

Entrepreneurial Tendencies and Institutional Supports among Undergraduate Students (A Case Study of University of Ibadan, Nigeria.)

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Abstract:- This study identified entrepreneurial tendencies and institutional supports for entrepreneurial activities available to undergraduate students of University of Ibadan. This paper also examined the level of utilization of the perceived institutional support among the undergraduate students and studied how institutional support will improve the entrepreneurial activities among undergraduate students in the University. The study design was descriptive cross-sectional, probability sampling techniques was adopted, a pre-tested well-structured questionnaire was used in obtaining primary data from 391 respondents using multi-item scale. Data collected were analysed in descriptive and inferential form; using Chi-Square / Fisher's at 0.05 level of significance. Conclusion and recommendations were there made based on the results of the findings.

Keywords:- Entrepreneurial Tendencies, Institutional Supports, Undergraduate Students, University of Ibadan, Nigeria.

I. INTRODUCTION

Entrepreneurial activity is seen as an important driver of economic growth, productivity and development which is the reason its importance and values is being emphasised by academics, specialists and policymakers. Therefore, entrepreneurship has emerged almost commonest word in the world.

In Nigeria, the state of the economy in relation to the high rate of unemployment which is now a norm, has made Nigerians especially the youths; both graduates and non-graduates at large to start identifying ideas and opportunities that will result to economic and financial gain for them. Consequently, there is need for knowledge in entrepreneurship by the undergraduates before they graduate to face the challenges in Nigerian economy. Scott and Twomey (1988) saw that undergraduate students with the guide of an entrepreneurial education would benefit from outside intervention to consider entrepreneurship as a vocation. So also, Postigo, Lacobucci, and Tamborini (2006) recognized the centrality of University education and the part it plays in entrepreneurial movement. This expressed that it is exceptionally fundamental to draw in the youthful and taught to business enterprise, particularly as present mechanical patterns are tending towards a learning based environment.

The Federal government of Nigeria has built up extra rules and regulations to instill entrepreneurship (business enterprise) culture in students of higher institutions. This directive was given to the National Universities Commission (NUC) to guarantee that entrepreneurial reviews is incorporated into the educational programs of Nigerian Universities with the point of lessening unemployment among new graduates to the minimum point. In spite of the acknowledgment of the fact that entrepreneurship is having the capacity to control unemployment among Nigerian youth and the presentation of entrepreneurship education in Nigerian Universities, National Bureau of Statistics (NBS) in 2018 reported the rate of unemployment in Nigeria has increased to 23.1% of the country's population, considering The National Youth Policy (2009) defines youth as between ages 18–35 years, this category of citizens amount to about 31% of the entire population according to Central Intelligence Agency (2018). This calls for a serious concern as the level of unemployment amongst the Nigeria youths is indeed on a high rate.

Entrepreneurial tendency is no doubt an important part of entrepreneurship, it tells the interest and inclination of an individual or group in entrepreneurship and its activities, in other word can be referred to as entrepreneurial behaviour. Mangasini and Damian (2014) argued that entrepreneurial tendency of individuals including University undergraduates can be improved through exposure and predisposition to University support by entrepreneurship education and training. Despite the practice of entrepreneurship education in Nigerian Universities, many graduates still find it challenging to be self-employed or employed for a long time after graduation. This makes University support through entrepreneurship education seems not to be a workable solution to unemployment and job creation. Therefore, this study focused on identifying institutional supports on entrepreneurial behavior among university undergraduate students, so as to ameliorate the various ways through which institutional support can be engendered in order to create an intention for entrepreneurship among University undergraduates.

II. REVIEW OF LITERATURE

The complexity, turbulence and rate of change of the business environment have intensified in recent decades (Ribeiro-Soriano and Urbano, 2009). At the same time, small business owners and entrepreneurs have received greater recognition as driver of economic growth. Several studies have reported that long-term economic growth and

prosperity require participation from entrepreneurs. Both experts and government authorities seek to foster entrepreneurship as “an appropriate mechanism to face the impacts of the economic crisis” (GEM 2014, p.100).

In time past and recent, many authors, scholars and researchers has made contributions in the area of entrepreneurial tendency. It's however observed they all have applied the use of semantics on various writings and publications, with choices of the words Entrepreneurial Tendency, Entrepreneurial Attitude, Entrepreneurial Intention, Entrepreneurial Behaviour and so on, of what have shown how intertwined their studies are.

