
STUDENTS' SPECIFIC AND ENTREPRENEURSHIP PROPENSITY OF UNDERGRADUATES IN NIGERIAN PRIVATE UNIVERSITIES

****Okunbanjo Olajide Idowu**

B.Sc, M.Sc, Mphil/Ph.D Student (Corresponding Author)

Okunbanjoolajide@yahoo.com

Department of Business Administration, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

Tijani Omofolasaye Omobolanle

B.Sc, M.Sc, Ph.D Student

Department of Business Administration and Marketing, Babcock University, Ilisan, Ogun State, Nigeria

Tijanisaye@yahoo.com

ABSTRACT : *In spite of the introduction of entrepreneurship in Nigerian university syllabus, students still prefer to be employed by corporate organizations than to be self-employed irrespective of their personal features. This study investigated the relationship between students' specific and entrepreneurship propensity of Nigerian undergraduates in private universities. The hypotheses for the study were students' specific does not have significant relationship with students' attitude in embarking on entrepreneurial activities; students' specific does not significantly related to students' self-efficacy in embarking on entrepreneurial activities; and students' specific is not significantly related with students' technical ability in embarking on entrepreneurial activities. A survey research design was employed through distribution of 250 questionnaires to undergraduate students in five selected private universities in Nigeria which were chosen randomly. The students returned 216 questionnaires. And the results of the data were analysed through Pearson correlation. The findings displayed that students' specific has a significant relationship with entrepreneurship propensity of Nigeria undergraduates in private universities. And thus, this study recommended that students especially female students need to be enlightened on entrepreneurship as another form of career choice; university entrepreneurship education needs to be reviewed or readjusted in a way that technical abilities of the students toward starting a business will be enhanced; and students should be made to practise little elements of entrepreneurship within and outside the school environment so as to boost their self-belief on starting and running a successful business venture when they graduate.*

Keywords: : Entrepreneurship, Students' Specific, Self-Efficacy, Technical Ability, Attitude

INTRODUCTION

Economic challenges in developing countries have pushed the governments and the governed towards paying attention to entrepreneurship and its development. The governments have seen the necessity of entrepreneurial knowledge to be acquired by Nigerian students in tertiary institutions especially in the university and thus, introduction of entrepreneurship as a subject, discipline and area of specialisation in Nigerian universities. The role of universities as tertiary institutions in the characteristics of the students towards enhancing their entrepreneurial propensity is very crucial. Holienka, Holienková and Gál (2015) posited that university undergraduates are the focus of interest as regards to features of entrepreneurship. Thus, entrepreneurship education aids in achieving this. It has been reported by international community that

entrepreneurship education will enhance the students' capability on how to discover business opportunities and make use of the opportunities in a way that wealth will be created.

Entrepreneurship through its education acquire in the university is afar just creation of business but to increase the undergraduate skill to get ahead and react to changes in the society. Entrepreneurial education fundamentally brings the youths closer to having the idea of business venture or an enterprise (Postigo, Lacobucci, & Tamborini, 2006). Thus, well designed entrepreneurship curriculum is needed. Kume and Shahini, (2013) asserted that the syllabus for entrepreneurship should be intended and structured to draw the attention of the universities undergraduates in becoming successful entrepreneurs after passing out from the universities. The syllabus should accommodate students' characteristics or

specific. Holienka et al (2015) believed that the route to self-employment, job opportunity creation and economic self-sufficiency is the utilisation of entrepreneurial features by the students in owning and starting a business venture

Carland et al cited in Fafaliou (2012); Gartner, Shaver, Carter, and Reynolds (2004) expressed those likely factors that affect character towards the practice of entrepreneurship are the demographic features of a person. The demographic features include the individual age, gender, life and professional experiences, culture, educational level etc. Sajilan, Hadi & Tehseen (2015) opined that the individual characteristics shape the behaviours of people towards entrepreneurship. It is opaque if this is applicable to Nigerian undergraduates because most of the Nigerian undergraduates prefer to seek for white collar jobs after graduating. Scholars such as Sarmin & Ashrafuzzaman (2017), Sajilan et al (2015), Tyagi, (2014) etc have investigated on individual specific factors on entrepreneurship but most of these studies were not done in Nigeria. On this note, students' specific and entrepreneurship propensity of undergraduates in selected private universities in Nigeria needed to be investigated which is the objective of the study.

