

**.ENTREPRENEURSHIP KNOWLEDGE AND SELF-EMPLOYMENT
INTENTION AMONG UNDERGRADUATES.**

A Case Study of Usmanu Danfodiyo University Sokoto

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OCTOBER, 2015.

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**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
OF ECONOMICS, FACULTY OF SOCIAL SCIENCES, USMANU
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF BACHELOR OF SCIENCES (B.Sc) DEGREE IN
ECONOMICS**

OCTOBER, 2015.

CERTIFICATION

This is to certify that this research has been read and approved by the department as fulfillment of partial requirement for the award of bachelor of sciences (B.Sc Hons) Degree in Economics of Usmanu Danfodiyo University Sokoto, for its contribution to knowledge and literary presentation.

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External Examiner

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DATE

DEDICATION

This work is dedicated to the Almighty God for his strength, wisdom and provision throughout four years of educational pursuit in Usmanu Danfodiyo University Sokoto and to my lovely parents for their prayers and continual support.

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ABSTRACT

This study provides understanding of entrepreneurial intention of undergraduates. It reports findings from qualitative data retrieved from self-administered questionnaires to final year students of Usmanu Danfodio University Sokoto that were selected through random sampling. Analytical techniques used include frequency, percentages and logit regression to know the impact of entrepreneurship education on the intention of students to be self-employed. Finally, the study found that exposure of students to entrepreneurship education did not influence their intention to be self-employed due to the fact that entrepreneurship education is a new course and also found other factors such as age, faculty, finance, tribe which had a significant impact on entrepreneurship intention of undergraduates and that despite the knowledge of entrepreneurship education as a contributory factor towards self-employment, undergraduates require additional support to overcome unforeseen challenges.

CHAPTER ONE

INTRODUCTION

This chapter discusses the background to the study, statement of research problem, objectives of the study, importance of the study, research hypothesis, scope of the study, assumptions of the study, limitation of the study, and the scheme of chapters.

1.0 BACKGROUND TO THE STUDY

Entrepreneurship has found its way into higher education all around the globe. With the knowledge of entrepreneurship a percentage of undergraduates have developed the zeal to start up their own business after graduation hence pursuing self employment. Entrepreneurship knowledge in universities caters for student's expectation of education as a means to satisfy their search for newness, uniqueness and practicality (Fredrick and visser 2005).

Becoming an entrepreneur very often is the result of a personal decision making process including assessment of opportunities and their costs (being employed, being unemployed, being one's own boss) risk-reward relationship (what is at stake) and others. Some cultural beliefs, values, and behaviors in a country can influence this decision. Many inputs and circumstances contribute to entrepreneurial success but of particular

importance are having the right skills and competences to identify and realize opportunities to recognize difficulties in time and to respond to failures. Starting early in getting familiar with the idea that running one's own firm is a potential career option is important and education plays a core role in this. Hence the number of universities that mobilize their graduates for entrepreneurship careers is growing rapidly.

Universities in particular provide unique learning environment for nascent entrepreneurs. It is the combination of research activities with teaching the various applications of knowledge and the variety of perceptions of entrepreneurial opportunities and risks that can make a difference in motivating and preparing successful entrepreneurs especially among youths because they have the necessary skills and have been trained in their institutions not just to be employed but to be employers of labour which is important as it will lead to more job creation and reduce the unemployment rate. Some universities match their entrepreneurship education activities with 'hands on support', by facilitating access to finance by offering individual or teams physical support. (Clark 2000).

Entrepreneurship education and the provision of 'hands on support' are still new tasks for many universities. Successful implementation requires not only closer links between researchers and educationists missions of a

university but also partnership between entrepreneurs support which provides a source of financing.

Entrepreneurship knowledge in universities prepares undergraduates towards self employment it prepares students for future entrepreneurial careers and promotes the commercialization of the knowledge imparted into them through practicability. Today, entrepreneurship is seen as the vital source of self employment which many colleges and universities around the world have significantly increased their offerings of entrepreneurship courses which brings about economic growth and development. Hence entrepreneurship as a career option among undergraduates is increasingly decisional.

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 particularly self employment .One of the reasons that has made entrepreneurship popular is the fact that wages employment or secure employment is no longer a guarantee especially in the public sector for university graduates hence, the luxury thought of university graduates being the elite and intelligent group in the society who can easily acquire a job on graduation is gradually disappearing. Students are now apparently searching for a business education that can equip them with the

necessary entrepreneurial knowledge and skills to succeed in running businesses or to create a job from seizing existing entrepreneurial opportunities (Brown 1999, Henry, 2003). Therefore, many universities and colleges around the world have responded to this demand by introducing entrepreneur courses to students in an effort to promote entrepreneurship as well as a professional entrepreneurship career.

There seems to be a growing interest in entrepreneurship and entrepreneurship education all over the world. The concept of entrepreneurship has attracted policy makers, academics, industrialist, economists and university students. This is evidenced in the series of seminars, conferences and workshops being organized at International, Regional, and National levels with emphasis on the need to sensitize individuals, societies and countries to embark on entrepreneurship. The main reason for this is that, entrepreneurship is regarded as one of the best economic development strategies which develops a countries economic growth and sustains the country's competitiveness in facing the increasing trends of globalization [Schaper and Volery 2014, Matley and westhead,2005].

Entrepreneurship and the education of entrepreneurs are the indispensable foundation of a country's economy. The reason for this fact is the

entrepreneurs position as the cornerstone within the economic system. Entrepreneurship education focuses on developing understanding of entrepreneurs behavior, skill and attributes in widely different context. [Akponni, 2009]. Entrepreneurship education has been described as a scholarly field that seeks to understand how opportunities to bring into existence future goods and services are discovered, created and exploited by whom and with what consequence [Venkatraman 1997]. It is concerned with the creation and recognition of opportunities by turning them into wealth creating business during a limited window of time [Sexton 1997, Smiler 1997].

Akhuemmkan et al. [2013] are of the view that Nigeria is a nation of paradox blessed with enormous wealth but larger proportion of the citizens live in abject poverty and face worsening unemployment. In a bid to mitigate the scourge of poverty and unemployment previous governments in Nigeria initiated diverse poverty reduction measures [PRPs] with the objective of boosting industrial production and level of employment as a means of reducing joblessness, hopelessness and crime.

It is in respect to the above that the federal government of Nigeria in combination with these diverse strategies, the country, made it compulsory for the inclusion of entrepreneurship education in the curricula of

universities, polytechnics, and colleges of education. This is expected to inculcate in students practical skills and experience needed to be self employed and be self reliant through the management of small-scale businesses thus, generating full employment which will guarantee stability, security, and balanced economic development.[Idogbo and Anibor 2011].

In pursuit of the above directive, the federal government set up a presidential committee on the implementation of entrepreneurship education with a broad based membership drawing from National University Commission, National Board for Technical Education [NABTE] , National Commission for Colleges of Education[NCCE] Education Trust Fund[ETF] as well as the hamite consult a consulting firm on entrepreneurship education in the country with the NUC as a coordinating agency.[Akarue2014].

The implementation of this committee resulted into implementation of introduction of entrepreneurship courses into school curriculum at various levels. This curriculum is built with objectives of creating awareness, helping a young graduate to identify and exploit business opportunities, acquire skills necessary for turning opportunities into viable ventures as well as demonstrate ability to act as an entrepreneur in all aspects of life among others. [Akudulu,, 2001].

Most stakeholders have expressed fear that although the federal government made entrepreneurship education compulsory, some universities are yet to commence it with a level of seriousness [Okojie,2009], and thus not achieving the desired result. It is against this background that this study is set out to investigate empirically the impact of entrepreneurship education on the entrepreneur intention of final year students using Usmanu Danfodio University as a case study.

