

Entrepreneurship Attitudes and Motivations of Nigerian Students

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Abstract: This paper presents a comprehensive investigation into the entrepreneurship attitudes and motivations of Nigerian university students. Employing a descriptive research design, this study engaged in an extensive literature review, developed, and validated a tailored questionnaire, and analyzed responses from a diverse sample of students. The research reveals that Nigerian students exhibit a moderately low entrepreneurial attitude. Significantly, it uncovers that the primary motivation driving these students towards entrepreneurship is the allure of independence rather than financial incentives. The paper contributes theoretically by shedding light on the entrepreneurial inclinations within a developing country context, specifically Nigeria. It also extends the existing body of knowledge by highlighting the motivations and attitudes of Nigerian students towards entrepreneurship. These insights not only enrich academic discourse but also provide a basis for policy formulation and educational strategies aimed at nurturing entrepreneurship in Nigerian universities. The paper concludes with suggestions for future research, emphasizing the need to delve deeper into the factors influencing entrepreneurial attitudes in similar environments, especially developing countries.

Keywords: entrepreneurship; entrepreneurship education; entrepreneurship attitude; entrepreneurship motivation; entrepreneurship intention; students; Nigeria; developing countries

Abstrak: Artikel ini menyajikan investigasi komprehensif terhadap sikap dan motivasi kewirausahaan mahasiswa Nigeria. Dengan menggunakan desain penelitian deskriptif, penelitian ini melakukan tinjauan literatur yang luas, mengembangkan dan memvalidasi kuesioner yang disesuaikan, dan menganalisis tanggapan dari beragam sampel siswa. Penelitian mengungkapkan bahwa pelajar Nigeria menunjukkan sikap kewirausahaan yang cukup rendah. Secara signifikan, penelitian ini mengungkap bahwa motivasi utama yang mendorong para siswa untuk berwirausaha adalah daya tarik kemandirian dan bukan insentif finansial. Makalah ini memberikan kontribusi teoritis dengan menjelaskan kecenderungan kewirausahaan dalam konteks negara berkembang, khususnya Nigeria. Hal ini juga memperluas pengetahuan yang ada dengan menyoroti motivasi dan sikap siswa Nigeria terhadap kewirausahaan. Wawasan ini tidak hanya memperkaya wacana akademis tetapi juga memberikan dasar bagi perumusan kebijakan dan strategi pendidikan yang bertujuan untuk membina kewirausahaan di universitas-universitas Nigeria. Makalah ini diakhiri dengan saran untuk penelitian masa depan, menekankan perlunya menggali lebih dalam faktor-faktor yang mempengaruhi sikap kewirausahaan di lingkungan serupa, khususnya di negara-negara berkembang.

Kata Kunci: kewirausahaan; pendidikan kewirausahaan; sikap kewirausahaan; motivasi berwirausaha; niat berwirausaha; siswa; Nigeria; negara berkembang

INTRODUCTION

In contemporary times, the COVID-19 pandemic has affected education substantially (Baber, 2021), including the education of youths. Youth unemployment is a salient issue in many countries, making governments in both developed and developing countries design appropriate policies and strategies to address youth unemployment, including using relevant forms of education (Pheko & Molefhe, 2017). Institutions of higher learning in many countries have developed various forms of entrepreneurship education, including entrepreneurship science education (Chen et al., 2021).

Business education, including MBA education, is expected to offer students beneficial skills, competencies, knowledge, and aptitudes (Osugwu, 2021). Entrepreneurship is a form of business education concerned with opportunity identification and exploitation. Entrepreneurship has been seen by individuals, organizations, governments, and agencies as a vital contributor to organizational and national growth and development in developed and developing countries. Entrepreneurial dimensions include such issues as innovation in business, perceived personal control in business, business achievement, perceived self-esteem in business, and taking advantage of business opportunities, among others (Shetty, 2004). According to Kuratko (2005), research activities are continuously being undertaken in cognate areas of entrepreneurship, including entrepreneurship education. Also, Rosenburg (2015) has concluded that entrepreneurship education research is heading in the right direction. Cheung (2016) argues that business education generally has a long history and has transformed from vocational education to an important aspect of a broad educational curriculum, advising that business education needs to adapt to present and future dynamics in the relevant contexts or environments.