LITERATURE REVIEW

CONCEPTUAL REVIEW

Entrepreneurial propensity is a person's feeling to engage in entrepreneurial activities for compensation in the nearest future (Moa-Liberty, Arogundade & Odunuga, 2016). Entrepreneurial propensity is an individual willingness to embark on entrepreneurial activity for the purpose of self-employment. Entrepreneurship propensity opined that entrepreneurial propensity is the primary pointer of entrepreneurial behavior. Delmar and Davidson (2000) saw entrepreneurial propensity as the willingness to start own business and to become self-reliant.

Entrepreneurship Propensity

Attitude

The rate at which a person shows his dislikeness and/or

likeness on an object or event could be termed as attitude (Pulka, Rikwentishe & Ibrahim, 2014). According to Ajzen (1987), attitude is seen as the tendency in reacting to a circumstance that could be favourably and/or not favourably. Attitude is the reaction of an individual in a particular manner when encountering certain impetuses (Pulka et al 2014). Attitude is the reaction of an individual to a phenomenon which can be positive or negative. The reaction may be physical, behavioural or vocal. According to Ogundele (2012), attitude comprises three components which are affective, cognitive, and behavioural components. Affective Attitude deals with feelings and emotions of an individual. Cognitive attitude comprises individual belief, thought and knowledge about an object. Behavioural attitude deals with the way and manner in which an individual reacts to an object

Self-Efficacy

Self-efficacy is the individual beliefs in his capability and skill to start an assignment and be successful in it (Bandura, 1997). Self-efficacy reflects a personal-assessment of an individual if they possess the needed skill to execute a particular assignment (Wilson, Kickul & Marlino, 2009). In the view of Peng, Kong and Turvey (2015); Tyszka, Kennedy, Adolphs, and Paul (2011), entrepreneurial self-efficacy greatly upsets mindset of a person in becoming an entrepreneur. According to Peng, et al (2015); Ehrlich, De Noble, Jung, and Pearson (2000), entrepreneurial self-efficacy can be seen in five distinctive dimensions; which are (1) Resource acquisition: This is the accessibility to the rudiment requirements to embark on a business venture. It includes human resources and non-human resources (2) Opportunity recognition: This is identification of business-related demand in a society, (3) Interpersonal relations: This concerns the relationship that exists between the entrepreneurs and other individuals in the society or environment. (4) Risk management: This is act of mitigating risk that the entrepreneur may encounter (5) Innovation management: this is the process of making or bringing something new to the market by the entrepreneurs. It involves act of bring new dimension and new techniques of processes.

Technical Ability

Technical ability of an entrepreneur strongly determines the product or service that he or she offers in the market place Oakey(2003).Agada (2014) saw technical abilities are the skills required to accomplishment of a specific task. According to Arul, (2012); Osinem (2008), technical ability means understanding the know-how of a certain activity that entails procedures, practices, actions, and approaches.

Technical skills require doing things proficiently in line with the predetermined manners (Ogbuanya & Fakorede, 2009). Agada (2014) expressed that without technical skills, the objective of a business venture may be difficult to accomplish by an entrepreneur. Therefore, technical ability is one of the entrepreneurial skills and entrepreneur must possess it to succeed. Technical and vocational education could aid in possessing technical skills in becoming entrepreneurs. Through these media, individual would be taught how to use their specific to create and recreate a product or service to solving a societal business challenges. And also, students would be exposed to practical teaching to acquire practical knowledge and posses practical skill of their interest. And studies like Aboudi and Ommani (2015); Ogundele, Akingbade and Akinlabi (2012); Adebayo and Atunwa (2013); Farkas and Nagy (2008) concluded that technical skill is important and enhanced by education especially the informal education.

