



ISSN: 978-071-554-1

THE ILARO JOURNAL OF

MANAGEMENT, ARTS, SCIENCE & TECHNOLOGY (TIJMAST)



Volume 2, No. 1, September, 2012

A Publication of Academic Staff Union of Federal Polytechnic, Ilaro.

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Published October, 2012

ISBN 978-071-554-2

Typesetting by

Hisword computer services, 15 Musa street, Ilaro, Ogun State, Nigeria Tel. 08088711757

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UNDERGRADUATES' ENTREPRENEURIAL BEHAVIOURAL AND INTENTIONS: THE ROLE OF BIOGRAPHICAL MEDIATORS

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ABSTARCT

This paper examine the roles of biographical mediators on Undergraduate' entrepreneurial behavior and intentions. A sample of five hundred and seventy-nine(579) undergraduates randomly selected from the 'universities (1 Federal, 1 State and 1 private university respectively) in Ogun State, Nigeria took part in this study. The main instrument used for the collection of data was the Entrepreneurial Intention Questionnaire (EIQ) developed by Linan&Chen, (2006). Two (2) research questions were raised and answered. Pearson's product Movement Correlation Statistical Procedure and multiple regressions analysis (stepwise) was used to analysis the data collected. Findings revealed that all the demographical variables meeting the are potent factors to the prediction of undergraduate' entrepreneurial attitude and intentions ($F^{(7,571)} = 18.431$; $P < 0.05$). Also, age has the highest beta value (.167); followed by socio-economic status of parents, occupations status of parent (.122); educational status (.116); and lastly by gender (.898) to the prediction of undergraduate' entrepreneurial attitude and intentions. The results also showed that there were statistically significant difference in undergraduate entrepreneurial attitude and intentions based on ($t=2.899$) and school type($t = 3.719$); but there was no statistically significant gender difference ($t = 1.897$). it is therefore, recommended that entrepreneurial education should not just be incorporated into all school curricula from primary to tertiary to enhance students intention and attitude towards entrepreneurial; but should also be properly tailored to the demand of the Nigeria economy.

Keywords: Undergraduate entrepreneurial intentions and behavior, socio-economic status age, gender educational status, school type.

INTRODUCTION

All over the world today, entrepreneurs are vital agents for economic growth. Reamers Hild, King, Foster, Waller and wheeler, (2005) attest to that entrepreneur have significant share in national development. Entrepreneurship is gaining increasing respect from the scholars as a field of research as well as practical application worldwide as a means to achieve wealth creation and personal fulfilment (Ma and

Tan 2006). History has proven that with each economic downturn, it is the entrepreneurial drive and persistence that brings us back (Kuratko prospect of the project, confidence and competence to meet unforeseen and adverse conditions. The activities of entrepreneurs are crucial to the economic growth and prosperity of modern societies. Entrepreneurship is a mindset that encourages creativity and

innovation, changing the game, and being unique (Shane and Venkataraman 2000).

In the words of Kuratko (2005) 'Entrepreneurial has emerged as the most potent economic force the world has ever experienced'. The entrepreneurial interest has acquired its intensive level almost everywhere in the world. The developed economies consider it is a revitalizing socioeconomic agent, away of coping with unemployment problems, a potential catalyst and incubator for technology progress, product and market innovation. At most of the developing countries, it is seen as an engine of economic progress, job creation and social adjustment (Mohar, Singh and Kamal, 2007) Most recent socioeconomic crises like rapid increase in fuel and food prices, serious threats to social peace and security etc. added to the need of entrepreneurial expansion everywhere in the world particularly at developing countries (Adenuga&Ayodele,2012;Ayodele,2012;L evenburg,2008).

This is due to the fact that entrepreneur are the persons who usually organize and develop their own businesses and benefit from a range of fields, including various knowledge areas, hands on experience, creative visions and insight, network support, and risk taking (Lope and Pihie 2008). They have a heightened ability and awareness for recognizing and audaciously exploiting business opportunities. They persistently and continually seek opportunity-laden information in order to satisfy internal motivations such as need for achievement and the fulfilment of competitive urges (Pech and Cameron, 2006). They act as catalyst of economic activity for the entire economy (Bygrave and Minniti 2000).

CONCEPTUAL FRAMEWORK

Several factors have generally been identified as predictor of entrepreneurship

among Nigerian youths. Entrepreneurial intention is said to be a reliable predictor or measure of entrepreneurial behavior and entrepreneurial activity (Krueger et al., 2000). Generally, entrepreneurial intentions are a state of mind, which directs and guides the actions of the individual toward the development and the implementation of new business concepts (Bird, 1988). It can be view as the intention of a person to perform new venture creation behaviour or action (grundsten, 2004).