Entrepreneurship education is one of the policies used by governments in both developed and developing economies to address youth unemployment. For instance, youth entrepreneurship education and development is a salient policy of interest to the European Union (Staniewski & Szopinski, 2015). In some countries, such as China, students are supported by the government to start their business enterprises (Ding et al., 2020). Therefore, there is a remarkable expansion in entrepreneurship education across the world occasioned by its potential to engender economic growth and development among relevant segments of society, including youths and students (Green & Saridakis, 2008; Nabi et al., 2018).

Generally, some major factors determining the success of entrepreneurship education (on the part of students) are their knowledge of, attitudes towards, and motivations for entrepreneurship. Good entrepreneurship education, attitudes, and motivations will go a long way in developing entrepreneurship theories, competencies, and skills in students, thereby helping in the creation of jobs and contributing to the growth and development of the economy.

For some time, emphases have been placed by various Nigerian governments, ministries, agencies, departments, and institutions of higher learning on the importance of entrepreneurship education in Nigeria. The purpose, generally, has been to impart relevant knowledge, skills, and competencies to students, which will allow them to understand the theory and practice of entrepreneurship, get gainfully employed, and contribute to the growth and development of Nigeria. This study investigated empirically the entrepreneurship attitudes and motivations of a sample of students in the Nigerian university system.

LITERATURE REVIEW

Students' attitudes affect the manner in which they approach things, including education activities (Lonka et al., 2020). Attitude has been conceptualized as the inclination to show behaviour in a convenient manner, or not, towards, goods, ideas, services or people within a particular context or setting (Long & Vinh, 2017). It is a person's positive or negative feelings towards a person or thing and is conditioned by beliefs in undertaking a particular behavioural action (Zendehdel et al., 2015). According to Khuwaja et al (2020), attitude relates to a person's sentiments, convictions, attachments

and inclinations. Attitude has high correlation with the personal intentions of an individual (Ajzen & Fishbein, 1975). This means, for example, that if a customer/client has favourable/unfavourable attitude towards a good or service, he/she will buy/not buy the good or service (Long & Vinh, 2017). Attitude, as a form of behaviour, portrays a person's settled manner of thought or feeling towards a thing, person or institution (Bashir et al., 2019). Attitude relates to positive and negative behavioural tendencies, with negative tendencies sometimes termed as unethical behaviour (Widyani et al., 2020). Generally, attitude comprises such issues as joy, satisfaction, motivation or drive, beliefs, thoughts, feelings, and arguments (Yan, 2014; Vamvaka et al., 2020).

Attitudes of students towards certain things, including disciplines, have been investigated over time (Galloway et al., 2020). For instance, Santos et al. (2018) investigated, empirically, attitudes of students towards English language, concluding that business students had more positive attitude towards English language than education students. In the context of entrepreneurship, attitude can be conceptualized as the variance between perception and having one's own business (Vamvaka et al., 2020). It is the extent to which an entity (person, group, or organization) has positive or negative feelings towards issues relating to entrepreneurship (Linan & Chen, 2009).

Also, Turulja et al. (2020) investigated how students' entrepreneurial intention is impacted by forms of regulatory support, concluding that perceived informal support (comprising support from family and friends) impacted positively on students' entrepreneurial intention, while students' entrepreneurial intention is negatively impacted by fear of failure. In addition, Staniewski and Szopinski (2015) studied the attitudes of Polish students towards entrepreneurship and concluded that the sampled students showed appreciable interest/attitude in starting their own business enterprises. One major way of engendering a positive students' attitude towards entrepreneurship is through education (Walstad & Kourilsky, 1998). Information technology, social factors and educational system have been reported to impact on the entrepreneurship attitude of youth (Dioneo-Adetayo, 2006). According to Soomro et al. (2021), entrepreneurship attitudes of students is significantly influenced by their motivation, personal control, and innovation.

