

PERSONAL AND ACADEMIC FACTORS AS DETERMINANTS OF ENTREPRENEURIAL INTENTION FOR SUSTAINABLE DEVELOPMENT IN OYO STATE, NIGERIA**BY****Mafikuyomi, Joseph Adekunle: Department of Business Education, School of Vocational and Technical Education, Emmanuel Alayande College of Education, Oyo, Oyo State;
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E-mail: adeoladotaraoye@gmail.com****Abstract**

This paper was carried out to examine personal and academic factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State. Two (2) research questions guided the study and the descriptive survey design was adopted. The population of the study comprised 2,300 Business Education students and 10% totaling 230 respondents form the sample size of this study. A structured questionnaire titled personal and Academic factors as Determinants of Entrepreneurial intention for Sustainable Development among Undergraduates Questionnaire (PADESQU) validated by three (3) experts was used for data collection. The pilot study conducted yielded a split half reliability coefficient of .89 which was high enough for the instrument to be considered reliable. Mean and standard deviation were used to analyze the research questions. The findings revealed that personal and academic factors are determinants of entrepreneurial intention for sustainable development. Based on the findings of the study it was recommended among others that students should be acquitted with positive attitudes from their lecturers to promote their intention in business system and that government should make appropriate policies and provide the enabling environment that will enhance entrepreneurial intentions among students.

Keywords: Personal, Academic, Entrepreneurship, Intention, Sustainable development

Introduction

The intention of starting a business is viewed as the best predictor of its creation; however, it is uncertain how this evolves in time and why a long period may elapse between the time the intention was formed and the time when the potential entrepreneur starts the activities leading to its creation. Recognizing the importance and impact of entrepreneurship education among undergraduates can serve as a tool for generating entrepreneurs, new businesses and sustainable development. This is why education in this matter refers as a strategy that allows more individuals to make the decision to start up an enterprise.

In this regard, education is a conscious and deliberate process in which one personality acts in order to modify the development of the other by communication and manipulation to knowledge. Education is the act or process of impacting or acquiring general knowledge, developing the powers of reasoning, judgement and generally preparing oneself or others intellectual for mature life (John, 2018). Education is the most important agent of change and bedrock of industrial development as well as socio-economic growth and development. It provides a tool to the users for getting things done in more organized way. Among the different forms of education, entrepreneurship education is of unique nature, which deals with the production of skills acquisition that prepares individual for the acquisition of practical skills and applied skills as well as different occupation (Ekpenyong, 2011).

Entrepreneurship education can be defined as the structure formal conveyance of entrepreneurial competencies which in turn refers to the skills and mental awareness used by individual during the process of starting and developing their growth oriented ventures (Alberti, Sciascia and Poli, 2014). Entrepreneurship education is a planned, systematic and sustained effort at inculcating and nurturing the entrepreneurial spirit among Nigerians so as to reduce a pull of willing, able and successful entrepreneurs. It is a programme of instruction that will enable the beneficiary properly equipped to establish and operate a profit oriented venture. Entrepreneurship education prepares youths to be responsible and individuals who becomes entrepreneurs or entrepreneurial thinkers by exposing them in real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome (Olawolu and Kaegon, 2012). Entrepreneurship education among students will increase their entrepreneurial intentions.

Intention is a mental state that represents a commitment to carrying out an action in the future. Intention involves mental activities such as planning and forethought (process of thinking about organizing the activities required to achieve a desired goal). Intention is necessary to understand and predict the plans future actions of others, which help in the interpretation of communication and the achievement of cooperative goals. Entrepreneurial intention may be defined as a position to owning a business or becoming self-employed.

Berto and Yennita (2019) confirm that entrepreneurial intention is the intention to start a new business, attitude towards the behaviour or personal attraction which refers to the degree to which the individual holds over positive or negative personal valuation about being an entrepreneur. Zhengxia, Genshu and Hui (2012) posited that entrepreneurial intention is people's orientation such as desire, wish and hope influence individual choice of entrepreneurship. Determinant is a factor which decisively affects the nature or outcome of something. The determinants of entrepreneurial intention include attitude, motivation, confidence, risk taking, age, gender, education level and grades, work and business experience, family background, perceived desirability, subjective norms, personal attitude among others all which hindered sustainable development.

Development is sustained if it meets the needs of the present without compromising the ability of the future generations to meet their needs. Ugoh cited in Anyaeneh and Nzegwu (2015) viewed sustainable development as meeting the need of the present generation without compromising the need of future generation. Sustainable development is a kind of development that can be initiated and managed properly in such a way as to give attention to continuing and preservation as people explore and explicit available resources for the enlargement of their existence. Cox and Cusick (2006) affirmed that behind sustainable development is the idea of economic growth. Social development and environmental quality and the ability to sustain a consistent balance of interaction among these three systems for present and future redress of any nation. Moreover, one of the challenging problems facing developing countries especially Nigeria is the high unemployment levels of the youth. The rate of graduate unemployment in Nigeria has persistently been on the increase despite the enormous endowment of the country with human and natural resources.