This study defines entrepreneurship propensity as the likelihood of identifying a business opportunity, owned and managed a business venture in the nearest future. There are two types of entrepreneurship propensity according to Quan (2012). They are impulsive and deliberate entrepreneurship propensity. Impulsive entrepreneurship propensity is affected by demography factors or specific factors. Deliberate entrepreneurial intention is submissive to external influence slike past experience and network building. But this study focuses on the impulsive entrepreneurship propensity which tends to related to demographic or specific factors hence students' specific. According to Tyagi (2014), students specific are factors that can motivate decision of students' to be an entrepreneur. Students' specific in this study includes gender, sex, education, age and field of study.

Students Specific

Gender is a peculiarity that has been traditionally accustomed in the societal structure which tantamount to thinking and behaving as male and female(Nwankwo, Kanu, Marire & Balogun, 2012). Many studies such as Siyanbola, Afolabi, Jesuleye, Egbetokun, Dada, Aderemi, Sanni and Razak (2012); Verheul, Thurik, Grilo and Zwan (2012); Czuchry and Yasin (2008); Wang and Wong (2004); Mazzarol and Thein (1999); Matthewes and Moser (1995) on gender as part of individual specific found that gender is a determinant to entrepreneurship propensity. Men are keener to owning an enterprise than the women. Verheul, et al (2012), Lee and Lim, (2005) were of the opinion that the responsibilities of raising the children in the family negatively affect females' intention to start a business venture.

Age is a significant factor in life stages. And it has also been seen a just a number as an insignificant factor to what an individual may do. According to Moa-Liberty, et al (2016); Reynolds (1997), an individual age is a basic specific to knowing the entrepreneurship propensity. Most of the studies around the globe such as Karadeniz and Özçam, (2009); Raposo, DoPaço and Ferreira (2008) Bosma and Harding (2007); Levesque and Minniti (2006) argued that the desire to be become an entrepreneurs start from age 25. And it was revealed by Bates (2002) that entrepreneurship propensity increases with age, at peak level as people approach 40 and then leveling out

Other students specific considered in this study include the field of study of the student. This comprises the courses the students are studying in the private universities. This includes both management related courses and non-management related courses. Family background of the study is also seen important in decision to be an entrepreneur. The beliefs and background of the family as well as the religion the family and student practices are influencers. These entail that a student that is exposed by the family to business activities might have the intention to be self-employed after graduating from the university

HYPOTHESES OF THE STUDY

H1: Students' specific does not have significant

relationship with students' attitude in embarking on entrepreneurial activities

H2: Students' specific is not significantly related to students' self-efficacy in embarking on entrepreneurial activities

H3: There is no significant relationship between students' specific and students' technical ability in embarking on entrepreneurial activities

RESEARCH METHODS

The study made use of survey research design and it is limited to private universities in Nigeria. Private universities were selected because the rapid increase in the number and their impact in contributing to human capital development in Nigeria. The private universities- Babcock University, Bell University of Technology, Covenant University, Crawford University and Crescent University were conveniently and randomly

selected. And students who are in their final year and are studying business-related courses were sampled. The students were sampled because they have 3 to 4 entrepreneurship related courses. 250 questionnaires were proportionately distributed among the undergraduates in the five private-owned universities. The study adapted and adopted the measurement of the independent variables- students' attitude, students' self-efficacy and students' technical ability from the studies of Henderson and Palm (2011); Vázquez et al (2011); and Noble (2000) respectively. While the dependent variable- students' specific were measured from the studies of Ooi et al (2011), and Ni, Ping, Ying, Sern & Lih, (2012). A 6-point scale were employed to rank the students' responses and the Pearson Correlation was employed to data analysis technique

RESULTS AND INTERPRETATIONS

Table 1: Respondents' Demographic Details

	Responses	Frequency	Percent(%)
Sex	Male	84	57.9
	Female	91	42.1
	Total	216	100
Age	16-20 years	75	34.7
	21-25 years	122	56.5
	26-30 years	17	7.9
	31 years and above	2	0.9
	Total	216	100
Field of Study	Accounting	43	23.1
	Business Admin	140	75.3
	Marketing	3	1.6
	Info Resource Mgt.	11	5.1
	Industrial Relations	3	1.4
	Banking and Finance	41	19.0
	Management Technology	2	0.9
	Total	216	100