Krueger (2000) characterized entrepreneurial tendency as the objective conduct of acting naturally utilized or beginning a business and the subjective state transiently and casually preceding choice to a choice to begin a business individually.

The writing on entrepreneurial propensities on perceiving people with the slant to carry on entrepreneurially by considering parts of identity that are normal for entrepreneur (Cromie, 2000). Being antecedents of entrepreneurial behavior, different authors define tendencies depending on whether the contemplated type of entrepreneurial behavior is self-employed (venture creation) or entrepreneurship in its broad (both in employed work setting “intrapreneur” and self-employed “venture creation”). Generally, tendency means the cognitive representation of persons' readiness to perform a given behavior and considered antecedent to behavior (Fayolle, Gailly and Lassas-clerc, 2006).

Hisrich and Peters (1989); McClland (1961) suggested that personality traits are indispensable fundamentals for stating entrepreneurship, Reynolds, Storey and Westhead (1994) identified age, gender, origin and religion as important demographic characteristics in entrepreneurship for Universities graduates and undergraduates. The personality trait of an entrepreneur involves additional capacity to see a misbalance amongst request and supply and centre one's entrepreneurial movement to changing this distinction (Kirzner, 1973) Hougaard (2005) trusted that an enterprise idea depends on the perspective that keeping in mind the end goal to discover business opportunity one needs innovativeness, capacity to see and comprehend issues and find unforeseen (sudden) solutions.

Koe et al. (2012) suggested that providing internship programs would enhance students' desires. According to

Fayolle and Gailly (2015) numerous empirical studies have shown that a positive image towards entrepreneurship within a university campus encourages students. Colombian universities sampled three groups of students, where the entrepreneurial intention of students was observed from those universities that invested entrepreneurship support and training. In 2004 the University of Ghana introduced a compulsory entrepreneurship course for all their novices, in an attempt to cultivate an entrepreneurial mind-set in Ghanaian Youth (Bawuah, Buame and Hinson 2006). This development was also conducted by Kumasi polytechnic in Ghana where it is compulsory for every higher national diploma student to take one semester of the entrepreneurship course before qualifying for graduation (Wongnaa and Seyram, 2014). Hinson (2004) noted achievements that were gained through the facilitation of entrepreneurial activities, where a youth competition was introduced “Grow the Young Entrepreneur Competition”. The competition resulted in students receiving major funding to start their own businesses. Nicolaides (2011) further highlighted that learning institutions should be the catalyst for business start-up for students. Teaching and learning should provide support and maximize the potential of individual students. A university is a place for team work between students, academics and the university as a whole-it is a hub incorporating all the features necessary for advancing a young mind.

Ajzen, (1991) propounded the theory of planned behaviour (TPB). The theory of planned behaviour has risen as a standout amongst the most predominant and well known reasonable structures for the investigation of human activity and specifically the individual's propensities to take part in different exercises. Ajzen's (2002) The Theory of Planned Behavior suggests that the immediate preceding of behavior is the intention to perform a given behavior. Intention is a direct preceding of real behavior; and the stronger the intention for behavior, the bigger the success of behavior prediction or actual behavior.

Ajzen (2005) refined the Theory of Planned Behavior model by expanding or adding new variables; namely, personal, demographic, and environmental factors which can be antecedent of entrepreneurship behavior. Bird (1989) also emphasized the predictive role of personal characteristics and contextual factors in entrepreneurial behavior. In line with these arguments we included: Personality, Social and Societal factors in our model to investigate how they contribute to entrepreneurship intention and behavior.