However, graduate unemployment is not peculiar to Nigeria or developing nations; it is indeed a long standing global phenomenon hence it has been a common trend in many countries to find graduates of universities not able to secure jobs several years after graduation. This problem makes the job environment very competitive since the supply of jobs is limited. Sylvia and Dayang (2019) noted that the level of unemployment of young graduates is huge and entrepreneurship of young graduates can be one of the ways in dealing with this problem, the role of educational institutions is considered to be very important in developing entrepreneurial intentions among entrepreneurs. Entrepreneurs are considered the backbone of the industries as they come up with innovative business ideas which ultimately contribute to the social and economic growth for sustainable development.

However, entrepreneurial implementation intentions as theorized in this study suggest that intentions can be expressed through certain observable actions and behavioural responses to show commitment towards the achievement of entrepreneurial goals and aspirations. Nevertheless, personal and academic factors play a critical role in entrepreneurship intention among undergraduates. Also, if a student or an educator has a positive perception towards entrepreneurship education, it is likely that such an individual will actively engage in the activities involved in the programme for sustainable development. Individuals with positive perception coupled with academic knowledge in entrepreneurship programme will perceive themselves as having what it takes to achieve the goals of the programme as it relates to the teaching and learning outcomes.

Recently, entrepreneurship has been given serious devotion due to its importance on economic growth, job creation, sources of innovation and productivity for sustainable development (Sylvia and Dayang, 2019). Entrepreneurship, therefore, is a gateway to employment in view of volatile economic realities. Also, entrepreneurship innovations improve the standard of living of people, creates job and it is the condition for a prosperous society. Hence, students can then set up their businesses after their education. Tertiary institutions are expected to take centre stage in the process of continuous development of entrepreneurship in a Nation, to generate employment, and improve the economy for sustainable development. Therefore, based on the foregoing, it seems that there is a problem in undergraduate students' entrepreneurial intention. This study therefore examined personal and academic factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State.

Statement of the Problem

Universities across the globe are increasingly required to produce highly skilled graduates who are able to respond to ever changing and complex needs of the contemporary work place. In addition to this, the rapid expansion of higher education across Nigeria over the past two decades has resulted in questions being raised about the quality of the graduate available for labour market and the ability of the graduate to meet the needs of the employers. Emmanuel, Dazala, and Daniel (2012) argued that for a long time tertiary institutions have been focusing on producing graduates who have little or no market value, rather than focus on programmes such as entrepreneurship that can help in job creation for economic growth and development.

It therefore suggests that university students in Nigeria are not able to translate their intentions into the achievement of entrepreneurial goals and aspirations at graduation. It is important to state that the success of any knowledge or skill development initiative is largely determined by the participants' learning orientation. Hence, considering that students in Nigerian universities are hardly able to translate entrepreneurial intentions into the achievement of entrepreneurial goals and pursuit, it implies that the exposure to entrepreneurship education may not favourably motivate students' learning orientation.

This implies that the rising rates of graduate unemployment in Nigeria may be a pointer to the fact that entrepreneurship programmes in Nigerian universities do not motivate students to initiate actions and behavioural responses in service of their entrepreneurial goals and aspirations at graduation. Therefore, in proffering solutions to these challenges identified, there is a need to highlight what areas have been covered by existing literature as regards the interplay between the components of an entrepreneurship programme, the dimensions of students' learning orientation, and expression of actions in pursuit of entrepreneurial goals.

Therefore, serious concerns have been expressed about an increasingly wide gap between the entrepreneurial skills, capabilities and intentions of graduates and the requirements demanded in the world of work. The importance of entrepreneurial intention on job creation cannot be over emphasized

and in the absence of these intentions, graduates roam about the streets looking for white collar jobs that are not much in existence. Hence, this study examined personal and academic factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State.

Purpose of the Study

The main purpose of this study was to examine personal and academic factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State. Specifically, the study sought to:

1. ascertain the personal factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State,
2. determine the academic factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State.

Research Questions

The following research questions guided the study:

1. What are the personal factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State?
2. What are the academic factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State?