Demographic details of the students showed that 125(57.9%) of the respondents were male while 91(42.1%) were female. The students' ages showed that 16-20 years were 75(34.7%), 21-25 years were 122(56.5%); 26-30 years were 17(7.9%) and 31 years above were 2(0.9%). The responses of the students showed that 80(37.7%) were studying accounting; 65(30.1%) were studying business administration;

14(6.5%) were studying marketing; 11(5.1%) were in information resource management; 3(1.4%) were studying industrial relations; 41(19%) were studying banking and finance and just 2(0.9%) of the students were studying management technology.

Hypotheses Testing

Table 4.2: Results of the Hypotheses

Hypotheses	Correlation	Sig value	N
H ₁ Students' specific and Students' Attitude	.318	.000	216
H ₂ Students' Specific and Students' Self Efficacy	.453	.000	216
H ₃ Students' Specific and Students' Technical Ability	.256	.000	216

Source: Researchers' Computation, 2017

Interpretation of Results

Table 4.2 displayed the results of the three formulated hypotheses. The table displayed the Pearson Correlation and the significant value as well as the number of observation. The results showed students' specific is significantly related and a weak positive association to students' attitude in embarking on entrepreneurial activities. This is evident in the results of the hypothesis 1 with correlation value of .318 which signified that 31.8% relationship existed between students specific and Students Attitude. The significant value of 0.00 of the hypothesis 1 is less than the 0.05 (5%) of the significant level. Thus, the hypothesis that students' specific does not have significant relationship with students attitude in embarking on entrepreneurial activities is rejected. In the same vein, the results of the hypothesis 2 in the table revealed students' specific is significant related to self-efficacy of the students in embarking on entrepreneurial activities.

The correlation value .453 showed that a positive relationship between students' specific and students' self-efficacy in embarking on entrepreneurial activities. The significant value of 0.000 showed that there is significant relationship because it is less than 0.05 (5%). Therefore, the hypothesis that students' specific is not significantly related to students' self-efficacy in embarking on entrepreneurial activities is rejected. Finally, the results on hypothesis 3 revealed that there is significant relationship between students specific and students' technical ability to start a business. The correlation and significant values of .256 and 0.000 respectively indicated a non-negative but weak

connection and significant association between students' specific and students' technical ability in embarking on entrepreneurial activities. Hence, the hypothesis that students' specific is not significantly related to students technical ability in embarking on entrepreneurial activities is rejected

Discussion of Results

It has been established students' specific and students' entrepreneurship are significantly associated propensity to start a business. Students' specific as it has been seen by Sajilan et al, (2015) as demographic factors are contributing factors to determining entrepreneurship propensity. The disposition of students on becoming entrepreneurs in the nearest future in Nigerian private university is determined by gender, education, age and the field of study of the students. Male students display challenges character to become successful in any endeavour they found themselves unlike the female students. They try to show the society that they are men, they must be leading and they possess that self-confidence in embarking on entrepreneurial activities successfully. Students that do not possess entrepreneurship education knowledge will lack some skills to be a successful entrepreneurship and the skills are important to running of a business venture. The field of study tells how students will be grounded in entrepreneurship knowledge. Students show interest in becoming entrepreneurs because of his age. The older the students are, the more likely to show interest in becoming a self-employed graduate. This is connected to what is being practice in Nigeria by corporate organisation as far as employment age is concerned. Students in business/management sciences display undergo courses related to entrepreneurship at different levels which have

influence their attitude, self-efficacy and technical ability.