1.1 STATEMENT OF RESEARCH PROBLEM

Nigeria, most populated country in Africa blessed with abundant resources both natural and physical necessary for achievement of growth that is inclusive and sustainable. An inclusive growth ensures unemployment generation, poverty reduction and improve standard of living. [Muhammad 2013]. The paradox of the matter is, despite the abundance of these resources, the rate of poverty and unemployment has been on increase.

Poverty today in Nigeria is no longer a new thing. The Nation is characterized by high population growth rate, annually; each university produces a number of graduates without adequate job opportunities to absorb the workforce. This has sky rocketed the unemployment rate in the country hence, increasing rate of poverty. This is because when an economy in which youths who are the active workforce accounted for larger

percentages of the total population are unemployed, will be characterized by low productivity and thus, low per capital income. Therefore, unemployment is an increasing function of poverty.

This clearly shows that more than half of the Nigerian youth population is unemployed and there is no sign of improvement which poses a great danger to economic development and national security. This was what necessitated the need for government to adopt entrepreneurial education policy as a response to combating the menace of youth unemployment

The rate of unemployment among youths has attracted the attention of government, data from the national bureau of statistics shows that the unemployment rate grew steadily from 12.3% in 2005 to 19.7% in 2009 to 23.9% in 2011 and a very disturbing aspect of this values is that it relates to the growth of youth unemployment which was put as 46.5% in 2011.[NBS 2011] The national base line youth survey reported a 54% unemployment rate in 2012 while according to the national bureau of statistics urban unemployment in 2013 was 29.5% and about 22.6 million Nigerians were unemployed in 2014.

The increasing rate of unemployment particularly in Nigeria has attracted the attention of international agencies and researchers in recent times it was in an attempt to stem this dangerous trend that the Nigerian universities commission [NUC] directed that entrepreneurship education be incorporated into the curriculum of tertiary institutions with the aim of creating awareness and influencing the youths towards self-employment.

The universities shall be fostering education and new product development through entrepreneurship as it is widely accepted that the educational system has to provide an academic environment that will serve as a catalyst that will engineer self employment [Robinson and sexton 1998].

Literatures have it that, entrepreneurship knowledge through education will reduce the present level of unemployment among citizens and encourage them to pursue self employment. [Henry 2003]. Entrepreneurship education in recent times, has continued and featured as captivating theme in local conferences, and workshops but empirical papers on the role of entrepreneurship education on entrepreneurship are scarce [see Olufemi, et al, 2012; Zaidatol, 2009; Graevenity et al, 2010; Siyanbola et al,2009] The very scarce researches conducted have based their studies on other parts of Nigeria, no concrete study relating to entrepreneurship education has been conducted in Sokoto state so far. Also, most of these studies have based their

method of analysis on simple descriptive statistics with the exception of Hamidi et al.[2012] that lack the capability of estimating the impact of entrepreneurship education on the entrepreneurship intention .This study therefore, attempt to fill this gap by empirically investigating the impact of entrepreneurship education on entrepreneurship intention among final year students in Sokoto state using a multiple regression analysis.

It is against this background that the study tends to address the following research problems;

- i. How does entrepreneurship education affect self employment attitudes among undergraduates?
- ii. What are the differences in self employment intentions among undergraduates?
- iii. What are the other factors apart from entrepreneurship knowledge that affects self employment options of undergraduates?

1.2 OBJECTIVE OF THE STUDY

The broad objective of the study will be to find out if a relationship exists between entrepreneurship knowledge and intention of being self employed among undergraduates using Usmanu Danfodiyo University as a case study.

More specific objectives of the study are:

- 1) To examine how entrepreneurship education affect self employment attitudes among undergraduates.
- 2) To find out differences in self employment intention among undergraduates
- 3) To find out if there are other factors apart from entrepreneurship Knowledge which affects self employment options of undergraduates.
- 4) To make recommendation on the impact of entrepreneurship education on self employment intention among undergraduates.

1.3 RESEARCH HYPOTHESIS

A hypothesis is a statistical assumption or statement which may or may not be true. It is a tentative prediction stated well in advance of observation about what can be expected to occur under stated or given conditions.

In this research, the null hypothesis H_0 is stated therefore, the research tends to answer the following research hypothesis stated in the null.

- I. H_0 : entrepreneurial knowledge is not a significant determinant of self employment intention among undergraduates.
- II. H_0 : there is no significant difference in self employment option among undergraduates.

III .Ho: there are no other factors apart from entrepreneurship education that significantly affect self employment.

1.4 IMPORTANCE OF THE STUDY

The findings of the study hopefully can give some indication on how entrepreneurship knowledge can promote the interest of undergraduate students towards self employment. It will provide some initiative in formation of educational curriculums for the creation of future entrepreneurs and success of their new ventures. It also serves as a source of information for policy makers on the important role entrepreneurship education can play in achieving macroeconomic objectives of employment creation, poverty reduction, and have economic development that is sustainable and inclusive. Above all, it will serve as a reference point for policy makers and academics with interest on entrepreneurship and self employment among undergraduates.

1.5 SCOPE OF THE STUDY

The scope of the study will be too wide if we want to cover all universities and all groups of academic undergraduates besides the university undergraduates are heterogeneous in their fields of study as well as time and financial constraints. Hence, the study will only cover final year students of Usmanu Danfodiyo University as the targeted respondents to

examine entrepreneurship knowledge. Students from various departments within the school will be considered to investigate their knowledge of entrepreneurship and if they will want to work for others or rather prefer to be self employed.

1.6 LIMITATION OF THE STUDY

The study will have the following limitations:

- (a) In this study, a questionnaire will be used as a basis and the validation of the study instrument to determine its suitability in this study is a limitation.
- (b) The study will be limited only to final year students of Usmanu Danfodiyo University this is so as to get a feedback.

The limitation to get a feedback from those students who had undergone entrepreneurial courses and had graduated becomes a difficult issue because it will take a lot of time and finance to locate and reach all of them.

1.7 ASSUMPTIONS OF THE STUDY

The group of undergraduates selected as respondents are highly heterogeneous as such, the following assumptions have to be made:

- (a) That the samples selected are mainly from Usmanu Danfodiyo University Sokoto can represent the overall population

(b) The factors selected as determinants for self employment can represent the driving factors of entrepreneurial knowledge among undergraduates.

1.8 SCHEME OF CHAPTERS

The study is divided into five chapters:

Chapter one is the introduction which comprises of the background to the study, statement of research problem, objectives of the study, hypothesis of the study, importance of the study, scope of the study, limitation of the study and the scheme of chapters

Chapter two relates to conceptual framework, definition of terms, review of relevant literatures, theoretical and empirical reviews while chapter three presents the methodology of research and it is divided into description of the study area, sample and sampling techniques and the method of data analysis.

Chapter four: dwells on data presentation and analysis and chapter five conclude.

CHAPTER TWO

LITERATURE REVIEW

2.0 REVIEW OF THEORETICAL AND EMPIRICAL LITERATURE

2.1 CONCEPTUAL FRAMEWORK

Under this section, we review relevant theoretical and empirical literature this is done because knowledge in entrepreneurship prepares undergraduates towards self employment. It prepares students for future entrepreneurial careers and promotes the commercialization and practicability of what has been impacted into them in terms of education.

2.1.1 Concept of Entrepreneur

Different authors have defined the concept of entrepreneur differently depending on the perspective through which each of them view it: Kuratko [2004] defines Entrepreneur as an individual who introduce some ideas or adds some values to existing ideas and products, is a creator, risk taker, opportunity seeker, wealth maximize as well as who brings the change in the environment by using technology, employees and resources in the most effective way. Therefore they are seen as leaders willing to take risk and exercise initiative taking advantage of market opportunities by planning organizing and employing resources often by innovating new or improving existing products.