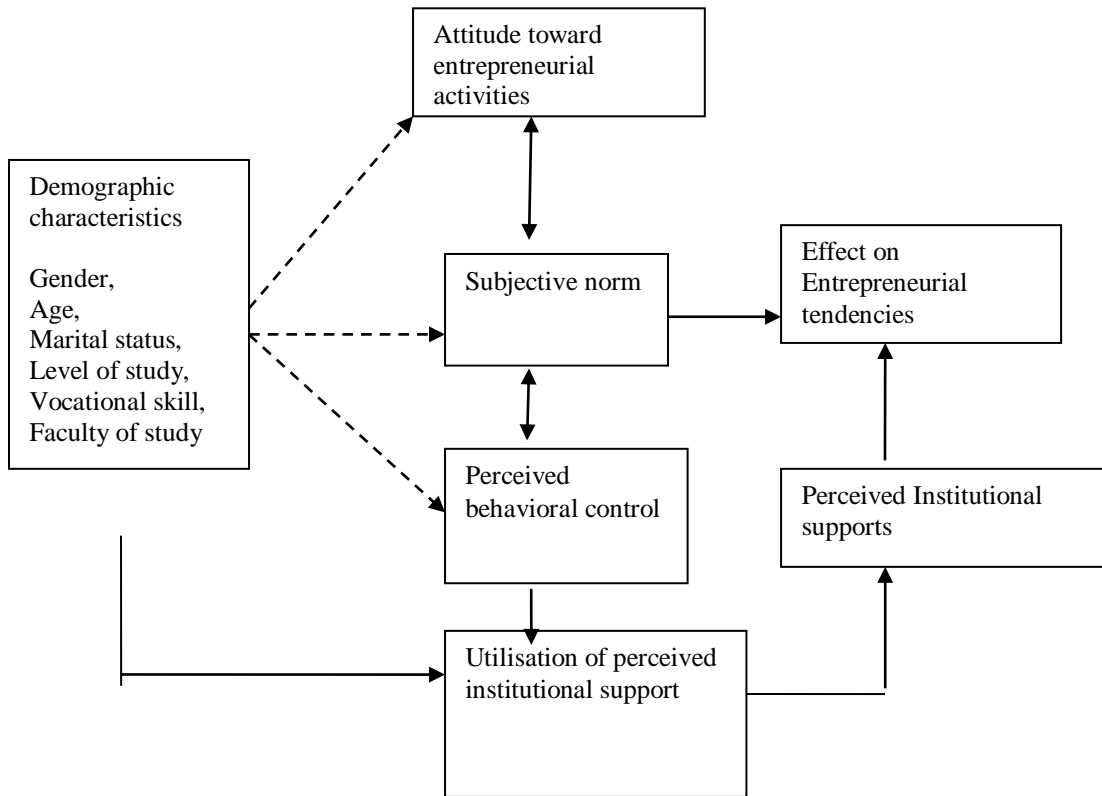


Fig. 1 : Conceptual Framework

• Hypotheses

- H₀1: There is no significant difference between students’ faculty and institutional supports for entrepreneurial activities.
- H₀2: There is no significant difference between students’ level of study and institutional supports for entrepreneurial activities.

III. METHODOLOGY

A. *Research Design*

The research design is descriptive cross-sectional. The study adopted the use of a well-structured questionnaire for obtaining data that were used for this study.

B. *Population*

The target population for this study is the undergraduate students of University of Ibadan; University of Ibadan has a total number of 15,322 undergraduate students across 16 Faculties, both on the main Campus and the College of Medicine.

C. *Sampling Technique*

This study adopted the probability sampling techniques. Stratified sampling technique, and simple random sampling techniques were adopted to achieve the objectives of the study.

D. *Sample Size*

The total sample size for the study was 395, determined using the Taro Yamane sampling formula of 1967.

S/N	Faculties	N	S
1.	Economics	301	34
2.	Arts	2,183	244
3.	The Social Sciences	1,053	117
	Total	3537	395

Table 1: Proportionate distribution of sample amongst the selected Faculties

Source: The author

Table 1 shows the distribution of the samples according to individual proportions of the faculties. The proportionate distribution allows for scientific demonstration and accurate collation of data according to the population strength of the selected faculties. The respondents were selected using the simple random sampling technique within each faculty which allowed for an equal probability chance for each member or element of the population to be selected.

E. *Instrument*

A well-structured questionnaire was used in obtaining primary data for this study using multi-item scale.

F. *Validity and Reliability*

Construct, content and face validity was adopted, and reliability test analysis carried out using Cronbach’s alpha coefficient was 0.849.

G. *Method of Data Analysis*

Data collected were analysed in descriptive and inferential form, inferential analysis using Chi-Square / Fisher’s at 0.05 level of significance.