Methodology

This study adopted descriptive research design. A total of 2,300 undergraduates in Oyo State tertiary institutions offering Entrepreneurship Education which are University of Ibadan and Ajayi Crowther University, Oyo formed the population for this study and 10% totaling 230 respondents formed the sample size using simple random sampling technique. A structured questionnaire developed by the researcher titled: Personal and Academic factors as Determinants of Entrepreneurial intention for Sustainable Development among Undergraduates Questionnaire (PADESQU) validated by three (3) experts was used for data collection. The instrument was designed on four (4) ratings scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the assigned numerical values of 4, 3, 2 and 1 respectively. The pilot study conducted yielded a split – half reliability coefficient of .89 which was high enough for the instrument to be considered reliable. A total of 230 copies of instrument were distributed to the respondents with the help of 2 research assistant and 200 copies was retrieved which represent 95% rate of returned. Mean and standard deviation were used to answer the research questions. Therefore, items with mean score of 2.50 and above were considered Agreed while items below 2.50 were considered Disagreed.

Results

Research Question 1: What are the personal factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State?

Table 1: Mean Ratings and Standard Deviation of the Respondents on the Personal Factors as Determinants of Entrepreneurial Intention for Sustainable Development among Undergraduates

S/N	Items	Mean	SD	Decision
1.	Entrepreneurs innovativeness	3.60	0.61	Agreed
2.	Motives of starting a business	3.33	0.60	Agreed
3.	Need for achievement	3.35	0.68	Agreed
4.	Need for recognition	3.22	0.73	Agreed
5.	Personal success	3.18	0.75	Agreed
6.	Social status and prestige	3.04	0.82	Agreed
7.	Internal locus control	3.01	0.80	Agreed
8.	Accessible to business information	3.08	0.80	Agreed
9.	Family background	2.73	0.94	Agreed

10.	Attitudes	3.08	0.86	Agreed
11.	Motivation	3.14	0.82	Agreed
12.	Confidence	3.16	0.86	Agreed
13.	Perceived desirability	3.07	0.89	Agreed
Grand Mean/Standard Deviation		3.20	0.78	Agreed

Source: Field Survey 2020

Table 1 revealed that when respondents were asked about personal factors such as entrepreneurs innovativeness, motives of starting a business, need for achievement, need for recognition, personal success, social status and prestige, internal locus control, accessible to business information, family background, attitudes, motivation, confidence and perceived desirability answered positively. The mean ratings ranged from 2.73 to 3.60 indicating agreed whereas the standard deviation ranged from 0.60 to 0.94. Based on the findings personal factors influenced entrepreneurial intentions for sustainable development among undergraduates in Oyo State.

Research Question 2: What are the academic factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State?

Table 2: Mean Ratings and Standard Deviation of the Respondents on the Academic Factors as Determinants of Entrepreneurial Intention for Sustainable Development among Undergraduates

S/N	Items	Mean	SD	Decision
1.	Entrepreneurship knowledge and skills acquired	3.58	0.59	Agreed
2.	Entrepreneurship orientation	3.24	0.64	Agreed
3.	Technical skills and life skills	3.22	0.76	Agreed
4.	Business experience	3.17	0.76	Agreed
5.	Business risk taking	3.21	0.82	Agreed
Grand Mean/Standard Deviation		3.28	0.71	Agreed

Source: Field Survey 2020

Table 2 revealed that entrepreneurship knowledge and skills acquired, entrepreneurship orientation, technical skills and life skills, business experience and business risk taking were agreed upon by the respondents as academic factors affecting entrepreneurial intention among undergraduates with the mean score ranged from 3.17 to 3.58 and grand mean of 3.28. The standard deviation score ranged from 0.59 to 0.82 meaning agreed. The implication is that academic factors influenced entrepreneurial intention for sustainable development among undergraduates in Oyo State.

Discussion of Findings

The result in table 1 revealed that personal factors influenced entrepreneurial intention for sustainable development among undergraduates with agreed responses from the respondents. The findings of this study collaborate with Ayodele (2017) who posited that personal factors which influence business intention include: entrepreneur's innovativeness and motives of starting a business, personality traits, situation, personal success, need for achievement, need for cognition, internal locus of control social status and prestige.

The result in table 2 revealed that academic factors serve as determinants of entrepreneurial intention for sustainable development among undergraduates with agreed responses from the respondents. The finding of this study is in consonance with the finding of Ilhan and Musdalifah (2015) who submitted that academic factors that influence entrepreneurial intention include education level, skills and competencies, trainings attended, entrepreneurship orientation and knowledge.

Conclusion

This study examined personal and academic factors as determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State. Based on the findings of the study, it was

revealed that personal and academic factors are determinants of entrepreneurial intention for sustainable development among undergraduates in Oyo State.

Recommendations

Based on the findings and discussions of the study, the following recommendations were made:

- i. Students should be acquitted with positive attitudes from their lecturers to promote their intention in business system.
- ii. Government should make appropriate policies and provide the enabling environment that will enhance entrepreneurial intentions among students.
- iii. Curriculum planners should design university curriculum to be more practicable than theoretical in an attempt to promote entrepreneurial intention spirit among undergraduates. Also, there should be provision for periodic review of such curriculum to reflect the changes in the economy.

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