However, social-psychology literature has thoroughly researched on the effect of attitudes on intention and behaviour (e.g Krueger &Brzeal, 1994; Krueger, 1993). Attitudes are open to change and can be influenced by educators and by an environment that fosters entrepreneurial activity. In particular, we change focus on the tripartite attitude model that suggest that entrepreneurial attitudes can be encouraged by influencing thought, feelings, and behavioural intentions related to the objects of those attitudes (Rosenberg, 1960). Rather, this research stream is by identifying and measuring attitudes about entrepreneurial activity that may foster student' intention to have in entrepreneurial ways based on demographical variables.

Demographic factors such as gender have been identified to be a likely factor affecting innovative attitudes. Harris and Gibson (2008) reported that there was a significant difference between male and female business student in their need for innovation in business, with males having higher scores on the entrepreneurial attitudes scale than females. These result conflicted with a previous study (Wilson, Kickul, &Marlino, 2007) which showed that entrepreneurship education resulted in higher self-efficacy scores for woman MBA student than for male MBA student. Based on their research, Wilson et al. (2007) concluded that women need the self-confidence and expectation of success in

order to pursue entrepreneurial aspirations. Demographic factors such as household income, gender, and race or ethnicity were found to potentially affect the innovative attitude of arts and business and student (Ulrich and Ulrich, 2010).

A number of studies have found that men are more likely than woman express an intention or preference for starting their own business (Scherer et al., 1989; Mathews and Moser, 1995; Crant, 1996). However, intentions aside, the growth in female-founded business has been significant. With "Woman starting businesses at three times the rate of men," accounting

For "over 70 percent of all new business" (Hisrich and Peters, 2002). Being raised in a family that is entrepreneurial significantly impacts individuals' intentions to start their own businesses (Crant, 1996; Mathews and Moser, 1995; Scherer, et al., 1989). This tends to be particularly true for males (Mathews and Moser, 1995).

Having role models is a significant factor in wanting to start a business (Scheinberg and MacMillan, 1988; Birley and Westhead, 1994), and self-employed parents tend to be especially relevant as mentors and guide for children starting their own business (Mathews and Moser, 1995; Scherer et al., 1989). Parental profession, academic qualifications of parent, attitude towards entrepreneurship and the university environment has also received a considerable attention in the recent time (Gurol&Atson, 2006, and Zampetakis, 2006). Schroeder and Rodermund (2006) reported that family background, parenting style and educational background can predict different pattern of entrepreneurial interest development.

These demographic factors also appeared to have a significant impact in building an entrepreneurial type of personality. One

the other hand, Wang & Wang, (2004) reported three others factors (gender, family experience with business and educational level) that affected the youths' entrepreneurial interests (but not family income, status, ethnicity or citizenship). Kazmi (1999), Lewis and Massey (2001), de kok et al (2010) found age as a predicting attribute of entrepreneurship. The role of age in entrepreneurial activities has also been reported by Osielak et al 2012; de kok et al 2010; Kellermanns et al (2008).

While demographic characteristics have been widely studied in entrepreneurship literature (e.g. Light 1984, Fischer et al 1993), generally, there is a paucity of researches on correlates of entrepreneurial intention among Nigeria adolescent, using demographic. Therefore, this study is designed to fill such research gaps in Nigeria. Specially, this study investigated the influence of some demographic factors on entrepreneurial intentions and behavior among Nigeria undergraduates.

RESEARCH QUESTIONS

In order to achieve the purpose of this study, the following questions were raised and tested at the 05 level of significance.

- To what extent would the gender, age, parents' educational background, occupational status, and social-economic status when taken together predict entrepreneurial behaviour among undergraduate.
- What is the relative contribution of each of the factors to the prediction of entrepreneurial behaviour among undergraduates?

METHODOLOGY

This is an Ex-post factor study. In this type of researches does not have researcher was interested in examining the

phenomena under investigation and data were collected after phenomena had taken place.

SAMPLE AND SAMPLING TECHNIQUE

Participants for the were 600 undergraduates random selected from three universities (1 Federal, 1 state, and 1 private University respectively) in Ogun State, Nigeria made up of 241 males(40.2%) and 359 females (59.8%). The age range of the students at the time of data collection was 17 to 36 years with a mean age of 24.9 years and standard deviation of 7.11. Of the 600 questionnaire distributed 579 were completely filled while 21 were incomplete. This gave a return rate of 96.5%.