Viewing from another perspective, an entrepreneur is a person who undertakes to do a job”. The term entrepreneur originated from a French word “entreprendre” and first coined by Cantillon (1755) and this was further defined by Adam Smith [1776]. According to Smith [1776] he defines an entrepreneur as a person who acts as an agent in transforming demand into supply.

Leibenstein [1987] considers entrepreneurs as gap-fillers and identified three traits of entrepreneurship which include identifying market trends, develop a new good or process in demand but not in supply and determining profitable activities. Entrepreneurs have the special ability to connect to different markets and make up for market failures and deficiencies.

Jean Batiste Say (1803)- In his own view sees the entrepreneur as one who combines the land of one, the labour of another and the capital of yet another to produce a product. By selling the product in the market he pays interest on the capital, rent on land, and wages to laborers what remains is his profit. He regarded the entrepreneur as a manager of the firm who is an input in the production process. He saw the entrepreneur as the main agent of production in the economy .Rather than emphasize on the risk-bearing role of the

entrepreneur, say stressed that the entrepreneurs principle quality is to have good judgment [Herbert, 1989].

Defining the entrepreneur through the lens of its activities, Menger opined that, the entrepreneur acts as an economic agent who transforms resources into products and services. This transformation process gives added value to the output.

According to him, the products and services should have the following characteristics: it must be capable of satisfying a want or need, the capacity of satisfaction must be known to the person who wishes to satisfy the want, and it must be capable of been directed to the want satisfying use. He identified different type of products such as material, immaterial, transitory, durable etc. [Gusau, 2005]

Taking a different dimension, Schumpeter (1989) views an entrepreneur as an innovator. The economy moves through leaps and bounds because of the innovations. This process is known as “creative destruction”. This theory holds an entrepreneur as one having three major characteristics: innovation, foresight, and creativity. Entrepreneurship takes place when the entrepreneur, creates a new product, introduces a new way to make a product, finds a new source of raw material and finds a new way of making things or organizations.

According to Alfred Marshall (1930) – The process of entrepreneurship development is evolutionary. The entrepreneur is responsible for the evolution of sole proprietorships into a public company.

2.1.2 Entrepreneurship

Entrepreneurship can be defined not only as having a passive and active component with propensity to induce changes oneself but also the ability to welcome and support innovation brought by external factors by welcoming change taking responsibility for one's actions positive or negative to finish what we start, to know where we are going to set objectives and meet them and have the motivation to succeed (Halfdan 2002).

Shapero-sokol [1982] in his own view, defined entrepreneurship as not just the abilities and skill to run an enterprise but include a set of other key competencies and goes beyond a narrow perspective. It includes planning, organizing, analyzing, communicating, doing de-briefing evaluating and recording progress in learning.

2.1.3 Entrepreneurship Knowledge

According to Akudulu [2001] Entrepreneurship knowledge is in fact the fundamental aim of education. It is the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and

take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Entrepreneurship knowledge is indeed a critical resource for whole life education. Entrepreneurship according to Omolayo (2006) Entrepreneurship is the act of starting a company ,arranging business deals and taking risks in order to make profit through the educational skills acquired. Another explanation is the ability to generate innovative ideas and transform them to profitable activities. It can be seen as the process of bringing together creative, innovative and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth. Supporting this view, Nwangwu (2007) is of the opinion that entrepreneurship is a process of bringing together the factors of production, which include land, labour and capital to provide a product or service for public consumption.

2.2 THEORETICAL REVIEWS

2.2.1 Cantillon's Theory of Entrepreneurship.

According to Richard Cantillon a French economist, entrepreneur is an agent who buys factors of production at certain services in order to combine them into a product with a view to selling it at uncertain prices in

future .He illustrated a farmer who pays out contractual incomes which are certain to the landlords and laborers and sells at a price that are uncertain.

Cantillion's theory was developed in 1775, this theory does not view the entrepreneur as a production factor as such but an agent that takes on and thereby equilibrates supply and demand in the economy. Richard Cantillion was the first economist to acknowledge the entrepreneur as a key economic factor in his posthumous "essai sur la nature du commerce en general". He saw the entrepreneur as responsible for all exchange and circulation in the economy. As opposed to wage workers and landowners who both receive a certain fixed income\rent the entrepreneur earns an uncertain profit.

Cantillion's entrepreneur is an individual that equilibrates supply and demand in the economy in this function bears risk or uncertainty. The real world marketplace is permeated by uncertainty and it is the function of the businessman, the undertaker, the entrepreneur, to meet and bear that uncertainty by investing, paying expense and then hoping for a profitable return. Profit then a reward for a successful forecasting for successful uncertainty bearing, in the process of production.

Cantillion divides producers in the market into two classes: 'hired people' who receive wages, or fixed land rents and entrepreneurs with non-fixed, uncertain returns. The farmer entrepreneur bears the risk of fixed cost

of production and of uncertain selling prices while merchant or manufacturer pays similar fixed cost and relies on an uncertain return except for those who only sell their own labour, business entrepreneurs must lay out money which after they have done so are fixed or given from their point of view. Since sales and selling price are uncertain and not fixed their business income becomes an uncertain residual.

Cantillon also sees that the pervasive uncertainty borne by the entrepreneur is partly the consequence of a decentralized market. In a world of one monopoly owner, the owner himself decides upon prices and production and there is little entrepreneurial uncertainty. But in the real world the decentralized entrepreneurs face a great deal of uncertainty and must bear its risks. For cantillon competition and entrepreneurship go hand in hand.

2.2.2 Joseph Schumpeter's Innovation Theory.

Joseph Schumpeter's innovation theory of entrepreneurship [1989] holds an entrepreneur as one having three major characteristics: innovation, foresight creativity. Entrepreneurship takes place when the entrepreneur; creates a new product, introduces a new way to make a product, discovers a new market for a product, finds a new source of raw materials finds a new

way of making things or organization. To Schumpeter, all these major characteristics are acquired through education.

Schumpeter defines entrepreneurship from the economic perspective by focusing on the perception of new economic opportunities and the subsequent introduction of new ideas in the market. Entrepreneurs identify opportunities, assemble required resources, implement a practical action plan and harvest the reward in a timely way. Those in the managerial world may apply Schumpeter's definition. Entrepreneurship is a way of managing that involves pursuing opportunities without regard to the resources currently controlled. Schumpeter believes that creativity or innovation is the key factor in any entrepreneurs' field of specialization, he argued that knowledge goes a long way in helping an entrepreneur to become successful.

2.2.3 Alfred Marshall's Theory of Entrepreneurship.

Alfred Marshall in his principles of economics [1930] held land, labor, capital and organization as the factors of production and considered entrepreneurship as the driving force that brings these four factors together. The characteristic of a successful entrepreneur include; thorough understanding of the industry, good leadership skill, foresight on demand and supply changes and the willingness to act on such risky foresight.

Success of an entrepreneur however depends not on possession of these skills alone but on the economic situation in which they attempt their endeavors. Many people have modified Marshall's theory to consider the entrepreneur as the fourth factor itself instead of organization and which coordinates the other three factors. Marshall believed that entrepreneurship is the driving element behind organization by creatively organizing, entrepreneurs creating new commodities and improving "the plan of producing an old commodity"[Marshall 1994 as cited in Gusau 2005].

In other to do this, Marshall believed that entrepreneurs must have a thorough understanding about their industries and they must be natural leaders. Additionally, they must have the ability to foresee changes in supply and demand and be willing to act on such risky forecasts in the absence of complete information. Marshall suggests that the skills associated with entrepreneurship are rare and limited in supply. He claims that the abilities of an entrepreneur are "so *great* and so numerous that very few people can exhibit them all in a very high degree"[1994]. Marshall however implies that people can be taught to acquire the abilities that are necessary to be an entrepreneur.