IV. RESULTS

Ten percentage of the questionnaire was taking to the field to test if it can provide necessary and needed data for testing and analyzing the study hypotheses. Reliability test was carried out using Cronbach’s alpha coefficient to measure the internal consistency and test the integrity of the research instrument. From the analysis, the cronbach’s alpha coefficient is 0.723, shows that there is a good level of internal consistency in the data collected.

Cronbach’s Alpha	Cronbach’s Alpha Based on standardized items	N of Items
0.731	0.723	7

Table 2 : Reliability Test

There were three hundred and ninety-one students engaged in the study, many (57.3%) were female and most (79.8%) were single. Almost half of the respondents (47.3%) were among the ages of 21 and 25 years and many (59.3%) were in Faculty of Arts which only few (0.8%) was in 500 level and almost half (46.5%) had one vocation (Table 3).

Socio-Demographic Characteristics	Frequency	Percent (%)
Gender		
Male	167	42.7
Female	224	57.3
Marital status		
Single	312	79.8
Married	75	19.2
Divorced	3	0.7
Widowed	1	0.3
Age in years		
16-20	147	37.6
21-25	185	47.3
26-30	53	13.6

30 years & above	6	1.5
Faculty of study		
Social Sciences	120	30.7
Economics	39	10.0
Arts	232	59.3
Level of study		
100	106	27.1
200	110	28.1
300	70	17.9
400	102	26.1
500	3	0.8
Vocational Skill		
No vocation	153	39.2
One vocation	182	46.5
More than one vocation	56	14.3

Table 3 : Socio-Demographic Characteristics of Respondents (n= 391)

Source: The author

A. Entrepreneurial tendencies among undergraduate students

Almost half of the respondents (48.1%) strongly agreed that they have been interested in venturing into entrepreneurship, few (1.8%) only disagreed to enjoying learning entrepreneurial skills from others, which some (44.2%) agreed to having a baseline of relevant entrepreneurial knowledge/skills and more than half (55.0%) strongly agreed to pursue their own goals. Some (40.7%) agreed to love to build entrepreneurial relationship with more people, slightly above half (51.4%) strongly agreed to make their own decision which only few (1.5%) strongly disagreed to having interest in taking entrepreneurial risks and some (43.5%) agreed that they could work in a team of entrepreneurs. Some (43.2%) agreed they could be productive in entrepreneurial activities even with pressure and only 1.5% strongly disagreed they do not get distracted from entrepreneurial activities easily (Table 4)

Statements	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)
I have been interested in venturing into entrepreneurship	188 (48.1)	134 (34.3)	46 (11.8)	16 (4.1)	7 (1.8)
I enjoy learning entrepreneurial skills from others.	134 (34.3)	171 (43.7)	60 (15.3)	19 (4.9)	7 (1.8)
I have a baseline of relevant entrepreneurial knowledge/skills.	121 (30.9)	173 (44.2)	55 (14.1)	32 (8.2)	10 (2.6)
I like to pursue my own goals.	215 (55.0)	145 (37.1)	26 (6.6)	4 (1.0)	1 (0.3)
I love to build entrepreneurial relationship with more people.	145 (37.1)	159 (40.7)	69 (17.6)	17 (4.3)	1 (0.3)
I like to make my own decisions	201 (51.4)	149 (38.1)	34 (8.7)	6 (1.5)	1 (0.3)
I have interest in taking entrepreneurial risks.	115 (29.4)	177 (45.3)	65 (16.6)	28 (7.2)	6 (1.5)
I can work in a team of entrepreneur	128 (32.7)	170 (43.5)	70 (17.9)	20 (5.1)	3 (0.8)
I can be productive in entrepreneurial activities even with pressure.	102 (26.1)	169 (43.2)	86 (22.0)	28 (7.2)	6 (1.5)

I do not get distracted from entrepreneurial activities easily.	99 (25.3)	150 (38.4)	100 (25.6)	36 (9.2)	6 (1.5)
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Table 4 Entrepreneurial tendencies among undergraduate students (n= 391)