INSTRUMENTATION:

Biographic information sheet: The biographic data information sheet was used to collect information on the participants' gender (male or female), age in years, and parental social-economic status, and so on.

The entrepreneurial intention Questionnaire (EIQ): This questionnaire was made up of 24 items. EIQ was factor analyzed into four subscales. The scale adopts a seven-point Likert-type format ranging from 1 (minimum attraction) to 7 (maximum attraction). Sample of the items include: "I will make every effort to start and run my own firm", "I've got the firm intention to start a firm someday". The internal consistency of the scale by Cronbach's alpha =.81 for the present sample.

DATA ANALYSIS

Pearson's Product Movement Correlation Statistical Procedure and multiply regressions analysis (stepwise). The criterion measure or independent variable was entrepreneurial attitude while the predictor or independent variables were gender, age, parents' educational background, occupational status, and social-economic status.

RESULT

Table 1: Means, standard deviations and intercorrelations for all variables (Predictors and criterion) in study (N = 579)

S/N	Variable	1	2	3	4	5
1	Students' Gender	1.00				
2	Students' Age	.29*	1.00			
3	Parents' Education Status	.27*	.31*	1.00		
4	Parents' Occupational Status	.29*	.33*	.30*	1.00	
5	Parents' Socio-economic Status	.33*	.37*	.35*	.31*	1.00
	Mean	31.9	30.7	33.1	28.8	23.5
	Standard Deviation	7.81	7.89	6.47	8.01	9.19

Note: N= 579, *P< .05; All tests are 2-tailed

The correlation matrix means and standard deviations of the measured variables are presented in Table 1. Result on Table 1 showed that all the demographical variables significantly related in predicting undergraduate' entrepreneurial behavior and intentions. Out of all demographical variables, age was found to be highly

intercorrelated with all the gender ($r = .29$), occupational status ($r = .33$), occupational status ($r = .31$) and socio-economic status ($r = .37$); and parents' socio-economics status has a high correlation with gender ($r = .33$), age (.37), educational status ($r = .35$), and occupational status ($r = .31$).

Table 2: Summary of Regression Analysis between the predictor and criterion variable

Source Variation	of Sum of Squares	Df	Mean Square	F-Ratio	P
Regression	3509.611	7	501.373	18.431	.003
Residual	15532.342	571	27.202		
Total	19041.953	578			
Multiple R (Adjusted) = .381					
Multiple R ² (Adjusted) = .197					
Stand error estimate = 2.123					

Going by the result presented in Table 2, all the predictor variables when put together yielded a coefficient of multiple regressions (R) of .381 and a multiple correlation square of .197. This shows that 19.7% of the total variance in undergraduates' entrepreneurial attitude

and intentions is accounted for by the predictor variables. The table also indicates that the analysis of variance of the multiple regression data produced an F-ratio value significant at 0.05 level ($F_{(7,571)} = 18.431$; $P < 0.05$).

Table 3: Test of significance of Regression Coefficients

Model	Un-standardized Coefficients		Standardized Coefficient	t-ratio	Sig
	B	SE	Beta		
(Constant)	1.222	.117		3.231	.000
Gender	.098	.021	.098	.898*	.020*
Age	.199	.018	.167	1.011*	.001*
Educational Status	.133	.037	.116	.971*	.007*
Occupational Status	.185	.023	.122	.991*	.033*
Socio-economic Status	.187	.020	.157	1.005*	.005*

a. Criterion variable: Undergraduates' entrepreneurial attitude and intentions; Significance at $< .50$

Table 3 shows the relative contribution of each predictor variable to the variance in

undergraduates' entrepreneurial attitude and intentions. Age has the highest beta

value (.167) significance at .001 alpha level; followed by socio-economic status of the parents with beta value of .005, occupational status of parents (.122); educational status (.116); and lastly by

gender (.898). Therefore, all the demographics are potent factors to the prediction of undergraduates' entrepreneurial attitude and intentions.

Table 4: T-test analysis showing difference in undergraduate entrepreneurial attitude and intentions

Variable	Factors	N	X	SD	df	t-cal.	t-crit.	P
Gender	Male	241	67.301	6.157	577	1.897	1.96	NS
	Female	359	68.010	6.088				
Age	17 - 25	313	63.417	8.505				
	26 & above	266	69.209	5.981	577	2.899*	1.96	S*
School Type	Public	386	71.002	4.889				
	Private	193	63.555	7.997	577	3.719*	1.96	S*

NS = Not significant; S = Significant

The results presented in Table 4 shows that the obtained value of t is 2.899 for the age and 3.719 for the school type (public, (federal and state) and private which was higher than the t critical value of 1.96 at 577 degree of freedom and 0.05 level of significance. This implies that there are statistically differences in undergraduates' entrepreneurial attitude and intentions based on age and school type; but there was no statistically significance gender difference. However, using the mean score of the gender, one can deduced that female undergraduates had higher scores in entrepreneurial attitude and intentions scale.

