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**DIFFERENCE IN PERSONAL ATTRIBUTES OF ENTREPRENEURSHIP
EDUCATION STUDENTS BASED ON LEVEL OF STUDY SOUTH-WEST
UNIVERSITIES, NIGERIA**

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Abstract

The study investigated difference in personal attributes of entrepreneurship education students' based on level of study in Universities in the South-west, Nigeria. The study adopted descriptive survey research design. Multi stage sampling technique was used to select a sample of 274 from 100 level and 316 students in 400 level. Students' Attitude towards Entrepreneurship Questionnaire (SATEQ, 0.83) and Motivation towards Entrepreneurship Questionnaire (MTEQ= 0.80) were used for data collection. Result showed a significant difference ($t = -3.351, p < 0.05$) in the Entrepreneurial attitude and Entrepreneurial motivation ($t = -2.876, p < 0.05$) of 100 level and 400 level students of entrepreneurship education programme in Universities in the South-West. It was concluded that proper delivery of entrepreneurship education degree programme was a strong factor that enhanced attitude and motivation of students towards entrepreneurial business, hence, it was recommended that public universities should float entrepreneurship education programme because it was found to increase students' attitude and motivation.

Keywords: Attitude, Entrepreneurship education, Entrepreneurial motivation, Study Level

Introduction

The concept of entrepreneurship has been associated with wealth creation, developing and managing business or venture, typically with the goal of profit making. It involves various aspects, such as identifying market opportunities, managing finances, building a team, and marketing products and services. Entrepreneurship plays a significant role in driving economic growth, job creation and innovation in various industries. It requires energy and passion for creating and

implementing new ideas and creative solutions. Also, recognizing opportunities where others see chaos, contradiction, and confusion is an essential priority for entrepreneurship-driven policies (Kuratko, 2020; Kuratko, *et.al* (2021).

The urgent need to curb rising unemployment among youths, specifically among graduates led to the introduction of entrepreneurial courses in Nigeria tertiary institutions. This mandate was given to the National Universities Commission (NUC, 2004) to include entrepreneurship studies in the curriculum of Nigeria Universities with the hope of reducing unemployment among fresh graduates (Aja-Okorie & Adali, 2013). The federal government through National Universities Commission (NUC) recommended Entrepreneurship Education (EE) to equip students of tertiary institutions with entrepreneurial skills, attitudes, and competencies to be job creators, not job-seekers or hunters. This initiative aims to improve the nation's economic, technological, and industrial development and reduce poverty to its minimum level. Thus, Courses on Entrepreneurship Development (CED) were made mandatory for all Nigerian undergraduates, irrespective of their area of discipline, since 2000. Despite making entrepreneurship courses compulsory in Nigerian universities, many graduates still remain unemployed for a long time after graduation. This could be because there is discrepancy between the objectives of entrepreneurship education courses and its attainment due to several reasons. However, some universities, harvesting from the federal government vision of curbing unemployment commenced Bachelor's degree programme in Entrepreneurial Studies/Education to further reduce the gap of graduates' unemployment. To this end, some universities that offer degree in entrepreneurship programme redesigned their curricula and operation as to create opportunities for training students in practical entrepreneurial skills. However, there are personal attributes to that enhances or hamper achieving entrepreneurship education programme objectives among students. Studies have identified attitude and motivation as among these personality attributes.

Motivation is the inner drive or desire that energises and directs behaviour towards a particular goal or outcome. It is a force that compels one to act, persevere in the face of challenges, and strive for success. Motivation can come from various sources, such as personal