2.2.4 Sociological Entrepreneurship Theory

Sociological theory of entrepreneurship is more concerned with the social context in other words; the level of analysis is traditionally the society. Reynolds [1991] has identified four social contexts that relate to entrepreneurial opportunity. First among this is social network because the primary focus is on building social relationship and bond that promote trust and not opportunism. In other words, entrepreneur is not supposed to take undue advantage of people to be successful but success comes from having a good relationship with people.

The second involves analyzing the life situations and characteristics of people who have decided to become entrepreneurs this is due to the fact that the experience of people could influence their thought and actions to make them do something meaningful with their lives.

Thirdly, ethnic diversification is another factor that determines entrepreneurial opportunity it is believed that one's sociological background could be a push factor to become an entrepreneur because the social background can determine how far a person can go. Some marginalized groups may violate all obstacles and strive for success spurred on by their disadvantaged background to make life better.

Lastly, is what he called population ecology. The idea is that, environmental factors play an important role in the survival of a business. The political system, government legislation, customers, employees and competition are some of the environmental factors that may have an impact on survival of new venture or the business of an entrepreneur. This study will be adopting Schumpeter's innovation theory because he defines entrepreneurship from the economic perspective by focusing on the perception of new economic opportunities and the subsequent introduction of new ideas in the market.

2.3 Review of Empirical Literature

A study conducted by Menzies and Paradi [2003] which consisted of graduates of engineering degree programme in Canadian university using a descriptive method found out that those who took an elective course in entrepreneurship had a potential of being business owners after graduation than those who did not take an elective on entrepreneurship. In support of the above, Coduras et al [2008] used a Spanish database from the global entrepreneurship Monitor [2000] in which he asked adults with a university degree if their universities supported entrepreneurship or not.

In their findings, the authors found a positive relationship between

those in which their universities supported entrepreneurship courses and self employment.

Matlay [2008] measured the long term impact of entrepreneurship education on the self employment status of 64 graduates from eight higher education students in U.K using sampling method the occupational status that was obtained after years of graduation showed that 10 years after graduation being self employed was the most common outcome and none of the graduates were unemployed or had acquired an employee status. Thus indicated that entrepreneurship knowledge or education influences or has an impact for self employment.

Further in his study, Bink (2005) is of the opinion that entrepreneurship knowledge refers to a process involved in the encouragement of entrepreneurial activities, behaviours and mind-sets .

In Malaysia, zaidatol [2009] examined the entrepreneurial self efficacy and intention of university students using a sample of 1554 students and analyzed using descriptive and inferential statistics the study found out that entrepreneurial intention score was higher if students perceived there was a need to learn entrepreneurship at the university' students who perceived a need for business and entrepreneurship education exposure scored a higher mean score in entrepreneurial intention compared with other

students and the difference was highly significant; there was also a relationship between entrepreneurial attributes and the intention to be self employed.

In another study by Graevenitz et al. [2010] who examined the effect of entrepreneurship education in Munich school management, Germany. The study provided a model of learning in which entrepreneurship education signals to students. the model was tested using data from a compulsory entrepreneurship course using ex ante and ex-post survey responses from students, they concluded that intentions toward business somehow declined although the course had significant positive effects on students self assessed entrepreneurial skills. The empirical analysis supports the hypothesis that students receive informative signals and learn about entrepreneurship aptitude.

In Nigeria, Izedonmi and Okafor [2010] examined the effect of entrepreneurship education on student's entrepreneurial intention. The study also sought to determine whether such an intention usually give rise to entrepreneurial start-up among students. Data on 250 students who offered entrepreneurship as one of their institutions of higher learning within the south west of the country were collected. The study found that

entrepreneurship education had a positive impact on entrepreneurial intention.

In addition, Ekpoh and Edet [2011] examined the influence of entrepreneurship and the career intention of tertiary education students in Akwa-Ibom and cross rivers state .A data of 500 students were obtained using questionnaires and analyzed using T-test. The findings of the study showed that entrepreneurship education impacts positively on the career intentions of tertiary education students.

Hamidi et al., [2008] investigated creativity in entrepreneurship education among students in Sweden using a social cognitive theory to measure entrepreneurship intention among students in a graduate degree programme using a sample of 40 entrepreneurial students in three different programmes using a linear and ordinal regression analysis. The study showed high score on a creativity test were positively associated with entrepreneurial intention among students.

In another study by fini et al.[2009] in which the foundations of entrepreneurial intention on entrepreneurs in Bologna Italy were examined by collecting data from 200 entrepreneurs . The results showed that entrepreneurial intention was influenced by individual skills, environmental influences and psychological characteristics.

The study also found out that strong support for variables such as desire for achievement, risk taking internal locus of control, independence, creativity, and innovation while other demographic variables such as age, gender, position in the family and parents occupation were determinants of entrepreneurial intention. Moreover, the study also shows strong support for knowledge and orientations factors influencing attitudes which in turn affected intention and behavior.

Siyanbola et al., [2012] study was perhaps the most comprehensive one in Nigeria .it comprises of students in their final years from 25 tertiary institutions made up of 13 universities, 9 polytechnics and 3 colleges of education. The response rate was 83% with a total of 75760 students surveyed. The findings showed that entrepreneurial interest among students is quite high; the expression of this interest in practice was however believed to be rather low. The study found a strong positive support for entrepreneurial education as a determinant of entrepreneurial intention.

Apart from the role of entrepreneurship education, in stimulating entrepreneurial intention, some other control variables are included which exert influences on entrepreneurial intention such as age, gender, culture, family background, academic performance and personal traits.

Amma et al [2013] in their study on ‘what young presume about entrepreneurship’ using students in different faculties at Sohar University Oman. A sample of 200 students from different faculties was selected through a stratified sampling technique. Their result supply that 14.4% of total respondents have the ambition to be self employed while 9.8 are of different opinion.

Studies have shown knowledge about entrepreneurship has the capacity of increasing students interest in becoming entrepreneurs at some stage after completing their university degree [Friedrich and Visser 2005].

Contrary to the above conclusion, Remedies [2014] studied entrepreneurship among business students in Botangas state university Philippines the study was conducted to determine the perception of business students regarding entrepreneurship: what entrepreneurial characteristics they possess, how this correlates with their demographic profile and how the graduate programme contributes to its development with a sample of 55 graduate students using descriptive approach. The result indicated that 92% would want to be employed in non-managerial profession while only 1% would want to own their own business showing that graduate students do not possess characteristics typical of entrepreneurs and hence not

entrepreneurially inclined. Their entrepreneurial characteristics do not correlate with their demographic profile except in the aspect of taking risk.

Uwameiye [1994] argues that though graduates of vocational and technical education may possess skills necessary for a better chance of success in self employment, they may have tough times in succeeding in business because they have not been exposed to entrepreneurial culture. They require a lot of exposure in theoretical and practical terms.

Another study conducted by Katura et al (2014) to evaluate the entrepreneurship mindset among female university students of Jos using simple descriptive statistical method with a sample of 400 students revealed that 65.7% of the respondents agreed that the level of innovativeness of an entrepreneur is as a result of knowledge acquired while 34.3% strongly disagreed. About 85% of the total respondent supported the fact that lecturers are role models in business-related information while 14.3% did not agree to this 51.4% saw entrepreneurship as a desirable career while 48.6% disagreed 54.3% want to seek for employment after their youth service while 45.7% prefer self employment. The result showed no relationship between the teaching of entrepreneurship and university female students mindset towards entrepreneurship.

Anisa et al (2013) in entrepreneurship characteristics amongst university students in Albania with a sample of 519 questioners distributed among economic and business students of Albania at the undergraduate level showed a healthy level of interest in entrepreneurship as 34.5% of them gave serious thought to be self employed while 5.8% were already self employed showing a significant relationship between entrepreneurship and self employment.