DISCUSSION

This study investigated the influence of some demographic factors (gender, age, parents' education background, occupational status, and socio-economic status) on entrepreneurial intentions and behaviour among Nigeria undergraduates (see Table 1 and 2). That demographical variable is significantly correlated to the

prediction of entrepreneurial intentions and behaviour among Nigeria and undergraduates. The result corroborates the previous findings of Ayodele, (2012); Gibson and Gibson, (2010); Wilson, Kickul, & Marlinb, (2007); Lewis and Massey (2003); that demographic factors appeared to have a significance impact in building an entrepreneurial type of personality. It could be deduced from this finding that demographical variable is a potent factor in predicting the entrepreneurial behaviour or personality of the undergraduates student in Nigeria.

The result contained in Table 3 are quite revealing and informative. All the predictor variables investigated were found to contribute differently to the prediction of entrepreneurial behaviour or personality of the undergraduate students in Nigeria. In partial, age has the highest beta value of .005, occupational status of parents (.122); educational status (.116); and lastly by gender (.898). Therefore, all the demographics are potent factors to the

previous of undergraduates' entrepreneurial attitude and intentions. The results have confirmed previous findings of de Kok et al (2010); Kellermanns et al (2008); Kazmi (1999); Lewis and Massey (2003); de Kok et al (2010).

The finding that established difference in undergraduates' entrepreneurial attitude and intentions based on gender, school type and age revealed that there are statistically significant differences in undergraduates' entrepreneurial attitude and intentions based on age and school type; but there was no statistically significant gender difference. The outcome on the age difference lends credence to the findings of Glielik et al (2012); Kellermanns et al (2008); Kezmi (1999); Lewis and Massey (2003); de Kok et al (2010) who found age as a predicting attribute of entrepreneurship. On the aspect of the school type, this study support the study of Gurol & Atson, (2006), and Zampetakis & Moustakis, (2006) that school type and environment have significant influence on the patterns of entrepreneurial interest development of university students. Also, this study sharply contradict the findings of Harris and Gibson (2008) who reported that there was a significant difference between male and female students in their need for innovation in business, with males having higher scores on the entrepreneurial attitude scale than females; while corroborating the findings of Ayodele, (2012); Wilson, Kickul & Marlino, (2007).

CONCLUSION

The result of this study have revealed that of all the predictor variables correlated and regressed with the criterion measure of undergraduates' entrepreneurial behaviour or personality, age and socio-economic background were found to be the best predictor. This was followed by parents' occupational status and

educational background. The least predictor was the students' gender.

IMPLICATIONS

The implication of these findings is that a large proportion of the variance in undergraduates' entrepreneurial behaviour was explained by the current data. Therefore, other observable factors that have direct influence on the undergraduates' entrepreneurial behaviour should be included in future research on predictor of Nigerian undergraduates' entrepreneurial behaviour. It is reasonable to suggest that such variables as interest, locus of control, personality type and field of study could be included in order to be able to understand other factors that could also predict undergraduates' entrepreneurial behaviour.

Despite, the low correlation obtained between the gender and other predictor variables, one cannot discountance the importance of it on the behaviour of the undergraduates. Therefore, vocation or career should not be gender limited or restricted. By so doing, our culture should adequately recognize as well as encourage male and female participation in entrepreneurial activities/programmes. If the following recommendations are implemented, the problem of unemployment and poverty will be reduced considerably. It should also be stressed at this point that undergraduates' age and their family background are very important variables as the study revealed. Therefore, the parents need to foster entrepreneurial behaviour in their children in order to increase the propensity of building viable and self-reliant individuals, who will in turn enhance wealth creation in the country and personality fulfilled. The perception of anything sort of this should be discouraged.

Above all, entrepreneurial education should not just be incorporated into all

ade curricula from primary to tertiary enhance students' intention and attitude towards entrepreneurship; but should also be properly tailored to the needs yearnings of Nigerians. Also, proper funding and facilitation of entrepreneurial education should be paramount in the mind of the government and every other stake holder in education.

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