aspirations, external reward, a sense of purpose, or the desire for personal growth and fulfilment (Baum, 2007). Motivation encourages working hard to obtain many things, such as earning profit, freedom, personal dream, and independence. Omar et al. (2019) contend that it is a physiological process that encourages direction and perseverance in improving behaviour. Motivation is classified into two types: intrinsic and extrinsic. Intrinsic motivation occurs when someone acts because they find something interesting and enjoyable, whereas extrinsic motivation occurs when someone acts to gain something (Omar et al., 2019). Entrepreneurial motivation was described by Jermisittiparsert et al. (2020) as a behavioural pattern changer characterised by the need for success, the need for independence, and economic motivation. Ward et al. (2019) emphasise that entrepreneurial motivation is motive-driven for the pursuit of activities. Entrepreneurial motivation refers to the internal drive or desire that propels an individual to start and sustain a business venture. This motivation is a critical factor in the success of any entrepreneurial endeavour. The motivation of the individual has a decisive impact on the behaviour of the individual. It cannot be considered as the only determinant. According to Androniceanu, *et.al* (2020), the performance of individuals is influenced by intrinsic nature and it is a reaction to internal circumstances. A person's intrinsic nature is influenced by the perceptions of the individual. Entrepreneurial activity can be understood as a practical utilization of entrepreneurial opportunities as a result of market imbalance. It is a set of business activities that ensure the transition to equilibrium on higher level. Within the scientific approach to the study of motivation as a phenomenon, the scientific literature distinguishes a relatively large number of theoretical concepts that explain and clarify the concept of business motivation (Zsuzsanna et al., 2021).

Similarly, students' disposition and feeling towards the programme as it forms students' attitude. Entrepreneurial attitudes refer to the mindset, characteristic, and approach of an entrepreneur. It is a combination of traits, skills, and behaviours that enable individuals to identify opportunities, take calculated risks, and create value through innovative thinking and action. Amosun (2021) clearly stated that a positive attitude is a necessary mind-set that all entrepreneurs must possess without it, they will not be able to achieve their entrepreneurial goals, especially when they encounter challenges and

obstacles (Banabo & Ndiomu, 2011; Vamvaka, *et. al.*, 2020; Su, *et. al.*, 2021)

Literature Review

Entrepreneurship education is a type of education that aims to equip individuals with the knowledge, skills, and mindset necessary to identify and pursue business opportunities, create and manage businesses, and innovate in existing organizations. It involves teaching individuals how to think creatively, identify market gaps, take calculated risks, and develop the necessary skills and networks to start and grow successful businesses (Global Entrepreneurship Monitor Report 2021). Entrepreneurship education has been revealed as an effective tool in building up entrepreneurship intention and innovation, thereby increasing the number of entrepreneurs and reducing the rate of unemployment. Entrepreneurship education is an orientation towards different ways of identification and recognition of opportunities (Abioye, 2020). Ajagbe (2014) considers entrepreneurship education to be a way of providing the students with the knowledge, skills, and motivations that will encourage them succeed in entrepreneurial activities in a variety of settings. Therefore, entrepreneurship education should be able to offer to the students the tools that will enable them think creatively, analyse a business idea objectively, solve problems effectively, and evaluate a given project optimally.

According to UNESCO (2008), entrepreneurship education is made up of all kinds of experiences and orientations that give students the ability and vision of how to access and transform opportunities of different kinds. It is about increasing student's ability to anticipate and respond positively to societal changes. Oyebola *et al.*, (2015) also maintained that entrepreneurship education is a catalyst for economic development and job creation in any society. Entrepreneurship education was set up in Nigeria as an instrument that will impact students with the knowledge, skills, and motivation required to realize an opportunity for social change in the community by creating jobs and adding economic and social value as well as stimulating responsibility and self-reliance among the youth of the 21st century (Abioye, 2020). Lynch *et al.*, (2017) explore students' motivations around entrepreneurship. Results showed that students are largely motivated by intrinsic factors such as the challenge of working on their own

business, and learning to use their skills and competence. While extrinsic motivations such as money do not seem to play a large motivating role. Also, students have negative perceptions regarding their own skills and competence to pursue an entrepreneurial career.

Hind, *et. al* (2018) assessed the effect of entrepreneurship orientation programme on entrepreneurial motivation among future nurses. Quasi-experimental research design was adopted to conduct this study. Based on the participant's responses, the results revealed that the entrepreneurship orientation programme affected the entrepreneurial motivation positively.

Finally, Zsuzsanna *et al.*, (2021) carried out a study to analyse entrepreneurial motivation through push and pull factors. The central aspiration of the research, which was conducted according to problem-oriented quantitative methodology, is founded on the information analysis from the respondents in the following fields: motivation to start business, attitudes related to success and financial vs. non-financial success. Findings indicated that people quit their employment because they are forced to do as a result of certain push factors, which have fundamental influence on decision or motivation to start their own business.