A study on entrepreneurial intention and employment preference of Kumasi polytechnic students of Ghana by Opoku-mensah et al [2014] using a random selection of 30 final year students with a multi-stage sampling technique showed that 59% confirmed to have tried a form of income generating activity while 41% have not indicating that there exist some level of prior experience in self employment among the students.

Fatira et al [2013] conducted a study on entrepreneurship attitudes and knowledge of final year students of Chinhoyl University of Technology Zimbabwe to investigate whether there were significant differences between gender and the various attitudes towards entrepreneurship a total of 400 students were drawn from 5 different schools selected through purposive sampling technique. The result of the descriptive statistics showed that 80% males and 78% of females indicated the need for entrepreneurship

while about 65% of males and 37% of females were ready to start their own. They conclude that gender has a significant impact in determining graduates interest in entrepreneurship.

Another study by Barbara [2008] on the means of knowledge acquisition of entrepreneurs and their success in Slovenia using a Sample of 303 entrepreneurs the result showed that 51% of them operated on limited liability 44% were self employed or sole proprietors while 5% of the were in other forms of business. Among some of the issues addressed was knowledge acquisition process by type of institution and time invested into knowledge acquisition process.

The result further showed that 18% of them gained new knowledge through a degree type of education while 39% of them was through short professional development workshop. He concludes that entrepreneurs who invest more time and money into professional literature knowledge acquisition were more successful than those who did not.

In support of Fatira et al (2013) findings, Akarue et al (2014) in their study focusing on the perception of students towards entrepreneurship education and how demographic characteristics affect their decision. Using descriptive method, of analysis with a sample of 85 students the result showed that more female students 61.20% were interested in vocational

studies as compared to 38.80% of males who were not interested. The analysis further showed that age, marital status, and programme in which the student belongs will affect their judgment positively while gender and religion will affect them negatively.

Oyewumi et al [2003] assessed attitude to and knowledge of entrepreneurship among students with hearing impairment in integrated secondary schools in Ibadan, Nigeria with a sample of 124 students with hearing impairment using a purposive sampling method and descriptive statistics as a tool of analysis. The result showed that 61.3% of them were of the opinion that entrepreneurship could be a source of self employment as against 38.7% that disagreed. About 46.3% advocated that working for government would earn them more money while 25.5% were of a different opinion .it was concluded that people with hearing impairment in Nigeria have started changing the age long orientation of total dependence to independent living.

Uduak et al [2011] conducted a study on entrepreneurship education and career intentions of tertiary education students in Akwa Ibom and cross rivers state using a descriptive-survey method with a total of 500 students on their career intentions. The result supply that about 29.6% want to gain employment while 26.8% want to be self employed. On the level of skills

that students acquire after completing their courses 24% had a low level, 47.2% a moderate level while 28.8% had a high level. The result show that entrepreneurship education impacts positively on the career intentions of tertiary education students.

In another study by Muhammad et al [2013] on the intentions of business graduates to become entrepreneurs in Pakistan in the department of management science of the Islamia university Bahawalpur using a sample that were randomly collected from both undergraduate and graduate students in all 51% of the total respondents were males while 49% were females and their average age was 23. Understanding and knowledge of entrepreneurship subject of the students were measured by asking students questions whether they have studied entrepreneurship in the classroom or not. The result revealed that about 70% of the total respondents had studied entrepreneurship subject while 30% had not.

About prior business experience, 55% pointed out that they had some experience and most of them had run their own business for a while studying entrepreneurship subject. Only 22% indicated that they had family business background. The result showed that, students are having moderate inclination to start their own business due to constraints from personal, family, economic, political and other demotivating factors in Pakistan. It

further showed that, students who had studied entrepreneurship are less enthusiastic to launch a new business compared to those who had not studied while no significant difference was found in the attitude of males and females for entrepreneurship.

CHAPTER THREE

3.0 INTRODUCTION

This chapter contains the brief description of the study area, sample population, sources of data, method of data collection and analysis, the variable measurement and model specification.

3.1 DESCRIPTION OF THE STUDY AREA.

Usmanu Danfodiyo University (formerly University of Sokoto) is one of the initial twelve federal universities in Nigeria founded in 1975. The school is named after Usmanu Danfodiyo, the founder of the Sokoto caliphate and it is located in sokoto state(retrieved from [http\\en.m.wikipedia\\wiki\\usman danfodio university](http://en.m.wikipedia/wiki/usman_danfodio_university)).

The university is one of the highest ranking in northern Nigeria due to its high moral stand, academic excellence and known as the most peaceful university in Nigeria. It has a total population of 24,424 students with a total of 3,163 final year students, 12 faculties and 65 departments.(report obtained from the management information system Usmanu Danfodio University 2015).

The school is divided into three sections, the main campus which houses the administrative offices, sciences, social sciences, arts and languages, agriculture and research facilities. The city campus which host

the medical and veterinary medical students and the third arm which consists of the university teaching hospital.

Entrepreneurship and innovation (GST 311) was introduced into the school curriculum in 2012\2013 academic session as a means of encouraging entrepreneurship education among undergraduates. The school also runs a post-graduate degree programme.

3.2 SAMPLE POPULATION AND SAMPLING TECHNIQUE

The sample population consists of final year students of which the total sample size is the total number of final year students (3,163). The sample is chosen because final year students are normally prepared for employment after school and will provide a reliable information pertaining to their attitude and knowledge towards entrepreneurship education.

A multistage sampling technique was used to draw a sample size from the total population. The study used a purposive sampling technique to select only the final year students of the institution and faculties for study (Agriculture, Social sciences, Management sciences, Education, Sciences and Medical sciences). After which a cluster sampling method was used to select two departments from each faculty using random sampling to select 25 students from each department and a total sample population of 300 final year students.

3.3 SOURCES OF DATA AND QUESTIONNAIRE ADMINISTRATION

The study used purely primary data through administration of questionnaires. The questionnaire used comprised of two sections. The first section (SECTION A) was a self administered question to the respondents containing background information of respondents such as faculty, age, sex, marital status, family size, and tribe, class of degree and parent occupation or family background.

The second section covers information on factors which could influence the entrepreneurship intention of undergraduates.

3.4. METHOD OF DATA PRESENTATION AND ANALYSIS

The data collected will be compiled coded, edited and presented using simple descriptive statistics inform of tables, percentages e.t.c. the coding system is used to ease analysis using logit model regression analysis.

The method of analysis used is based on regression analysis since the analysis helps to explore dynamics in a variable as a result of dynamics in another variable. The test of hypothesis is conducted using T-test, F-test and other tests relating to the parameters given.

In this study, the variables will be used to ascertain how each relates to self-employment intention among undergraduates and to know whether the students have different opinions in their self-employment intention based

on their entrepreneurial knowledge. The study also shows if there are other factors apart from the demographic factors (age, religion sex e.t.c) that affect the self-employment intention of undergraduates.

3.5. MODEL SPECIFICATION

Using logit approach in terms of the odds (see Obembe and Adeleye 2012). This study will adopt the same model with modification to show the impact of entrepreneurship knowledge on the self-employment intention of undergraduates. This is shown below in equation (1)

$$\ln\left[\frac{\text{prob}(\text{ent.int})}{1-\text{prob}(\text{ent.int})}\right] = \beta_0 + \beta_1 \text{age} + \beta_2 \text{fac} + \beta_3 \text{sex} + \beta_4 \text{rel} + \beta_5 \text{mars} + \beta_6 \text{trib} + \beta_7 \text{cldegr} + \beta_8 \text{entedu} + \beta_9 \text{fin} + \beta_{10} \text{famback} + \beta_{11} \text{helprel}$$

To calculate probability from the coefficient of the above equation, we assume that;

$$Y^* = \ln\left[\frac{\text{prob}(\text{ent.int})}{1-\text{prob}(\text{ent.int})}\right]$$

Where Prob = probability or likelihood of the dependent variable

ent. Int = Entrepreneurship intention

The above equation can also be written in terms of

$$\ln\left[\frac{\text{prob}(\text{ent.int})}{1-\text{prob}(\text{ent.int})}\right] = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_{11} X_{11}$$

Where

Where $\beta_0, \beta_1, \beta_2, \beta_3, \dots, \beta_{11}$ are parameters of econometric model.