Motivation is conceptualized as a drive towards a thing or person. Motivation towards a thing or person has two dimensions: pull and push (Rahmiati, 2018). The 'push' dimension of motivation comprises intangible and intrinsic issues, while the 'pull' dimension deals with issues which are external and helps to create stimulation. Understanding relevant motivation factors is likely to assist in influencing performance measures (Sahoo et al., 2014). Turulja et al. (2020) report, using empirical evidence, that youth entrepreneurship in Bosnia and Herzegovina is motivated by their level of education and perception of standard of living.

A salient condition for an entity's entrepreneurship activity is the preparedness to appreciate and accept business opportunities. Preparation (via organized knowledge and education) is a major item for creating young entrepreneurs since business opportunities are usually appreciated and exploited by persons who have the relevant drive/motivation, education, preparations, and attitude (Walstad & Kourilsky, 1998). In addition, perceptions about entrepreneurship form the basis for becoming business entrepreneurs. This means that people who aspire to become business entrepreneurs must have positive motivations, perceptions, and attitudes about entrepreneurship. Koh (1996) posits that personal or organizational entrepreneurial features or characteristics comprise such issues as innovativeness, achievement motivation, locus of control, risk-taking drive or propensity, tolerance for ambiguity, and self-confidence. Achievement motivation of an entity (person or organization) influences entrepreneurial tendency or attitude. Entrepreneurial behavior, including entrepreneurial attitude, is present in both profit and nonprofit organizations (Peris-Ortiz et al., 2014). Also, entrepreneurship activities are, generally, situated within cultural, social, personal, and institutional settings and relationships (Kloosterman, 2010; Tang, 2015).

Attitudes and motivations of persons who want to be entrepreneurs can be influenced positively or negatively towards entrepreneurship. Rae and Melton (2017) posit that students' entrepreneurship attitudes or mindsets can be developed via education and learning. Entrepreneurship attitudes of students have been found to positively impact their general learning cognitions (Laurikainen et al., 2018) and entrepreneurship business (Nadelson et al., 2018). Entrepreneurship education, generally, is important for young students since the idea of becoming a business entrepreneur should be inculcated

into the potential entrepreneur early in his/her education career. Such entrepreneurship education can potentially increase the student's knowledge of, and attitudes and motivations towards, entrepreneurship endeavors. According to Krueger and Brazeal (1994), this kind of entrepreneurship education (which is provided to young students) has the probability of enhancing the student's knowledge and attitude toward entrepreneurship, building confidence in the students about their future, providing needed motivation, and promotes self-efficacy beliefs in the students. In addition, it improves attitudes towards entrepreneurship because the students are convinced that engaging in entrepreneurship endeavors is socially desirable and personally beneficial.

Relatedly, Dyer (1994) submits that a key aspect of socialization contributing to entrepreneurship career development is the education and training the individual/student receives. Therefore, the schooling years (in Universities or Polytechnics, for example) offer substantial opportunities to expose students to entrepreneurship theory and practice and avail students of some entrepreneurship career options that are different from traditional career options (Kourilsky, 1995; Walstad & Kourilsky, 1998), in addition to increasing their entrepreneurship attitudes and motivations. Creativity is important for entrepreneurs and entrepreneurship education (Schmidt et al., 2012; Comeche & Pascual, 2014). According to Misoska et al. (2016), students' entrepreneurial intention is a function of entrepreneurial education, support systems, and an encouraging business environment. In addition, Mirjana et al. (2018) report, using empirical evidence, that students' attitudes towards entrepreneurship, subjective norms, and perceived behavioral control have positive relationships with students' entrepreneurial intentions. The research stream dealing with the entrepreneurial tendencies of students is generally thin (de Fatima et al., 2021), especially in the context of developing economies.