Source: The author

B. Institutional Supports for Entrepreneurial Activities

The mean score for institutional supports for entrepreneurial activities as reported by respondents was 5.2±3.1 on 11-point scale where more than half of the respondents (55.5%) reported low institutional supports for entrepreneurial activities and some (44.5%) reported high institutional supports for entrepreneurial activities (Fig 1). Some of the students (43.5%) said the institution offers entrepreneurship course; few (36.3%) confirmed that the institution has provision for vocational skills acquisition, 42.2% said it's true that the institution helps students with good entrepreneurial ideas to interact with investors. Other institutional supports for entrepreneurial activities which

examined include students have easy access to resource materials on entrepreneurial development (43.0%), there is availability of seed capital assistance for startups among few students (34.8%), the institution community patronizes students' entrepreneurial outputs (56.8%), students are allowed to participate in solving entrepreneurial related problems in the institution (49.1%), the institution connects students with successful entrepreneurs (53.5%), the institution encourages students' entrepreneurial activities (61.6%), the institution rewards innovative students (56.3%) and that the university teaches us skills on how to be entrepreneurial (39.9%) (Table 5)

Statements	Frequency	Percent (%)
The institution offers entrepreneurship course.	170	43.5
The institution has provision for vocational skills acquisition.	142	36.3
The institution helps students with good entrepreneurial ideas to interact with investors.	165	42.2
Students have easy access to resource materials on entrepreneurial development.	168	43.0
There is availability of seed capital assistance for startups among students.	136	34.8
The institution community patronizes students' entrepreneurial outputs.	222	56.8
Students are allowed to participate in solving entrepreneurial related problems in the institution.	192	49.1
The institution connects students with successful entrepreneurs.	209	53.5
The institution encourages students' entrepreneurial activities.	241	61.6
The institution rewards innovative students.	220	56.3
The University teaches us skills on how to be entrepreneurial.	156	39.9

Table 5 Institutional Supports for Entrepreneurial Activities (n= 391)

*Multiple Responses

Source: The author

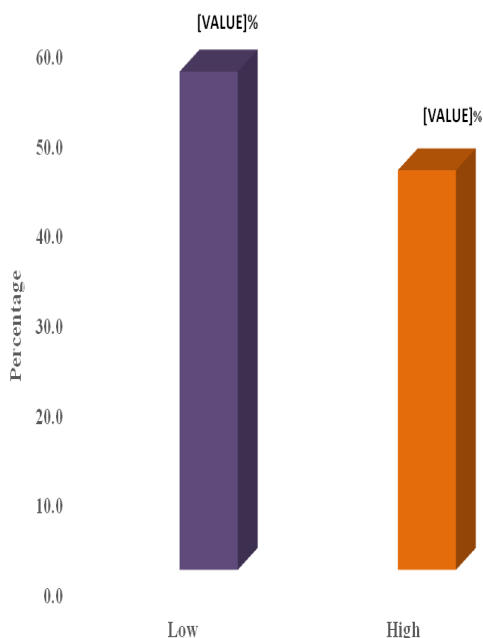


Fig 2 : Institutional Supports for Entrepreneurial Activities

D. Utilization of Institutional Supports among undergraduate students

One third of the students (33.2%) strongly agreed to visiting library to use resources on entrepreneurship, almost half (42.5%) agreed to visiting the available training centers on entrepreneurship, few (2.0%) strongly disagreed to

promoting their entrepreneurial ideas to the institution and taking advantage of the institution population for their entrepreneurial activities. Also, some (39.4%) agreed that they attend entrepreneurship classes and few (2.8%) disagreed to students consulting entrepreneurial resource persons available in the institution (Table 6).

Statements	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)
Students visit the library to use resources on entrepreneurship.	130 (33.2)	143 (36.6)	73 (18.7)	35 (9.0)	10 (2.6)
Students visit the available training centers on entrepreneurship.	97 (24.8)	166 (42.5)	77 (19.7)	32 (8.2)	19 (4.9)
Students promote their entrepreneurial ideas to the institution.	125 (32.0)	152 (38.9)	81 (20.7)	25 (6.4)	8 (2.0)
Students take advantage of the institution population for their entrepreneurial activities	122 (31.2)	215 (55.0)	45 (11.5)	1 (0.3)	8 (2.0)
Student attend entrepreneurship classes	89 (22.8)	154 (39.4)	114 (29.2)	16 (4.1)	18 (4.6)
Students consult entrepreneurial resource persons available in the institution	95 (24.3)	160 (40.9)	94 (24.0)	31 (7.9)	11 (2.8)

Table 6 : Utilization of Institutional Supports among undergraduate students (n= 391)