- X₁ = age
- X₂ = fac
- X₃ = sex
- X₄ = rel
- X₅ = trib
- X₆ = cldegr
- X₇ = entedu
- X₈ = fin
- X₉ = famback
- X₁₀ = helprel
- X₁₁ = knwskil

3.6 VARIABLE MEASUREMENT

Faculty-This is measured by asking respondents to tick the faculty they belong using 5 faculties (Agriculture, Management/Social sciences, Education, Sciences and Medical sciences)

Age- this will be measured by asking relevant questions on respondents age in terms of age bracket, i.e. 20-29yrs,30-39yrs,40-59yrs , 60yrs and above.

Sex-this is measures using dummy variable with 1 for males and 0 for females.

Marital status- This is also measured by using dummy variable with 1 for marries and 0 for singles.

Family size- Here 0-2, 2-5, 5 and above were the range for family size for married respondents

Religion – Was measured using dummy 1 for Muslims and 0 for Christians.

Tribe- This was measured by categorizing tribe into Hausa, Yoruba, Igbo and others.

Class of degree- Was measured using likert scale on a scale of 5-1 with 1st class(1), 3rd class(2), 2nd class lower(3), 2nd class upper(2), 1st class (5).

Finance-Was measured by asking relevant questions such as I want to be self employed but my major problem is finance

Entrepreneurship education- was measured by asking the respondents if they had offered any course on entrepreneurship as undergraduates.

Helping relation- was measured using dummy 1 for YES and 0 for NO when asked if the have ever helped any of their relation in his or her business.

Knowledge and skill- was measured using Likert scale by asking respondents if they have adequate knowledge and skill to enable them start up their own business with strongly disagree(1), disagree(2), unsure(3), agree(4) and strongly agree(5)

CHAPTER FOUR

INTERPRETATION AND PRESENTATION OF DATA

4.0 INTRODUCTION.

This chapter presents the analysis of the data collected using structured questionnaire. It is divided into four sections including this introduction. The second section deals with descriptive analysis of the data, the third section gives the summary statistics of the data while the last section shades light on the results obtained from the regression model.

4.1 DESCRIPTIVE DATA ANALYSIS

The analysis of data using the descriptive approach presents the results of how different variables affect entrepreneurship intention of undergraduates based on demographic characteristics of the respondent.

Table 4.1.1: Distribution of respondents according to faculty.

faculty	frequency	Percentage(%)
Agriculture (1)	39	15.35
Management/social sciences(2)	85	33.46
Education(3)	45	17.72
Sciences(4)	51	20.08
Medical sciences(5)	34	13.39

The table above shows the distribution according to faculties' frequency and percentage of respondents from each of the faculties. Majority of the respondents (33.46%) are from the management and social science faculty, 20.08% from the sciences, 17.72% from education, 15.35% are from the faculty of agriculture while the minority 13.39% are from the medical science faculty .

Table 4.1.2: Distribution of respondents according to Age

Age	frequency	Percentage (%)
20-29	219	86.22
30-39	31	12.20
40-49	2	0.79
60 years and above	1	0.39

The data above gives the age range of the respondents. The result shows age distribution among the respondents of which 86.22% fall within the range of 20-29 years, 30-39years representing 12.20%, 40-49years representing 0.79% and 60 years and above which had a percentage of 0.39. The data indicates that majority of our respondents are within the age range of 20-29 years. This implies the policy may likely have positive effect on the youth more than the old.

Table 4.1.3: Distribution of respondents according to Sex

sex	frequency	Percentage (%)
Male(1)	148	58.96
Female(0)	103	41.04

The table 4.1.3 explains the sex (gender) of the respondents (which was based on dummy 1 for male and 0 for female which shows that 58.96% of the respondents are males while 41.04% of the respondents are females. This indicates that there are more males than females who participated in the study and this may tend to have certain impact on other result.

Table 4.1.4: Distribution of respondents according to Religion

Religion(rel)	frequency	Percentage (%)
Muslim(1)	196	78.09
Christian(0)	55	21.09

The data shows that 196 about which represents 78% of students are Muslims while 21.09% are Christians indicating that there more Muslims than Christians in the institution . This may due to the fact the school is located in northern region. A dummy of 1 was used for Muslims and 0 for Christians.

Table 4.1.5: Distribution of respondents according to Tribe

Tribe(trib)	frequency	Percentage (%)
Hausa	142	56.35
Yoruba	41	16.27
Igbo	9	3.57
others	59	23.41

The table above shows the distribution of respondents according to tribe. From the table it can be concluded that 56.3% are Hausas', 16.27% Yoruba's, about 3.57%, and 23.4% were from tribes indicating that the school is dominated by Hausas

Table 4.1.6: Distribution of respondents according to class of degree

Class of degree(cldegr)	frequency	Percentage (%)
Pass(1)	3	1.22
3 rd class(2)	16	6.53
2 nd class lower(3)	50	20.41
2 nd class upper(4)	146	59.59
1 st class(5)	30	12.24

Using likert scale to measure the class of degree of the respondents on a scale of 1-5 as indicated in the table above majority of the respondents expect to graduate with a 2nd class upper while only 12.24% expect to graduate with a first class degree.

Table 4.1.7 Distribution of respondents according to family background

famback	frequency	Percentage (%)
Self-employed	91	36.14
Civil-servants	123	48.81
Retiree	38	15.08

Looking at the distribution of the students in relation to their family background. The result revealed that the family background of students whose parents are self-employed are 36.14% about 48.81% of students parents are civil servants and 15.08% of the respondents parents are retired

4.2 FACTORS INFLUENCING SELF-EMPLOYMENT INTENTION OF UNDERGRADUATES

This section is based on certain questions answered by respondents with dummy one for YES and 0 for NO which was used to deduce their knowledge of entrepreneurship by asking some questions.

Table 4.2.1: Factors Influencing Self-Employment Intention

Questions	YES	%	NO	%
Have you offered any course on entrepreneurship education as an undergraduate student?	202	80.48	48	19.12
Do you have intention to be self-employed?	235	93.5	17	6.75
I want to be self-employed but my major problem is finance.	206	82.07	45	17.95
Have you ever helped any of your relation in his/her business?	170	67.73	81	32.27

The table above measures some factors which give a view on entrepreneurship intention of undergraduates and their knowledge on entrepreneurship education based on certain questions. From the data above, it can be observed that 80.48% of undergraduates have knowledge of entrepreneurship while 19.12% do not. This indicates that majority of them have in one way or the other acquired certain knowledge of entrepreneurship.

Based on the above, 235(93.5%) of undergraduates have intention to be self-employed while 17(6.75%) do not. This result might be influenced by above result which shows that over 80% of the respondents have offered entrepreneurship as a course of study. In addition, 82.07% of our respondents consider finance as a constraint while 45(17.95%) do not have

financial problem. This implies that even though majority of undergraduates (93.7%) have intention to be self-employed, (32.27%) of them have financial challenges.

The above result might be the reason behind the larger percentage of the respondents having entrepreneurship intention. In specific term, about 93.8% of the respondents have developed intention to be self-employed.

Lastly, 67.73% of undergraduates have helped a relative in his or her business while 32.27% have not. This shows that majority of undergraduates have entrepreneurship experience which could influence or motivate them positively to be self-employed.

