strongly disagree that Students with high entrepreneurial self-efficacy are more persistent and determined to overcome obstacles and achieve their business goals.

It was also showed that 35.8 percent of total respondents strongly agree that students with high entrepreneurial self-efficacy are more likely to engage in thorough business planning and execution, 47.1 percent of the total respondents agree that students with high entrepreneurial self-efficacy are more likely to engage in thorough business planning and execution, 10.0 percent of the total respondents disagree that students with high entrepreneurial self-efficacy are more likely to engage in thorough business planning and execution while 7.1 percent of the total respondents strongly disagree that students with high entrepreneurial self-efficacy are more likely to engage in thorough business planning and execution.

Research Question Three: What are the roles of tertiary institution in promoting entrepreneurship intention among young people in Nigeria?

Table 4.4: Frequencies and percentages of the roles of tertiary institution in promoting entrepreneurship intention among young people in Nigeria

Tertiary institution promotes entrepreneurship education and training	Frequency	Percentages
Strongly Agree	92	40.0
Agree	86	41.1
Disagree	19	11.6
Strongly Disagree	3	7.4
Total	200	100
Allowing students to gain practical experience and apply their knowledge in real world settings	Frequency	%
Strongly Agree	68	38.9
Agree	104	53.6
Disagree	20	5.3
Strongly Disagree	8	2.1
Total	200	100
Establishing mentorship programs that connect students with industry professionals	Frequency	%
Strongly Agree	118	55.5
Agree	74	43.2
Disagree	5	0.8
Strongly Disagree	3	0.5
Total	200	100
Providing access to seed funding, grants, and other financial resources to support students-led entrepreneurial ventures.	Frequency	%
Strongly Agree	72	37.3
Agree	102	53.2
Disagree	14	5.0
Strongly Disagree	12	4.5
Total	200	100
Partnering with local businesses, industry experts, and community organizations to provide students with real-world insights and networking opportunities	Frequency	%
Strongly Agree	68	38.9

Agree	104	53.9
Disagree	20	5.3
Strongly Disagree	8	2.1
Total	200	100

Source: Field Survey, 2024

Table 4.4 above shows that 40.0 percent, 41.1 percent, 11.6 percent and 7.6 percent of the total respondents are strongly agree, agree, disagree and strongly disagree respectively that tertiary institution promotes entrepreneurship education and training. It was also shows that 38.9 percent, 53.6 percent, 5.3 percent and 2.1 percent of the total respondents are strongly agree, agree, disagree and strongly disagree respectively that allowing students to gain practical experience and apply their knowledge in real world settings. It was also shown that 55.5 percent, 43.2 percent, 0.8 percent and 0.5 percent of the total respondents are strongly agree, agree, disagree and strongly disagree respectively that establishing mentorship programs that connect students with industry professionals. It was also indicated that 37.3 percent, 53.2 percent, 5.0 percent and 4.5 percent of the total respondents are strongly agree, agree, disagree and strongly disagree respectively that providing access to seed funding, grants, and other financial resources to support students-led entrepreneurial ventures. It was also shows that 38.9 percent, 53.6 percent, 5.3 percent and 2.1 percent of the total respondents are strongly agree, agree, disagree and strongly disagree respectively that partnering with local businesses, industry experts, and community organizations to provide students with real-world insights and networking opportunities.

4.3 Discussion of One Sample t-test Statistics Result

Table 4.7: One sample T-test statistics result

	Test Value = 0.05	95% Confidence Interval of the Difference
--	--------------------------	--

	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Creativity to entrepreneurial learning does not have any influence on entrepreneurial learning among young people in Nigeria.	28.324	94	.000	3.662	3.41	3.92
Tertiary institution does not promote entrepreneurship intention among young people in Nigeria	25.862	94	.000	3.255	3.92	4.125
There is no relationship between entrepreneurial self-efficacy and students' entrepreneurial intention in Nigeria	37.642	94	.000	3.742	3.04	3.84

Source: Computed by author using SPSS 2024

4.4 Test of Hypotheses

Hypothesis One

H₁: Creativity to entrepreneurial learning has influence on entrepreneurial learning among young people in Nigeria.

H₀: Creativity to entrepreneurial learning does not have any influence on entrepreneurial learning among young people in Nigeria.

Creativity to entrepreneurial learning has influence on entrepreneurial learning among young people in Nigeria. Hence, null hypothesis is rejected and alternative hypothesis is accepted.

Hypothesis Two

H₁: Tertiary institution promote entrepreneurship intention among young people in Nigeria

H₀: Tertiary institution does not promote entrepreneurship intention among young people in Nigeria.

Tertiary institution promotes entrepreneurship intention among young people in Nigeria. The second hypothesis the p-value is less than 0.05, the alternative hypothesis is accepted and H_0 is rejected.

Hypothesis Three

H_1 : There is a relationship between entrepreneurial self-efficacy and students' entrepreneurial intention in Nigeria.

H_0 : There is no relationship between entrepreneurial self-efficacy and students' entrepreneurial intention in Nigeria.

The third hypothesis the p-value is less than 0.05, the alternatives hypothesis i.e there is a relationship between entrepreneurial self-efficacy and students' entrepreneurial intention in Nigeria. H_1 is accepted and H_0 is rejected.

