

PROSPECTS AND CHALLENGES OF ENTREPRENEURIAL SKILL ACQUISITION IN THE TERTIARY INSTITUTIONS

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Abstract

It is no longer news that the rate of unemployment is alarming and graduates roam about the streets looking for white-collar jobs where? This paper focuses on the opportunities and the challenges of acquiring entrepreneurial skills in tertiary institutions in this country. Three Research Questions were formulated and the researchers designed a questionnaire tagged Entrepreneurial Opportunities and Challenges in Tertiary Institutions (EOCTI) which was used to obtain data. The sample consists of 100 students drawn from five (5) institutions in Ogun State of Nigeria. The random sampling technique was used to select 20 students from each of the five institutions in the State. Data collected were analysed using simple percentage frequency. The results revealed that entrepreneurial skill acquisition will improve self-reliance. It will develop leaders that will be shaped and re-shaped to meet up with the changes in the global economy and it will also improve upon the nation's industries to have buoyant national Gross Domestic Products (GDP). It was also revealed that there was inadequate knowledge of entrepreneurship education in some of the tertiary institutions and also poor funding for new and young entrepreneurs. The paper therefore recommends that entrepreneurship education should be included in the curriculum of tertiary institutions and should be made open to all disciplines.

Key Words: Opportunities, Challenges, Entrepreneurial Skills and Tertiary Institutions

Introduction

In a global world characterized by dynamic change, complexity and uncertainty our tertiary institutions face numerous challenges. Entrepreneurial Skill is important for economic growth and development in the area of poverty alleviation, employment generation and economic vitality has made entrepreneurship education more relevant in developing economies in this century. The increasing national and international competition to win students scientists' research funds and other source of income as well as rankings and reputation is of particular interest. Academics place much emphasis on teaching, researching and publishing and probably community development (George, Jain and Malltarich, 2005). They have come to regard their roles as traditional duties. Entrepreneurship has much to do with opportunity identification, combining of resources, establishing and running an enterprise for profit making or social services. Entrepreneurship involves issues that deal with creativity, innovation, commercialization and profitability.

It is important to equip undergraduates in tertiary institutions with the necessary entrepreneurial skills that will enable them to be self-employed and self-reliant after the completion of their programmes. These changes demand from tertiary institutions an entrepreneurial orientation with increasing market orientation and a stronger self-reliance which will be associated with considerable opportunities and also risks. Nigeria is one of the poor countries of the world because sizeable proportions (about 54%) of the populace live in extreme poverty, on less than one dollar per day (CBN, 2005-2007 (draft) report in Oriola, 2009). The development of entrepreneurial skills in Nigeria is not, without some reservations. Although Nigeria is seen as a nation which has developed in the area of

private enterprises compared to other sub-Saharan African countries. Nigeria tertiary institutions should make entrepreneurial development studies a compulsory course for all Nigerian students. Lecturers and Instructors also need to be well equipped with the theoretical and practical aspect of the course, because one cannot give what he or she does not have. For the students to be well equipped with entrepreneurial skills, the theoretical and practical aspect of entrepreneurship must be effectively communicated to them.

Definition of Entrepreneurship Education

Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society; makes employees more aware of the context of their work and better able to seize opportunities, and provide a foundation for entrepreneurs establishing a social or commercial activity (European Commission, 2008).

Entrepreneurship education attempts to provide the knowledge and learning experiences to help students develop the skills associated with starting a business venture. These include visioning, leading, communicating, listening, problem solving, managing change, networking, negotiating, and team building (Sahlman and Stevendson, 1992).

The World Economic Forum (2009) posited that entrepreneurship education is critical for developing entrepreneurial skills, attitudes and behaviours that are the basis for economic growth. They went further to say that access and exposure to entrepreneurship within educational systems at all levels are important as they are the

outreach to target audiences outside traditional educational systems. Furthermore, they opined that entrepreneurship education provides a mix of experiential learning, skill building and, most importantly, mindset shift. Certainly, they say that the earlier more widespread the exposure to entrepreneurship and innovation, the more likely students will become entrepreneurial, in one form or another, at some stage in their lives.

While buttressing the above, they quoted Drucker (1985) who says that most of what you hear about entrepreneurship is all wrong. It is not magic; it is not mysterious; and it has nothing to do with genes. It is a discipline that can be learned. Therefore, entrepreneurship education can help promote an entrepreneurial and innovative culture by changing mindsets and providing the necessary skills. Schools systems have traditionally focused on providing basic skills and ensuring students to secure future jobs – not on teaching students to become entrepreneurs. Meanwhile globalization, the rapid development of technology and the lower cost of travel have changed the nature of work. It is no longer enough to train students for a career. Schools and universities must prepare students to work in a dynamic, rapidly changing entrepreneurial and global environment.