The findings were in conformity with Sarmin and Ashrafuzzaman (2017) on individual characteristics that lead to intention to be entrepreneurs; Moa-Liberty et al (2016) on how demographic and self-efficacy influences members of National Youth Corp Service to be entrepreneur after the service year; Mazlina and Maitilee (2015) on the relationship among individual features, family values, entrepreneurship education and entrepreneurship inclination; Sajilan et al (2015) that found no negative connection between personal characteristics on the performance of enterprise; Yeboah, Kumi, and Jacob (2013) who found that demographic variables influences inclination of the polytechnic students

CONCLUSION AND RECOMMENDATIONS

Students' specific and entrepreneurship propensity of undergraduates in Nigerian private universities has been investigated. The finding showed that students' specific is significant related to attitude of student toward starting a business when they graduate; students' self-efficacy on starting an enterprise; as well as technical ability of the students in starting a business. Therefore this study concluded students specific and entrepreneurship propensity of the universities students were significantly related. Thus, it is recommended that students especially female students need to be enlightened on entrepreneurship as another form of career choice; university entrepreneurship education needs to be reviewed or readjusted in a way that technical abilities of the students toward starting a business will be enhanced and students should be made to practise little elements of entrepreneurship within and outside the campus so as to boost their self believe on starting and running a business venture when they graduate

REFERENCES

Aboudi, M., & Ommani, A. (2014). Analysis the barriers of entrepreneurial tendency among agricultural engineering graduates in the city of Ahvaz. *Indian Journal of Fundamental and Applied Life Sciences*, 5(3), 1176-1181.

Adebayo, O., & Atunwa, H. (2013). Entrepreneurship skill and background of those that have tendency to set-

up their own businesses. *IJAFS* 4(1&2), 411 – 420.

Agada, J (2014). Knowledge Economy: Innovation, Creativity and Enterprise Development. Key Note Address Delivered At NCS ENUGU

Ajzen, I. (1987). Attitudes, traits and actions: Dispositional prediction of behaviour in personality and social psychology. *Advances in Experimental Social Psychology*, 20(5), 1-63.

Akponi, E.M. (2009). entrepreneurship education (EE) for all students in higher education institutions (thesis) in Nigeria: a means to sustainable development. *Journal of sustainable development in Africa*, 11(1), 21-34

Aminu, A.A. (2009). Entrepreneurship theory and practice, Compaq publishers, Maiduguri, Nigeria.

Bandura, A. (1997). Self-efficacy. The exercise of control. New York: Freeman.

Bandura, A. (1997). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(1), 191-215.

Bandura, A. (1997). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review* 84(1), 191-215.

Bates T, (2002). Restricted access to markets characterizes women-owned businesses. *Journal of Business Venturing* 17(1) 313–324

Bink (2005). Entrepreneurship education and integrative learning. Retrieved February 23, 2017, from http://www.ncge.org.uk/downloads/policy/Entrepreneurship_Education_and_Integrative_Learning.

Bosma, N., and Harding, R (2007), Global Entrepreneurship: GEM 2006 Summary Results, Babson College and London Business School, London, U.K., and Babson Park, MA.

Czuchry, Andrew J. and Yasin, Mahmoud M. (2008) International Entrepreneurship: The Influence of Culture in Teaching and Learning Styles. *Annual Journal of Entrepreneurship Education* 1(1), 1-12.

Delmar, F., & Davidson, P. (2000). Where do they come from? Prevalence and characteristics of nascent entrepreneurs. *Entrepreneurship and Regional Development*, 12(1), 1-23

Ehrlich, S.B., De Noble, A.F., Jung, D.I., & Pearson, D. (2000). The impact of entrepreneurship training programs on an individual's entrepreneurial self-efficacy. In *Frontiers of Entrepreneurship Research*,