Discussion of Findings

Findings revealed that creativity to entrepreneurial learning has influence on entrepreneurial learning among young people in Nigeria. This findings is in line with the findings of Amabile, 2016 and Ward, 2016) who highlighted that creativity and novel solutions as key part of the entrepreneurial process or as a characteristic of entrepreneurial behaviour. They also stated that entrepreneurship and innovative business behaviour have been synonymously described as an act of creativity. The connection between the two concepts is explained by the idea that a critical part of entrepreneurship is the newness and novelty that can influence the market process. Therefore, entrepreneurs most formulate creative ideas for new goods/services. Since novelty and effectiveness are the hallmarks of creative ideas, it is expected that students' creative dispositions should affect their eagerness to engage in entrepreneurship.

It was also revealed that tertiary institution promote entrepreneurship intention among young people in Nigeria. This finding is in line with the study of (Hamidi, 2008) who stated that another strong positive predictor of entrepreneurial intention is whether a person has some earlier exposure to entrepreneurship. This is explained by the increased knowledge and experience of an alumnus entrepreneur, as it is easier for the person to assess the possibilities of starting a new firm. More so, it has been found that persons who have a close relationship with someone with entrepreneurial experience are more likely to be self-employed. For instance, large proportion of entrepreneurs have parents who themselves were entrepreneurs. The two explanations for this pattern are that parents can act as role models, and that there is a transfer of entrepreneurial skills from parents who expect their children to eventually take over the firm. Entrepreneurship is inherently risky compared with working in an established business, and most definitions of an entrepreneur emphasize the risk willingness of these persons.

Findings also revealed that there is a relationship between entrepreneurial self-efficacy and students' entrepreneurial intention in Nigeria. This finding is in line with the finding of Krueger, (2018) who stated that self-efficacy has been found to greatly influence entrepreneurial behaviour and increase entrepreneurial intention. Self-efficacy is a person's cognitive estimate of his/her capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in his/her life. His study also found that students enrolled in entrepreneurship programme that many students had experienced key moments of inspiration that drastically changed their "heart and mind" and made them consider becoming entrepreneurs. Considering that education is a given choice in itself, the starting point has to be that entrepreneurship students would be expected to be more likely than other students to consider starting their own business, because of self-selection into an entrepreneurship programme.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The objective of this study is to examine the factors influences entrepreneurial intentions among young people in Nigeria. The focus of this chapter is on the summary of findings from the empirical analysis as well as the conclusion and policy recommendations resulting from the findings.

5.2 Summary of Findings

From the result of the analysis the following were observed:

Creativity to entrepreneurial learning influence on entrepreneurial learning among young people in Nigeria.

Tertiary institution promotes entrepreneurship intention among young people in Nigeria.

There is no relationship between entrepreneurial self-efficacy and students' entrepreneurial intention in Nigeria.

Conclusion

Entrepreneurship development has been identified as the solution to the widespread unemployment. People with tertiary education, industrial and managerial experience, and business exposure through entrepreneurial learning have greater chances of starting and succeeding in business than people without tertiary education, minimal industrial and managerial experience, and with little or no business exposure. More so, entrepreneurial intention has been considered as the first step to entrepreneurship development. However, only a small percentage of graduates actually become entrepreneurs after graduation. Consequently, this study examined the factors that influence entrepreneurial intentions among graduates of Nigerian tertiary institutions. It was found that graduates who had gone through entrepreneurship programmes have intentions to start their own businesses. However, these intentions varied with respect to their level of creativity, access to start-up capital, family background, business experience, self-efficacy, influence of business minded friends, exposure to entrepreneurial learning, risk propensity, age, course studied and ethnicity. It was also found that entrepreneurial intentions increased with increase in age. Graduates aged 29-31 years showed the highest desire to create their own venture than other graduates in the rest age groups. Also, graduates from the South-East geopolitical zone of Nigeria were found to be the most willing to start their own businesses. Concerning courses studied, the graduates who studied Engineering/Technological and Science Courses were found to be the most willing to start their own businesses. The difference between entrepreneurship students and other students is smaller than the difference between those with a

business or engineering degree and those with a degree in medicine. This indicates that important differences exist between how students in various areas perceive entrepreneurial opportunities in their future profession.

5.4 Recommendations

In line with the empirical findings of this study, the study here recommends that Education about entrepreneurship and for entrepreneurship will increase students' interest in becoming entrepreneurs at some stage after graduation. Based on the findings of the present study, graduates entrepreneurial intention can be further increased and sustained through: the adoption of entrepreneurial learning as entrepreneurship development approach by centres of entrepreneurship development in Nigerian tertiary institutions; students should be mixed during entrepreneurship programmes with recourse to their level of creativity, family background, ethnic group, age, business experience and courses studied. This is to enhance joint practical and experiential learning; the provision of interest free loans to graduates (especially those aged 29-31 years) with well-articulated business plan; and since there are differences in entrepreneurial intentions among the graduates with respect to courses studied, students should be encouraged to enroll for entrepreneurship programmes that complement their course of study.