4.3 ANALYSIS OF LOGIT MODEL

Table 4.3.1 Logit model result

Variables	Coefficient	p-value
Dependent variable-entint		
Independent variables		
age	2.918873	0.096
fac	0.1220578	0.616
sex	-0.534079	0.427
rel	-1.315992	0.083
trib	0.6367461	0.079
cldegr	-0.6198485	0.136
entedu	-0.440315	0.523
fin	1.222024	0.063
famback	-0.9982412	0.046
helprel	1.153729	0.092
knwskil	0.0705192	0.795
cons	1.968679	0.486

Number of observation-226

LR chi2-17.77

Prob>chi2-0.0872

Pseudo R2-0.1610

The result above shows the regression result for the variables given. The age of the respondents shows that age is positively significant at 10%. It shows that a 1% increase in the age of respondents will increase entrepreneurship by 2.9189. When we consider the age range it is evident that the highest percentage 86.22% falls within 20-29 years indicating that the majority of the participants are youths which imply that youths have a greater inclination for self-employment than the old(60years and above). It is important to understand that a country with larger percentage of youth's population has greater advantage than that in which the majority of the populations are old. This is because the old might not be able to carry out certain activities especially those that will be demanding and stressful, hence policy can be implemented to further strengthen youth entrepreneurship because the more the youths are employed the greater the benefits that will be attributed to the economy.

This finding is supported by result of Fini et al (2009) in which he examined the foundation for entrepreneurial intention and discovered that age is a significant determinant of entrepreneurial intention.

When we consider the result for faculty it shows a positive relationship but also insignificant relationship with entrepreneurship intention. The result might be influenced by distribution of our respondents

in terms of faculty which revealed that about 33.46% of our total sample are from social and management sciences. This means that, students from those faculties have a greater interest in becoming entrepreneurs than those in other faculties . Amma et al (2013) in their study on what young presume about entrepreneurship using students in different faculties found out that faculty has a positive impact on entrepreneurship intention.

The result also reveals that Sex has a negative insignificant impact on entrepreneurship intention with females having 41.04% and males 58.96%. Drawing from the result of descriptive statistics, it can be concluded that males have less interest in becoming self-employed. The possible explanation to this is that males are usually responsible for catering for the whole family and as such prefer pay jobs or other alternative source of income other than those involving entrepreneurial activities. This is against the study by Fatira et al (2013) which showed that sex has a significant impact in determining graduates interest in entrepreneurship and in line with Akarue et al (2014) whose study showed that more females were interested in vocational studies than males.

Religion also shows a negative impact on entrepreneurship intention at 10% level of significance which implies that a 1% change in religion will reduce entrepreneurship intention by 13.1% .This implies that Christians are

more entrepreneurially inclined than Muslims according to the result obtained. In support of this, Akarue et al (2014) had an analysis which showed that religion had a negative effect on entrepreneurship intention..

The result obtained for tribe shows that it is positive and significant meaning that a 1% increase in tribal distribution of respondents would increase entrepreneurship intention by 6.37%. The descriptive analysis shows that 56.35 % are Hausa's which implies that they account for the majority of the participants and 16.27% Yoruba's, 3.57% Igbo's and other tribal groups having 0.40 percent. The result tries to capture all the major ethnic groups and the distribution for each group. It shows that the Hausa's will have a greater inclination towards entrepreneurship. This result is in support of the sociological entrepreneurship theory which is of the opinion that ethnic diversification(tribe) is a determinant of entrepreneurial intention and that a person's sociological background could be a push factor to become an entrepreneur.

Looking at the relationship between student academic performance and intention to be self employed, the result reveals that a negative relationship exist in between the two, although it remains insignificant. The implication is that the better the academic performance of a student proxy by

class of degree, the lower the probability of such student developing entrepreneurship intention.

The result on entrepreneurship education shows that entrepreneurship is a decreasing function of entrepreneurship intention though insignificant against our expected result, students who have received entrepreneurship knowledge or offered course, on entrepreneurship education would have higher intention of been self employed. The reason behind this might be due to the fact entrepreneurship education as a course for all categories of students is relatively new and the curriculum still evolving. Therefore, the actual knowledge intended to be passed is yet to be delivered. Our result is against the study by Graeventiz *et al* (2009) and Izedonmi and Okafor(2010) who found a positive relationship between entrepreneurship education and intention to be self-employed but in line with Remedies(2014) who was of the opinion that students do not possess characteristics typical of entrepreneurs and hence not entrepreneurially inclined.

There is a positive significant relationship between finance and entrepreneurship intention. This shows that the availability of finance will result into higher number of young graduates becoming self employed. This implies that a 1% change in finance will increase entrepreneurship intention by 12.22%. This supports the findings of Barbara (2008) on the means of

knowledge acquisition and success by concluding that entrepreneurs who invest more time and money in literature knowledge acquisition were more successful than those who did not.

Family background shows a negative impact on entrepreneurship intention which is significant at 5%. It measures if the respondents parental occupation i.e., self-employed, civil servants and retirees has a way of influencing entrepreneurial intention of respondents. Our result shows that students whose parents are self-employed show less inclination to be self employed which is against our desired result which is that students whose parents are self employed should have a greater inclination for self employment. This may be due to the fact that those whose parents are not self employed have greater enthusiasm for entrepreneurial jobs and opportunities than others. This is against the result by Siyanbola (2012) who advocated that apart from the role of entrepreneurship education in stimulating entrepreneurial intention, family background has a positive impact on entrepreneurship intention.

The influence of family relation on self-employment intention is measured by finding out how many of the respondents have helped a relation in any of their business the result shows a positive and significant impact on entrepreneurship intention. This implies that students who have helped a

relation have acquired knowledge and skill for entrepreneurship and have more intention toward entrepreneurship than those who have never helped a relation. This is in line with Marshall's theory of entrepreneurship where Marshall said that people can be taught to acquire the abilities that are necessary to be an entrepreneur and also in line with Matlay (2008) who concluded that individual's perception of entrepreneurship can be increased by increasing their skill and knowhow on self-employment.

Lastly the result on knowledge and skill which implies those who think they have adequate knowledge and skill to be entrepreneurs shows a positive relationship which is also significant at 10%. This implies that those with adequate skills and knowledge have more zeal to be self employed than those who do not have adequate knowledge and skill. This is in line with the work of fini et al (2009) which shows that entrepreneurial intention is strongly supported by knowledge which in turn affects intention and behavior. Lack of adequate knowledge and skill can reduce entrepreneurship intention of respondent.

The regression result also shows the coefficient LRchi2 to be 17.72 which is significant at 10% level indicating that the model is adequate and significant in explaining the determinant of entrepreneurship intention in

UDUS. The pseudo R2 of 0.1610 indicated that 16.1% of the variation in entrepreneurship intention is explained by the independent variable.

4.4 TEST OF HYPOTHESIS

This section entails the testing of the different hypothesis that has earlier been stated in this research work. The significance of this test is to validate the hypothesis that are found to be true with both independent and dependent variables having a relationship and resulting into their acceptance while those tested to be untrue are thereby rejected.

Hypothesis one

Entrepreneurial knowledge and self-employment intention among undergraduates. In testing this hypothesis, H0 and H1 was formulated.

Null hypothesis(H0)- Entrepreneurial knowledge is not a significant determinant of self-employment intention among undergraduates.

Alternative hypothesis(H1)- Entrepreneurial knowledge is a significant determinant of self-employment intention among undergraduates.

In order to test the hypothesis and to identify relationship among the data, a logit regression analysis was performed on relationship between the two(entrepreneurship education and self-employment intention of undergraduates) which was found to be negatively insignificant.