Some entrepreneurship constructs have received interest among researchers (Warmuth et al., 2014), including entrepreneurial attitudes and motivations. Generally, entrepreneurial attitudes, intentions, and motivations are a function of internal and external factors associated with an entrepreneurial entity (such as a person, organization, or society). Conceptually and logically, there are interconnections among entrepreneurial motivations, attitudes, and intentions. It can be argued that entrepreneurial motivation leads to entrepreneurial attitude which leads to entrepreneurial intention. Entrepreneurship intention is partly a function of entrepreneurship attitude and education (Jagannathan et al., 2017; Engidaw, 2021). Therefore, understanding cognate constructs associated with entrepreneurship tendencies (such as entrepreneurial attitude and motivation) will go a long way in providing relevant theoretical and practical insights for stakeholders in the entrepreneurship ecosystem. Generally, an entity's entrepreneurial tendency (attitude, motivation, etc. is an emotional behavior) (Vamvaka et al., 2020).

In the case of Nigeria, entrepreneurship education for Nigerian students is of substantial worth because it offers career options in addition to developing the skills, competencies, knowledge, attitudes, and motivations that make graduates from institutions of higher learning more employable and relevant citizens for the growth and development of Nigeria. Despite the likely benefits of entrepreneurship education for Nigerian students, not much is known, empirically, about the entrepreneurship constructs of attitudes and motivations with regard to Nigerian students. This research attempts to fill this empirical void. Specifically, this study attempted to investigate the entrepreneurship attitudes and motivations of a convenience sample of students in the Nigerian university system.

RESEARCH METHODOLOGY

The methods used in this study involved a series of interconnected steps comprising literature search for relevant works, development of data collection instrument (questionnaire) from relevant extant literature, validation of the research instrument, administration of the research instrument to relevant respondents, and analysis of data using appropriate data analytic tools. A descriptive research design was used to determine, empirically, entrepreneurship attitudes and motivations of Nigerian students. Specifically, the research investigated the nature of entrepreneurship attitudes and motivations of a convenience sample of Nigerian university students. The sample comprised students of relative youth and conscious of the issues of research interest (Martinello & Donelle, 2012). Some researchers have used students as samples in entrepreneurship research, and students usually make up suitable

heterogeneous cohort regarding their behavioural intentions, attitudes and preferences (Mirjana et al., 2018). Using students as research samples has been found to be suitable (Fard et al., 2016). Students' entrepreneurship attitude and entrepreneurship motivations were the major constructs of research interest. The descriptive cum exploratory form of the research necessitated using no specific research hypotheses (Pagoto et al., 2021).

Table 1. Keys to Research Variables

Variable ID	Entrepreneurship Attitudes & Motivation Issues
V1	Choice of what to do after graduation.
V2	Advised that students should start their own businesses while in school.
V3	Advised that students should start their own businesses after graduation.
V4	Extent of importance of teaching student's entrepreneurship.
V5	Extent of importance of business firms giving something back to the society.
V6	Knows a successful business entrepreneur.
V7	Knows the address of a successful business entrepreneur.
V8	Likelihood of becoming an entrepreneur immediately after graduation.
V9	Extent of self-confidence in becoming a successful entrepreneur.
V10	Extent of willingness to take business risks.
V11	Likelihood of achieving life's ambition via entrepreneurship.
V12	Likelihood of achieving life's ambition by working for others.
B1	Motivated by income potential to be an entrepreneur.
B2	Motivated by financial security to be an entrepreneur.
B3	Motivated by independence to be an entrepreneur.
B4	Motivated by the need for achievement to be an entrepreneur.
B5	Motivated by avoiding corporate bureaucracy to be an entrepreneur.
C5	Age
C6	Gender.
C7	Degree/Course of study
C8	Year of study.