- Babson-Kauffman Research Conference Proceedings.
- Fafaliou, I (2012). Students' propensity to entrepreneurship: an exploratory study from Greece. *International Journal of Innovation and Regional Development*, 4(3/4), 293-313
- Farkas, A., & Nagy (2008). Student assessment of desirable technical skills: A correspondence analysis approach. *Actapolytechnicahungarica*, 5(2), 43–57.
- Gartner, W. B., Shaver, K. G., Carter, N. M. and Reynolds, P. D.(2004). *Handbook of Entrepreneurial Dynamics. The Process of Business Creation*. Sage Publications, Thousand Oaks.
- Henderson & Palm (2011). A study of education as a factor in enterprising business education and enterprising tendencies. A Spring Semester Degree Project Submitted to the School of Business and Economics, UMEA.
- Holienka, M., Holienková, J., & Gál, P. (2015). Entrepreneurial characteristics of students in different fields of study: A view from entrepreneurship education perspective. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 63(6), 1879–1889.
- Karadeniz, E., & Ozcam, A. (2009). Entrepreneurship in Turkey and developing countries: A comparison of activities, characteristics, motivation and environment for entrepreneurship. *MIBES Transactions* 3(1), 30-45.
- Kume, A., & Shahini, B. (2013). Entrepreneurial characteristics amongst University students in Albania. *European Scientific Journal*, 9(16), 206-225.
- Lee, S., & Lim, S. (2005). Impact of entrepreneurship education: A comparative study of the U.S. and Korea. *International Entrepreneurship and Management Journal*, 1(1), 27-43.
- Levesque, M., & Minniti, M. (2006). The effect of aging on entrepreneurial behavior. *Journal of Business Venturing*, 21(2), 177–194.
- Markman, G. D. Balkin, D.B., & Baron, R. A.(2002). Inventors and new venture formation :the effect of General Self-efficacy and Regretful thinking. *Entrepreneurship theory and practice*, 27(2), 149-165
- Matthews, C. & Moser, S. (1995). Family background and gender: Implications for interest in small firm ownership. *Entrepreneurship and Regional Development* , 7(1), 365–377.
- Mazlina M & Maitilee S (2015). Personal attributes, family influences, entrepreneurship education and entrepreneurship inclination among university students. *Kajian Malaysia*, 33(1), 155–172
- Mazzarol, T. V., & Thein, V. (1999). Factors influencing small business start-ups. *International Journal of Entrepreneurial Behavior and Research*, 5(2), 48-63.
- Moa-Liberty, A.W., Tunde, A.O., & Tinuola, O.L. (2016). The influence of self-efficacy and socio-demographic factors on the entrepreneurial intentions of selected youth corp members in Lagos, Nigeria. *Bulletin of Geography Socio-Economic Series*, 34, 63–71.
- Ni, L.W., Ping, L.B., Ying, L.M., Sern, N. H., & Lih, W.J. (2012). Entrepreneurial intention: A study among students of higher learning institution. A Project Submitted to the Department of Business Administration University of Abdul Rahman.
- Nwankwo, B.E., Kanu, G.I., Marire, M.I., Balogun, S.K & Uhiara, A.C (2012). Gender-role orientation and self efficacy as correlates of entrepreneurial intention. *European Journal of Business and Social Sciences*, 1(6), 9-26
- Oakey, R.P. (2003). Technical entrepreneurship in high technology small firms: Some observations on the implications for management. *Technovation*, 23(1), 679–688.
- Ogbuanya, T.C. and Fakorede, S.O.A. (2009). Technical Skill Improvement Needs of Metal work Technology Teachers for Entrepreneurship in Response to MDG for Duality Assurance. *Nigeria Vocational Association Journal* 13 (1), 34-43
- Ogundele, O. J. K., Akingbade, W. A., & Akinlabi, H.A. (2012). Entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. *American International Journal of Contemporary Research*, 2(1)148-156.
- Ogundele, O.J.K. (2012). Introduction to entrepreneurship development, corporate governance, and small business management. Lagos: Molofin Nominees.
- Ooi, Y, K., Selvarajah, C., & Meyer, D. (2011). Inclination towards entrepreneurship among University students: An empirical study of Malaysian University students. *International Journal of Business and Social Science*, 2(4), 206-220.
- Peng, X., Liu, Y. & Lin, Y (2015). The impact of