Source: The author

E. Effect of Institutional Supports on Students' Entrepreneurial Activities

Almost half of the student (45.3%) agreed that entrepreneurship course(s) prepares me to start a new business, some (42.5%) agreed that the available institutional supports for entrepreneurship have increased the number of student entrepreneurs and only few (7.9%) disagreed that the institution informs them of business opportunities related to my entrepreneurial skills. Some of

the respondents (41.9%) agreed they can start entrepreneurial activities of my own, even after graduation, some (36.6%) agreed the institutional supports have helped their self-efficacy in entrepreneurial activities which only 2.6 strongly disagreed there is increase in entrepreneurial products output among the students and some (38.9%) agreed that the institutional supports have helped their technical ability of entrepreneurial activities (Table 7).

Statements	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)
Entrepreneurship course(s) prepares me to start a new business.	136 (34.8)	177 (45.3)	58 (14.8)	16 (4.1)	4 (1.0)
The available institutional supports for entrepreneurship have increased the number of student entrepreneurs.	79 (20.2)	166 (42.5)	91 (23.3)	46 (11.8)	9 (2.3)
The institution informs me of business opportunities related to my entrepreneurial skills.	90 (23.0)	131 (33.5)	75 (19.2)	64 (16.4)	31 (7.9)
I can start entrepreneurial activities of my own, even after graduation.	120 (30.7)	164 (41.9)	86 (22.0)	12 (3.1)	9 (2.3)
The institutional supports have helped my self-efficacy in entrepreneurial activities.	93 (23.8)	143 (36.6)	76 (19.4)	55 (14.1)	24 (6.1)
There is increase in entrepreneurial products output among the students.	111 (28.4)	171 (43.7)	79 (20.2)	20 (5.1)	10 (2.6)
The institutional supports have helped my technical ability of entrepreneurial activities.	71 (18.2)	152 (38.9)	67 (17.1)	59 (15.1)	42 (10.7)

Table 7 : Effect of Institutional Supports on Students’ Entrepreneurial Activities (n= 391)

Source: The author

• Hypothesis

➤ H₀1: There is no significant difference between students’ faculty and institutional supports for entrepreneurial activities.

Chi Square analysis revealed that there was significant difference between students’ faculty and institutional supports for entrepreneurial activities with p value of 0.006 (p<0.05) which shows students in Faculty of Arts had lower institutional supports. Therefore, we reject the null hypothesis (Table 8).

Variables	Institutional Supports		Df	X ²	p-value
	Low (%)	High (%)			
Faculty					
Social Sciences	61 (50.8)	59 (49.2)	2	10.185	0.006
Economics	14 (35.9)	25 (64.1)			
Arts	142 (61.2)	90 (38.8)			

Table 8 : H₀1

** Statistically significant (p<0.05)

Source: The author

➤ H₀2: There is no significant difference between students’ level of study and institutional supports for entrepreneurial activities

Fisher Exact analysis revealed that there was no statistically significant difference between students’ level of study and institutional supports for entrepreneurial activities with p value of 0.083 (p>0.05). Therefore, we fail to reject the null hypothesis (Table 9).

Variables	Institutional Supports		Df	F ⁱ	p-value
	Low (%)	High (%)			
Level of Study					
100	53 (50.0)	53 (50.0)	4	7.858	0.083
200	62 (56.4)	48 (43.6)			
300	33 (47.1)	37 (52.9)			
400	67 (65.7)	35 (34.3)			
500	2 (66.7)	1 (33.3)			

Table 9 : H₀2

Source: The author

V. DISCUSSION

From the preceding chapter four, two hypotheses were tested using appropriate statistical analysis tools. Results indicated that one of the two hypotheses confirmed was

rejected and the other; we failed to reject. The findings of this research are hereby discussed below.

The first hypothesis which stated that there is no significant difference between students’ faculty and

institutional supports for entrepreneurial activities was tested using Chi square analysis which revealed that there was significant difference between students' faculty and institutional supports for entrepreneurial activities. The result indicates students in faculty of Arts had lower institutional supports, where 61.2% and 50.8% of respondents from the faculty of Arts and The social sciences respectively showed in their responses the low level of available institutional supports for Students' entrepreneurial activities.