A self-report, with closed-ended questions, research instrument (questionnaire) was designed and validated by relevant subject matter experts for data collection. This method was adopted because it allowed respondents to provide quick and accurate responses needed to address the research objectives (Qashou & Saleh, 2018). The research questionnaire was designed based on relevant research variables (Rakhmani & Bhinekawati, 2020), benefited from relevant extant literature, and validated by entrepreneurship scholars and experienced entrepreneurs. See Table 1 for keys to research variables. Therefore, the final questionnaire used for the study benefited, specifically, from the works of Dyer (1994), Krueger and Brazeal (1994), Kourilsky (1995), Walstad and Kourilsky (1996), Kourilsky and Walstad (1998), Walstad and Kourilsky (1998) and Gardner (2004), in addition to refinements based on expert opinions and reviews (Bashir et al., 2019). Also, development of the research instrument benefited from informal discussions with some business academics and students who did not participate in the main study. The research instrument utilized nominal and Likert-type measurement scales because of their relevance to the research issues of interest, in addition to simplicity, ease of being understood by respondents (Barksdale & Darden, 1972) and reliability usefulness (Harris & Ogbonna, 2006).

The questionnaire for this research had three sections. The first section of the questionnaire (Section A) consisted of nominal and Likert scale questions on twelve (12) issues of research relevance measuring entrepreneurship attitudes of students. This section of the questionnaire requested the research respondents/students to provide specific answers to certain operationalized dimensions of entrepreneurship attitudes. Data in this section of the questionnaire were collected via Nominal and Likert-type measurement scales.

The second section (section B) requested the respondents/students to indicate the extent to which certain factors (termed as determinants of entrepreneurship motivations) would determine the likelihood of their becoming business entrepreneurs immediately after graduating from their respective universities. This section of the questionnaire used Likert-type questions on five items to measure

“determinants of entrepreneurship motivations.” The data in this section were collected via a six-point Likert scale ranging from “very high extent” (6) to “No extent at all” (1).

The third and last section of the questionnaire (Section C) requested data from respondents/students regarding their demographic profiles, including age, gender, course of study, and year of study, among others. Although the identity of individual respondents/students and their universities were kept anonymous, demographic data of the respondents/students were collected to further analyze the data (Nelson et al., 2003). The demographic statistics of the respondents are presented as Tables 12, 13, 14, and 15.

Data was collected, via structured questionnaire, from a convenience sample of students operating in two universities in Northeastern and Southwestern parts of Nigeria regarding their entrepreneurial attitudes and motivations. In all, seven hundred (700) copies of the research questionnaire were given to a convenience sample of students in the two universities operating in Southwestern and Northeastern parts of Nigeria. Out of the 700 copies of questionnaire administered to respondents/students, 675 were completed and returned with only 515 fully and relevantly completed, resulting in an effective response rate of about 74 %. In this research, convenience sampling research method was used because of its benefits of ease of research implementation, cost effectiveness, and generation of higher response rate (Eze et al., 2011; Ritchie et al, 2014; Yadav & Pathak, 2017; Rahman et al., 2018). Data normality was established in this research via skewness and kurtosis values which were below the threshold values recommended in relevant extant literature. According to Byrne (2010), if the skewness value is between -2 and +2, and the kurtosis value is between -7 and +7, data normality is assumed.

Table 2. Descriptive Statistics (Mode) of Choice of What to Do After Graduation

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Work in an oil company	110	21.4	21.4	21.4
Work in a bank	71	13.8	13.8	35.1
Get a good paying job	73	14.2	14.2	49.3
Start own small business	73	14.2	14.2	63.5
Pursue postgraduate programme	188	36.5	36.5	100.0
Total	515	100.0	100.0	

Descriptive statistics in the Statistical Package for the Social Sciences (SPSS version 20.0) were used to analyze the collected data. Also, a reliability test was conducted to determine the psychometric property of the research instrument (questionnaire). Findings from these data analysis methods are presented in the Results & Discussion sections.

RESULTS AND DISCUSSION

From Table 2, it can be seen that most (36.5%) of the respondents chose pursuing postgraduate programmes after graduation, while only 14.2% indicated interest in starting their own businesses (entrepreneurship).