The Objectives of the Paper

This paper therefore aimed at achieving the following objectives:

- i. To identify, if there is any opportunity of acquiring entrepreneurial skills in tertiary institutions.
- ii. To identify the challenges of acquiring entrepreneurial skills in tertiary institutions.

Statement of the Problem

To be fully prepared for entrepreneurship, individuals must look outward in order to interact with and learn about the wider environment and recognize fully the opportunities and challenges that confront them. It is also important for them to know how to make their business grow and successful. A critical look around will show that many of our young graduates are roaming about the streets without jobs. International Labour Organisation report (1999) revealed that only a minority of countries, Nigeria inclusive, is providing jobs to absorb new entrants into the labour markets. The scenario is complicated with the fact that a large number of Nigerian graduates look for paid employment in the public sector and large scale enterprises that are presently downsizing, right-sizing or folding-up completely. The unemployment situation and the fact that graduates are not equipped with necessary skills, knowledge and attitude to be self-reliant make it alarming and highly frustrating to the graduates. Therefore this paper was directed towards acquiring entrepreneurial skills opportunities and challenges in our tertiary institutions.

Research Questions

To achieve the objectives of this study, the following research questions were formulated.

- i. Does entrepreneurial skill pose opportunities for the graduates?
- ii. Are there challenges being faced in acquiring entrepreneurial skill by tertiary institutions?
- iii. Is there any relationship between entrepreneurial education and entrepreneurial skills?

Methodology

Descriptive survey design was adopted for the study. The sample consisted of 100 students drawn from five tertiary institutions from Ogun State, namely; Olabisi Onabanjo University, Ago-Iwoye; Tai-Solarin University of Education, Ijebu ode; The Federal Polytechnic Ilaro; Moshood Abiola Polytechnic, Abeokuta and Federal College of Education, Osiele, Abeokuta. The random sampling technique was used to select a self-designed questionnaire titled Entrepreneurial Opportunities and Challenges in Tertiary Institutions (EOCTI) was used to obtain data. The instrument was administered to the respondents personally by the researchers through the assistance of some students in each of the institutions. The research questions were answered after analysis using simple percentages.

Analysis of Data

Research Question One: Does entrepreneurial skills pose opportunities for graduates?

Table 1

Variables	No. of Respondents	Percentage
Agree	95	95
Disagree	-	-
Undecided	5	5
Total	100	100

Table 1 revealed that 95% of the respondents were in favour of the research question, 5% were neutral and none were against. This means that acquisition of entrepreneurial skills pose great opportunities for the graduates.

Research Question Two: Are there challenges being faced in acquiring entrepreneurial skill by tertiary institutions?

Table 2

Variables	No. of Respondents	Percentage
Agree	100	100
Disagree	-	-
Undecided	-	-
Total	100	100

The above table revealed that all the respondents were in support of the research question. This implies that the respondents strongly believed that tertiary institutions faced a lot of challenges on the implementation.

Research Question Three: Is there any relationship between entrepreneurial education and entrepreneurial skills?

Table 3

Variables	No. of Respondents	Percentage
Agree	75	75
Disagree	20	20
Undecided	5	5
Total	100	100

Table 3 above showed that 75% of the respondents agreed with the research question, 20% disagree and 5% were neutral. This implies that the majority of the respondents believed that there is a great relationship between entrepreneurial education and entrepreneurial skills.

Discussion of Findings

Research Questions:

1. Does entrepreneurial skill pose opportunities to the graduates?

Based on the responses from the respondents, the highest 95% of the respondents favoured the research question. This is so because they believed that the acquisition of entrepreneurial skills give graduates the opportunity of running their own business enterprise instead of looking for a white-collar job that are scarce to come by. Also, it allows graduates with opportunities to explore and fulfill their potentials. That is, preparing today's students for success and eventual leadership in the new global marketplace is the most important responsibility in education today. Entrepreneurship education is an important tool to achieving these objectives (and) ... should be universally available to provide all students with opportunities to explore and fulfill their potential (World Economic Forum, 2009).

2. Are there challenges being faced in acquiring entrepreneurial skill by tertiary institutions?

The data collected showed that 100% of the respondents agreed that there are challenges being faced in acquiring entrepreneurial skill by tertiary institutions. They were of the opinion that lack of sustained funding pose a great challenge on the acquisition of entrepreneurial skills. This is in line with Gibb and Hannon (2006) view that in the future many institutions of higher education will be increasingly confronted with new challenges, such as recognizing and exploiting opportunities for cultivating a competitive profile, utilizing resources more effectively and efficiently, and improving learning processes for themselves and their stakeholders. In light of these dynamic

developments and challenges there exists a broad consensus that universities have to become more entrepreneurial.