Decision rule: since the result revealed that the relationship is insignificant we accept the null hypothesis and do not accept the alternative hypothesis that entrepreneurial knowledge is a significant determinant of self-employment intention of undergraduates.

Hypothesis two

Self-employment options among undergraduates.

Null hypothesis (H0)-There is no significant difference in self –employment option among undergraduates

Alternative hypothesis(H1)- There is no significant difference in self-employment option among undergraduates.

In testing the hypothesis we considered our descriptive statistics on factors influencing self-employment intention of undergraduates which revealed that 93.5% of undergraduates have intention to be self-employed while 6.75% do not.

Decision rule: As indicated in our result, the observed percentage of those who want to be self-employed are greater than those who did not want to be self-employed which states that there is a significant difference in self-employment option of undergraduates. Hence, we do not accept the null hypothesis and accept the alternative hypothesis which confirms the study by Fayolle (2005) and Emmanuel(2012) that entrepreneurship knowledge

creates more entrepreneurial students which in turn leads ultimately to a greater number of students willing to start their own business.

Hypothesis three

Relationship between other factors and self-employment intention of undergraduates.

Null hypothesis- There are no other factors apart from entrepreneurship education that significantly affect self-employment intention of undergraduates.

Alternative hypothesis- There are other factors apart from entrepreneurship education that significantly affect self-employment intention of undergraduates.

In order to test this hypothesis, a logit regression analysis was performed just as in hypothesis one to check if there were other factors apart from entrepreneurship education which affects self-employment intention of undergraduates.

Decision rule: The result showed that apart from entrepreneurship education, other factors such as age, rel, trib, fin famback and helprel all significantly affect self-employment intention of undergraduates. Hence, we accept the alternative hypothesis and so not accept the null hypothesis. This study, showed that a number of other factors could affect self-employment

intention of undergraduates which upholds the findings of Owusu(2004) which revealed that, many students and graduates have factors which could affect the outcome of their entrepreneurial intention.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION.

5.0 INTRODUCTION

The aim of this chapter is to provide a summarized version of this research study. This chapter is divided into the following sections including this introduction. Section two presents the summarized findings of the study. Section three draw conclusions from the study and finally section four offer the recommendation of this study.

5.1 SUMMARY OF FINDINGS

The study on Entrepreneurship knowledge and self-employment intention among undergraduates finds the relationship between entrepreneurship intention and self-employment intentions of undergraduates. The study considers various theories of entrepreneurship such as, Cantillion's theory, who viewed the entrepreneur as an agent who buys factors of production at certain services to combine them into a product with a view to selling it at uncertain prices. The Innovation theory by Schumpeter focuses on the entrepreneur from the social perspective while other theories include those of Alfred Marshall and the sociological entrepreneurship theory. The research also considered review from various literatures which showed the relationship between entrepreneurship

knowledge and self-employment intention of undergraduates this include the works of, katura (2014), anisa (2013), fatira (2013) and many others.

The study was carried out using primary sources of data by means of self-administered questionnaires of which the method of data analysis was based on the logit regression analysis. The variables include both the dependent variable (entrepreneurship intention) and the independent variables (age, sex, rel, fac, trib, cldegr, entedu, fin, fambac and helprel).

The result shows that there are a number of variables that influence the self-employment intention of undergraduates. Such variables such as age, faculty, tribe, finance, helping relation, including knowledge and skill show a positive impact towards entrepreneurship intention while sex, religion, class of degree, entrepreneurship education and family background show a negative relation towards entrepreneurship intention of undergraduates.

5.2 CONCLUSION

This study on entrepreneurship education and self employment has been carefully examined through collection and analysis of quantitative data. The whole finding of the study is that there exist a relationship between students' exposure to entrepreneurship education and their intention to be self-employed. This was observed as the result showed a negative

relationship between entrepreneurship knowledge and self-employment intention of undergraduates which implies that those who have entrepreneurial knowledge are less likely to be interested in self-employment which is against our intended result that entrepreneurship can impact positively in self-employment intentions of undergraduates which may be due to the fact that entrepreneurship education is a new course and if given time an proper attention especially by more practical work can impact positively to self-employment intentions of undergraduates.

This study is carried out to affirm that provision of entrepreneurship education can impact in undergraduates skill and knowledge as well as affects their intention to be self-employed. In addition, Nigerian universities should strive to inculcate sound and qualitative entrepreneurship education to their students. This would lead to development of favorable attitudes towards entrepreneurship intention because they will tend to develop and sustain intention to be self-employed and the intention may finally lead to actual venturing into business activities.

5.3 RECOMMENDATION

Drawing from the findings and conclusions of this study, a number of recommendations are given with a view to improving entrepreneurship education and intention of undergraduates.

- Entrepreneurship education should be made compulsory irrespective of a persons' course this will ensure that majority of our young undergraduates have entrepreneurship knowledge. This will result into job creation and reduction in the rate of unemployment.
- Religion exhibits a negative impact on entrepreneurship intention. It is recommended that in the struggle towards increasing entrepreneurial activities, government should involve the religious leaders in the campaign toward entrepreneurship.
- The policy of entrepreneurship education introduced should not be limited to the university alone which targets the young but should also be extended to adult education curriculum.
- Policies should also be implemented not only at university level but through all phases of educational system. This is because over the years student would have developed sufficient training, skill and knowledge on entrepreneurship and will be better equipped for self-employment after completing their degrees.
- Finally, finance has also been found to have a significant impact on entrepreneurship intention. Therefore, it is recommended that government should make available provision of loan at low or zero

interest to encourage young graduates who have intention to be self-employed.

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APPENDIX

```
. regress entint age fac sex rel trib cldegr entedu fin famback helprel
knwskil
```

Source	SS	df	MS	Number of obs =	226
Model	.908904021	11	.082627638	F(11, 214) =	1.35
Residual	13.0955208	214	.061194022	Prob > F =	0.1987
Total	14.0044248	225	.062241888	R-squared =	0.0649
				Adj R-squared =	0.0168
				Root MSE =	.24737

entint	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
age	.0487985	.0424056	1.15	0.251	-.0347876 .1323846
fac	.0047994	.0135838	0.35	0.724	-.0219757 .0315745
sex	-.0131113	.0371282	-0.35	0.724	-.0862952 .0600726
rel	-.0561519	.0442431	-1.27	0.206	-.14336 .0310562
trib	.021876	.0148896	1.47	0.143	-.007473 .0512251
cldegr	-.0255275	.0216535	-1.18	0.240	-.068209 .0171541
entedu	-.0169789	.0396411	-0.43	0.669	-.0951159 .0611581
fin	.0824833	.046043	1.79	0.075	-.0082725 .1732391
famback	-.0482558	.0249944	-1.93	0.055	-.0975226 .001011
helprel	.0560395	.0384672	1.46	0.147	-.0197836 .1318625
knwskil	.0111731	.0179153	0.62	0.534	-.0241399 .0464861
_cons	.9068908	.1509182	6.01	0.000	.6094142 1.204367

SUMMARY STATISTICS

```
. summarize $ylist $xlist
```

Variable	Obs	Mean	Std. Dev.	Min	Max
entint	252	.952381	.3538551	0	5
age	254	1.145669	.4151776	0	4
fac	254	2.826772	1.28902	1	5
sex	251	.5896414	.4928816	0	1
famsz	41	1.487805	.67535	1	3
rel	251	.2191235	.414479	0	1
trib	252	1.952381	1.255154	1	5
cldegr	245	3.75102	.7991087	1	5
entedu	251	.8167331	.4174672	0	3
fin	251	.8207171	.3843554	0	1
mars	251	.1673307	.3740166	0	1
famback	252	2.210317	.6852259	1	3
helprel	251	.6772908	.4684466	0	1
knwskil	252	3.892857	1.010122	1	5
entbus	253	3.932806	1.065061	1	5