In studies related to attitude, Vamvaka, *et. al* (2020) carried out a cross-sectional study to identify gender-related differences in the levels of and the interrelations among attitude toward entrepreneurship, perceived behavioural control, and entrepreneurial intention using multi-group structural equations modelling in which the dimensions of these constructs were disentangled and treated as latent variables that were indirectly inferred from multiple indicators. The sample of the study consisted of 441 Greek tertiary education undergraduate information technology students. The results showed that attitude consists of two components—one instrumental and one affective; perceived behavioural control is comprised of two factors—perceived self-efficacy and perceived controllability; and entrepreneurial intention is best represented by three factors—choice intention, commitment to entrepreneurship, and nascent entrepreneurship. The findings indicated further that affective attitude and perceived self-efficacy are by far the strongest predictors of intention, thus highlighting the role of emotions in the entrepreneurial process. Also, the relationship between commitment to

entrepreneurship and nascent entrepreneurship is stronger in men than in women. Conceiving nascent entrepreneurship as a proxy for entrepreneurial behaviour, this finding implies that gender is a moderator of the entrepreneurial intention-action translation.

Finally, Su, *et. al* (2021) adopted the theory of planned behaviour perspective coupled with perceived university support to extend the theory of planned behaviour framework and explain the effect of such support on student entrepreneurial intention. The study results revealed that perceived university support significantly affected student attitude toward entrepreneurship, which signalled universities' critical role in establishing entrepreneurial spirit in students. A significant effect on behavioural control was also observed for perceived university support

Thus objective of this study was to find out difference in the attitude and entrepreneurial motivation of one hundred level and four hundred level students in South-west tertiary institutions

Research Questions

1. Will there be difference in the attitude of 100 level and 400 level students of entrepreneurship education programme in Universities in the South West?
2. Will there be difference in the entrepreneurial motivation of 100 level and 400 level students of entrepreneurship education programme in Universities in the South West?

Methodology

The descriptive research design of cross-sectional type was adopted as study design. The population of the study comprised all one hundred and four hundred entrepreneurship education degree programme students in universities in the South-west. Nigeria (Afe Babalola University, Ado-Ekiti; Osun State university, Osogbo; Federal University of Agriculture, Abeokuta; Federal University of Technology, Akure, and Lead City University, Ibadan). Multi stage sampling technique was used to select a sample of 274 from 100 level and 316 students in 400 level.

Four (4) Southwest states (Lead City, Federal University of Agriculture, Osun State University and Afe Babalola University) were selected from the existing six states using a purposive sampling technique. The selection criteria were based on where universities

offering degree in entrepreneurship education are situated i.e. (1 university/state). The second stage involved the purposive selection of two hundred and seventy-four (274) students in 100 Level admitted into entrepreneurship education programme and three hundred and sixteen (316) final year students (400 Level) who have received training in entrepreneurship education in the selected universities. The instruments employed data collection are; Students' Attitude towards Entrepreneurship Questionnaire (SATEQ) and Motivation towards Entrepreneurship Questionnaire (MTEQ).

SATEQ was adopted from Norman and Douglas (2016). The instrument has 20 items with a 4-points Likert scale of Strongly Disagree, Disagree, Agree, Strongly Agree. The instrument was used to measure students' attitudes toward entrepreneurship education. The constructs measured are: behavioural component of students' attitude (1-7), cognitive component of students' attitude (8-16), and affective component of students' attitude (17-20). The instrument validity was established by experts teaching entrepreneurship courses. The reliability of the instrument was established through Cronbach Alpha method which showed 0.83 reliability coefficient. Data were analysed using frequency counts, mean and t-test. Motivation towards Entrepreneurship Questionnaire (MTEQ) was adapted from Kim-Soon et al. (2018). It is a twenty-six (26) items questionnaire with a 4-point Likert scale of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The researcher reduces the number from 26 to 23 because three of the question were repetition. The validity of MTEQ was established by experts in the field of educational psychology. The opinions, suggestions, and corrections offered were used to improve the quality of the instrument in terms of content and face validities. The reliability of MTEQ was established by using Cronbach alpha reliability method, which yielded a reliability index of 0.80. Data were analysed using frequency counts, mean and paired sample t-test at 0.05 level of significance.