3. Are there any relationship between entrepreneurial education and entrepreneurial skills?

The result indicated that majority of the respondents agreed with the research question as 75% of them were in support, 20% were against and 5% were neutral. The respondents believed that there is relationship between entrepreneurial education and entrepreneurial skills because business enterprises are better managed by skilled entrepreneurs than unskilled ones. The skilled entrepreneurs exhibit good leadership abilities to convert ideas, opportunities into competitive profiles and utilizing resources to maximize profits.

Conclusion

Entrepreneurial education and entrepreneurial skill acquisition opportunities have added a new dimension to knowledge for job creation. The result of this study showed that acquisition of entrepreneurial skills can be used to reduce the number of job seekers that have been flooding the labour market as a result of increase in number of students graduating from higher institutions year by year without corresponding job opportunities to accommodate them. It also revealed that entrepreneurial skills acquisition will improve self-reliance and develop leaders that will be shaped and re-shaped to meet up with changes in the global economy and as well improve upon the nation's industries to have a buoyant national Gross Domestic Product (GDP).

Besides the opportunities, the study also revealed that the challenges of inadequate funding and lack of enabling environment for entrepreneurial skill development such as social-political influences on ventures like government policies i.e. legislation, taxation and peoples' general norms.

Recommendations

Based on the findings and the conclusions drawn from the study, the following recommendations are proffered:

1. Students should avail themselves of the opportunities embedded in entrepreneurial skill acquisition to make them to be self-reliant.
2. Government should address the issue of inadequate funding of tertiary institutions by funding these institutions adequately to enable them meet with their obligations to students.
3. The institution authorities should attend to the challenge of enabling environment by providing the infrastructures, equipment and adequate manpower needed to train students on entrepreneurial skill development.
4. Entrepreneurship education should be included in the curriculum of tertiary institutions and should be made open to all disciplines.

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

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ABSTARCT

This paper examines the roles of biographical mediators on Undergraduates' entrepreneurial behaviour and intentions. A sample of five hundred and seventy-nine (579) undergraduates randomly selected from three 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 Liñán & 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 analyses the data collected. Findings revealed that all the demographic variables which are gender, age, parents' education status, parents' occupational status and parents' socio-economic status are potent factors to the prediction of undergraduates' entrepreneurial attitude and intentions. The differences between undergraduates' 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 entrepreneurship; but should also be properly tailored to the demands of the Nigerian economy.

Key words: Undergraduates, entrepreneurial intentions and behaviour, socio-economic status, age, gender, educational status, school type.

Introduction

All over the world today, entrepreneurs are vital agents for economic growth. Reimers-Hild, King, Foster, Fritz, 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 fulfillment (Ma and Tan 2006). History has proven that with each economic downturn, it is the entrepreneurial drive and persistence that brings us back (Kuratko 2006). Entrepreneurship is the capacity in an individual to innovate, to bear risks, to foresee the prospects 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 assigns different values to resources and opportunities than does the general population and a mindset that encourages creativity and innovation, changing the game, and being unique (Shane and Venkataraman 2000).

In the words of Kuratko (2005) 'Entrepreneurship 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 as a revitalizing socioeconomic agent, a way of coping with unemployment problems, a potential catalyst and incubator for technological 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; Levenburg, 2008).

This is due to the fact that entrepreneurs 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 insights, 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 motivators such as need for achievement and the fulfillment of competitive urges (Pech and Cameron, 2006). They act as catalysts 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 viewed as the intention of a person to perform new venture creation behavior or action (Grundsten, 2004).

However, Social-psychology literature has thoroughly researched on the effect of attitudes on intention and behavior (e.g Krueger & Brazeal, 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 suggests that entrepreneurial attitudes can be encouraged by influencing thoughts, feelings, and behavioral intentions related to the objects of those attitudes (Rosenberg, 1960). Rather, this research stream focus is by identifying and measuring attitudes about entrepreneurial activity that may foster students' intentions to behave in entrepreneurial ways based on demographical variables.

Demographic factors such as gender have been identified to be a likely factor affecting innovative attitude. Harris and Gibson (2008) reported that there was a significant difference between male and female business students in their need for innovation in business, with males having higher scores on the entrepreneurial attitude scale than females. These results conflicted with a previous study (Wilson, Kickul, & Marlino, 2007) which showed that entrepreneurship education resulted in higher self-efficacy scores for women MBA students than for male MBA students. 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 students (Gibson and Gibson, 2010).