- environment uncertainty and effectual flexibility on entrepreneurial resource combination: the moderating effect of entrepreneurial self-efficacy. *Frontier Business Research*, 9(4): 559–575
- Postigo, S. and F. Tamborini (2002). Entrepreneurship education in Argentina: The case of San Andres University. *International Entrepreneurship Education and Training Conference*, Kuala Lumpur, Malaysia.
- Postigo, S., Iacobucci, D., & Tamborini, M. F. (2006). Undergraduate students as a source of potential entrepreneurs: a comparative study between Italy and Argentina. In: Fayolle A, Klandt H (eds) *International entrepreneurship education, issues and newness* (pp 218–240). Cheltenham: Edward Elgar Publishing Limited
- Pulka, B., Rikwentishe, R., & Ibrahim, B. (2014). An evaluation of students' attitude towards entrepreneurship education in some selected Universities in North East Nigeria. *Global Journal of Management and Business Research*, 14(8), 1-19.
- Quan, X. (2012). Prior experience, social network and levels of entrepreneurial intentions. *Management Research Review*, 35(1), 945-957.
- Raposo, M., Do Paço, A., & Ferreira, J. (2008). Entrepreneur's profile: a taxonomy of attributes and motivations of university students. *Journal of Small Business and Enterprise Development*, 15(2), 405-418
- Reynolds, P. D. (1997). Who starts new firms?—Preliminary explorations of firms-in-gestation. *Small Business Economics*, 9(5), 449-462.
- Sajilan, S., Hadi, N., & Tehseen, S. (2015). Impact of entrepreneur's demographic characteristics and personal characteristics on firm's performance under the mediating role of entrepreneur orientation. *Review Integrative Business Economics Research*, 4(2) 36-53.
- Sarmin, S & Ashrafuzzaman, M (2017). Impact of personality traits and demographic factors on transformation of entrepreneurial intention: An exploratory study among the university students of Dhaka city. *European Journal of Business and Management* 9(5), 61-72
- Siyabola, W., Afolabi, O.O., and Jesuleye, O.A., Egbetokun, A.A., Dada, A.A., Aderemi, H.O., Sanni, M & Razak, M (2009). Determinants of entrepreneurial propensity of Nigerian undergraduates: an empirical assessment. Available Online at <https://mpra.ub.uni-muenchen.de/35797/MPRA Paper No. 35797>
- Turker, D., Selcuk, S. S. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*, 33(2), 142-159.
- Tyagi, V. (2014). Demographic Factors and Personality Traits as Determinants of Entrepreneurial Intention Among Undergraduate Students of Agra City. A Ph.D synopsis submitted to Dayalbagh Educational Institute (Deemed University)
- Tyszka, T., Cie lik, J., Domurat, A., & Macko, A. (2011). Motivation, self-efficacy, and risk attitudes among entrepreneurs during transition to a market economy. *The Journal of Socio-Economics*, 40(2), 124–131.
- Vázquez, J.L., Lanero, A. P., Gutiérrez, M., & García, P. (2011). Fostering entrepreneurship at the University: A Spanish empirical study. *Transylvanian Review of Administrative Sciences*, 5(32), 252-276.
- Venkatraman, S. (1997). The distinctive domain of entrepreneurship research, in Katz, J.A. (ed.), *Advances in entrepreneurship, firm emergence, and growth*. Greenwich, Connecticut: JAI Press, 119-138
- Verheul, I., Thurik, R., Grilo, I., & van der Zwan, P. (2012). Explaining preferences and actual involvement in self-employment: Gender and the entrepreneurial personality. *Journal of Economic Psychology*, 33(1), 325–341.
- Verheul, I., Uhlaner, L., & Thurik, R. (2005). Business accomplishments, gender and entrepreneurial self-image. *Journal of Business Venturing*, 20(4), 483-518.
- Wang, C.K., & Wong P.K. (2004). Entrepreneurial interest of University students in Singapore. *Technovation*, 24(2), 163–172.
- Webb, T. Q., & Wathers, D. (1982). *Small Business Research, the Development of Entrepreneurs*. Gower: Aldershot.
- Wilson, F., Kickul, J. Y., & Marlino D. (2009). Gender, Entrepreneurial self-efficacy, and Entrepreneur career education. Implications for Entrepreneurship education. *Entrepreneurship theory and practice*, 31(3), 387-401.
- Yeboah, A.S., Kumi, E & Jacob, B. A (2013). An assessment of entrepreneurship intention among Sunyani Polytechnic marketing students. *International Review of Management and Marketing*, 3(1)37-49

Reproduced with permission of copyright owner. Further reproduction prohibited without permission.