Results

1. Will there be difference in the Entrepreneurial attitude of 100 level and 400 level students of entrepreneurship education programme in Universities in the South West?

Table 1 : t-test analysis of difference in 100 level and 400 level students Entrepreneurial attitude

Variable	Category	N	Mean	SD	df	T	P
Entrepreneurial attitude	attitude of 100L students	274	64.64	10.049	588	-	0.001
	attitude of final year students	316	67.02	7.174		3.351	

Table 1 presents the t-test analysis of difference in 100 level and 400 level final year students' attitude towards entrepreneurial business. From the table, the results showed a significant outcome (df= 588, t= -3.351, p<0.05). It means that entrepreneurship education degree programme in universities in the South-west made significant impact on the attitude of final year student towards entrepreneurial business because they recorded higher mean. This can also be reflected in the disparities between the group means because the mean, 100L students mean is (64.64) and final year students mean is (67.02). Hence, the programme significantly enhanced the attitude of final year students towards entrepreneurial business.

2. Will there be difference in the Entrepreneurial attitude of 100 level and 400 level students of entrepreneurship education programme in South West Universities?

Table 2: t-test analysis of difference in 100 level and 400 level students Entrepreneurial motivation

Variable	Category	N	Mean	SD	Df	T	P
Entrepreneur motivation	Motivation of 100l students	274	69.24	13.680	588	-	0.004
	Motivation of final year students	316	72.15	10.798		2.876	

Table 2 presents the t-test analysis of difference in entrepreneurship education degree programme on final year students' entrepreneurial motivation. From the table, the results showed a significant difference (df= 588, t= -2.876, p<0.05). It means that the entrepreneurship education degree programme in universities in the

South-west made significant difference on the entrepreneurial motivation of final year students. This can also be reflected in the disparities between the group means because the mean of their motivation is (69.24) and (72.15) respectively. Hence, the programme significantly enhanced the entrepreneurial motivation of final year students

Discussion

On the outcome and impact of the programme, entrepreneurship education degree programme in South-west universities made significant difference on the entrepreneurial attitude of final year students. This was because they attained higher mean score than 100 level students which could be attributed to training received during the programme. The findings corroborated the reports of Huber *et al.* (2012), Williamson *et al.* (2013) that the programme has a robust positive effect on non-cognitive entrepreneurial skills such as attitude. This means that entrepreneurship education degree programme significantly improved the attitude of the learners towards entrepreneurial business. Although, it was high initially, but it got higher after the programme. Final year students with improved attitude towards entrepreneurial business means they are really willing to establish their own businesses after the programme, which is good for the community at large because it will reduce the number of graduates looking for job.

Also, it was revealed that entrepreneurship education programme in universities in the South-west made significant impact on the entrepreneurial motivation of final year students. This could also be attributed to the entrepreneurship education programme the students were exposed to. The finding corroborated the reports of Huber *et al.* (2012), Buck *et al.* (2016), Hind *et al.* (2018) that the programme has a robust positive effect on non-cognitive entrepreneurial skills and that motivation influenced entrepreneurial opportunities. This is good for the programme as it shows that the programme is achieving its set goals and objectives. The impact on the motivation of the entrepreneurs is a good one because a motivated entrepreneur will be willing to exert a particular level of effort (intensity), for a certain period of time (persistence) toward a particular goal (direction), which is to set up a business and achieve a dream as a job creator.

Conclusion and Recommendations

Based on the findings of the study it was evident that proper delivery of entrepreneurship education degree programme was a strong factor that enhanced attitude and motivation of students towards entrepreneurial business and translation of intention to engagement in entrepreneurial business. It was recommended that government through her agencies should re-orientate youths on the importance of entrepreneurial activities for personal and national development. Also, it was recommended that public universities should float entrepreneurship education programme because it was found to increase students' attitude and motivation.

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