A number of studies have found that men are more likely than women to express an intention or preference for starting their own businesses (Scherer et al., 1989; Matthews and Moser, 1995; Crant, 1996). However, intentions aside, the growth in

female-founded businesses has been significant, with “women starting businesses at three times the rate of men,” accounting for “over 70 percent of all new businesses” (Hisrich and Peters, 2002). Being raised in a family that is entrepreneurial significantly impacts individuals’ intentions to start their own businesses (Crant, 1996; Matthews and Moser, 1995; Scherer, et al., 1989). This tends to be particularly true for males (Matthews 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 guides for children starting their own businesses (Matthews and Moser, 1995; Scherer et al., 1989). Parental profession, academic qualifications of parents, their attitude towards entrepreneurship and the university environment has also received a considerable attention in the recent time (Gurol & Atson, 2006, and Zampetakis & Moustakis, 2006). Schroeder and Rodermund (2006) reported that family background, parenting style and educational background can predict different patterns of entrepreneurial interest development.

These demographic factors also appeared to have a significant impact in building an entrepreneurial type of personality. On the other hand, Wang & Wong, (2004) reported three other 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 (2003); de Kok et al (2010) found age as a predicting attribute of entrepreneurship. The role of age in entrepreneurial activity has also been reported by Gielnik 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 intentions among Nigerian adolescents, using demographic. Therefore, this study is designed to fill such research gaps in Nigeria. Specifically, this study investigated the influence of some demographic factors on entrepreneurial intentions and behaviour among Nigerian 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.

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

METHODOLOGY

Research design

This is an Ex- post facto study. In this type of research the researchers does not have direct control on the independent variables since their manifestation have already occurred. The researcher was interested in examining the phenomena under investigation and data were collected after the phenomena had taken place.

Sample and sampling technique

Participants for the study were 600 Undergraduates randomly selected from three universities (1 Federal, 1 State, and 1 private University respectively) in Ogun State, Nigeria. They were 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. Out of the 600 questionnaires distributed 579 were completely filled while 21 were incomplete. This gave a return rate of 96.5%.

Instrumentation:

Biographical Information Sheet: The biographical data information sheet was used to collect information on the participants' gender (male or female), age in years, and parental socio-economic status, and so on.

The Entrepreneurial Intention Questionnaire (EIQ, Liñán &Chen, 2006) 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 $\alpha = .81$ for the present sample.

DATA ANALYSIS

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

RESULT

Table 1: Means, standard deviations and intercorrelations for all variables (predictors and criterion) in the 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	7.98	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. Results on Table 1 showed that all the demographical variables significantly related in predicting undergraduates’ entrepreneurial behaviour and intentions. Out of all the demographical variables, age was found to be highly intercorrelated with all the gender ($r = .29$), educational status ($r = .33$), occupational status ($r = .31$) and socio-economic status ($r = .37$); and parents’ socio-economic 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 variables

Source of variation	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 regression (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	Unstandardized Coefficients		Standardized coefficient		
	B	SE	Beta	t-ratio	Sig
(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; *Significant at $<.05$

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) significant 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 attitudes 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				
	17-25	313	63.417	8.505				
Age	26 & above	266	69.209	5.981	577	2.899*	1.96	S*
School Type	Public	386	71.002	4.889	577	3.719*	1.96	S*
	Private	193	63.555	7.997				

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 significant differences in undergraduates' entrepreneurial attitude and intentions based on age and school type; but there was no statistically significant 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' educational background, occupational status, and socio-economic status) on entrepreneurial intentions and behaviour among Nigerian undergraduates (see Table 1 and 2). That demographical variable is significantly correlated to the prediction of entrepreneurial intentions and behaviour among Nigerian undergraduates. The result corroborates the previous findings of Ayodele, (2012); Gibson and Gibson, (2010); Wilson, Kickul, & Marlino, (2007); Lewis and Massey (2003); that demographic factors appeared to have a significant 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 undergraduate students in Nigeria.

The results 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 particular, age has the highest beta value (.167) significant 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. 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 Gielnik et al (2012); de Kok et al (2010); Kellermanns et al (2008); Kazmi (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 supports 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).

CONCLUDING REMARKS

The results 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 unexplained 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 discountenance 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. When this is achieved, it is belief that, this will go a long way to affects our economy for good by reducing unemployment and poverty to the barest minimum.

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 personally fulfilled. The perception of anything sort of this should be discouraged.

Above all, entrepreneurial education should not just be incorporated into all school curricula from primary to tertiary to enhance students' intention and attitude towards entrepreneurship; but should also be properly tailored to the needs and yearnings of Nigerians. Also, proper funding and evaluation of entrepreneurial education should be paramount in the mind of the government and every other stake holders in education.

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