This finding of the study is logical with the conclusion of Zaušková *et al.* 2013 conceptual study on how the state can support innovations to build sustainable competitive advantage in Slovakia. They concluded that innovative based entrepreneurship in Universities in European region requires fresh dynamism for the students to be more entrepreneurial innovative based on the extensive review of the past literatures. The report of European Union (2012) on effects and impact of entrepreneurship programmes in higher education is in line with the findings of this study that entrepreneurship programmes in European Universities have effect on creativity of students that are Europeans. However, the European Union report (2012) further showed that entrepreneurship programmes do not have effect on the creative mind-set of non-Europeans students. The finding of this study is also coherent with the findings of Poblete and Amoros (2013) on their study; University support in the development of regional entrepreneurial activity in Chile, wherein they concluded based on the analysis from the information obtained from Global Entrepreneurship Monitor (GEM), that there is an insignificant connection amongst entrepreneurs and colleges and there is an insufficient effect to fundamentally influence entrepreneurial action.

Subscribing to findings like Saeed *et al* (2013) the role of perceived University support in the formation of students' entrepreneurial intention via the data collected from 805 University students in Pakistan found that concept development support positively influence entrepreneurial self-efficacy of the students; Farani *et al* (2012) on how to enhance student's entrepreneurial skills: An academia's perspective. The result of the data they obtained from 348 undergraduates in Malaysia showed that use of creativity-centered methods of teaching by the University was the most effective enhancing entrepreneurial skills of graduates. Thus, there is need for more institutional supports for University Students to encourage more enthusiastic attitude towards entrepreneurial activities. So, the more institutional supports are available to University Students, the more it would have greater effect on student's entrepreneurial intention as it was indicated by findings.

The second hypothesis which stated that there is no significant difference between students' level of study and institutional supports for entrepreneurial activities. Fisher Exact analysis revealed that there was no statistically significant difference between students' level of study and institutional supports for entrepreneurial activities. Thus, the result of the findings is consistent with Agboola and Bamigboye (2011) Comparative study on students' level of study and user of library resources in Nigerian Universities

which showed that there was no significant relationship between the level of study of the students and the use of library materials in the two universities (i.e. University of Ibadan and University of Agriculture Abeokuta) implying that students can make use of the resources in the library as at when due regardless of their level of study.

VI. CONCLUSION

According to the results of the study, it was revealed that many of the respondents had a great deal of entrepreneurial tendencies. It was concluded that there was a lower level of availability of institutional supports for students' entrepreneurial activities in one out the three faculties sampled and a low level of the same in another one of the three faculties sampled, of which indicates there was significant difference between students' faculty of study and institutional supports for entrepreneurial activities. Also, the study revealed the availability of institutional supports for students' entrepreneurial activities is regardless of level of study. And, it was concluded that a reasonable number of the students utilise the available institutional supports for entrepreneurial activities. Furthermore, results from the responses of many of the respondents revealed that available institutional supports has positively affected there entrepreneurial behaviours.

VII. RECOMMENDATION

Based on the findings, results and conclusion thereof this study, this study consequently put forward the following as recommendations

- University of Ibadan need to be more supportive and encourage entrepreneurial activities. This will help the students' to possess enthusiasm attitude toward entrepreneurial activities before they graduate and after they have graduated. Consequently, it definitely stands a great deal towards reducing the rate of University graduates that are unemployed and the rate of unemployment generally, as more jobs could be birthed.
- University of Ibadan need to facilitate programmes that are capable of exposing students to entrepreneurial opportunities in terms of entrepreneurial mentorship, opportunity for students to exhibit their entrepreneurial skills and to meet with investors.
- The University should include in its programmes to teach students on vocational skills and other soft skills that could help students to be more entrepreneurial.
- The University should ensure the students are regularly oriented and kept abreast of information on available institutional supports for students' entrepreneurial activities, such that the available institutional supports are harnessed fully by the students' populace to consequently improve and further encourage their entrepreneurial tendencies.

VIII. RECOMMENDATION FOR FURTHER STUDIES

Based on the specified limitations of the study, researchers who want to replicate this study should endeavor to increase the sample size; this is such that there could be

comparison between more faculties of study. Also, the blueprint of findings showed in this work need to be simulated in other Universities. Also, subsequent studies should adopt inferential analysis such that responses are scored appropriately leading to have somewhat hypothesis tested.

In addition, subsequent studies should look at factors affecting the usage of institutional supports for entrepreneurial activities among University students.

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