Table 3. Descriptive Statistics (Mode) of Respondents’ Advice for Students to Start their Own Businesses after Graduation

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	335	65.0	65.0	65.0
No	180	35.0	35.0	100.0
Total	515	100.0	100.0	

Table 3 shows that most (65%) of the respondents/students advised that university students should start their own businesses after graduation.

Table 4. Descriptive Statistics of Extent of Importance of Teaching Student’s Entrepreneurship

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Very Important	334	64.9	64.9	64.9
Somewhat Important	149	28.9	28.9	93.8
Not Important At All	32	6.2	6.2	100.0
Total	515	100.0	100.0	

Table 4 shows that most (65%) of the respondents/students indicated that is “very important” for university students to be taught entrepreneurship education, while few (6.2%) of the respondents/students indicated that teaching university students’ entrepreneurship education “is not important at all.”

Table 5. Descriptive Statistics (Mode) of the Extent of Importance for Business Organizations to Give Something Back to Society

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Very Important	298	57.9	57.9	57.9
Somewhat Important	114	22.1	22.1	80.0
Not Important At All	103	20.0	20.0	100.0
Total	515	100.0	100.0	

Table 5 shows that most (58%) of the respondents/students indicated that it is “very important” for business organizations to give something back to society,” while few (20%) of the respondents/students indicated that “it is not important at all.”

Table 6. Descriptive Statistics (Mode) of Knowing a Successful Business Entrepreneur

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	203	39.4	39.4	39.4
No	312	60.6	60.6	100.0
Total	515	100.0	100.0	

Table 6 shows that most (61%) of the respondents/students indicated that they did not know any successful business entrepreneurs.

Table 7. Descriptive Statistics (Mode) of Knowing the Address of a Successful Business Entrepreneur

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	251	48.7	48.7	48.7
No	264	51.3	51.3	100.0
Total	515	100.0	100.0	

Table 7 shows that most (51%) of the respondents/students indicated that they did not know the addresses of any successful business entrepreneur.

Table 8. Descriptive Statistics (Mean & SD) of Entrepreneurship (Attitude Items; N = 515)

Entrepreneurship Attitude Items	Mean	Std. Deviation
	Statistic	Statistic
Likelihood of becoming entrepreneur immediately after graduation.	2.5029	1.88417
Extent of self-confidence in becoming a successful entrepreneur.	2.6951	2.00444
Extent of willingness to take business risks.	2.7786	2.08700
Likelihood of achieving life’s ambition via entrepreneurship.	2.8971	1.85964
Likelihood of achieving life’s ambition by working for others.	2.7689	1.79791

Table 8 shows the descriptive statistics (Mean and SD) of students' attitude to entrepreneurship items. All (100%) of the attitude to entrepreneurship items had low mean values (<3.0 on a maximum value of 6.0), indicating relatively bad attitude towards entrepreneurship for the students.

Table 9 shows the reliability value of the students' Entrepreneurship Attitude Scale used in this research. The value of .76 seems to indicate acceptable Cronbach's Alpha reliability value for the scale (Nunnally, 1978; Cronbach, 1951).

Table 9. Reliability Statistic (Cronbach's Alpha) of Entrepreneurship Attitudes Measure

Cronbach's Alpha	Number of Items
0.760	12

Table 10 shows the descriptive statistics of the students' entrepreneurship determinants items. The most important entrepreneurship motivation determinant is "the independence associated with being an entrepreneur", while "income potential is the least entrepreneurship motivation determinant."

Table 10. Descriptive Statistics (Mean & SD) of Entrepreneurship (Motivation Determinants; N = 515)

Entrepreneurship Motivation Determinants	Mean	Std. Deviation	Skewness Statistic	Kurtosis Statistic
	Statistic	Statistic		
Motivated by income potential to be an entrepreneur	2.8427	2.03197	0.427	-1.582
Motivated by financial security to be an entrepreneur	3.0000	1.91452	0.197	-1.564
Motivated by independence to be an entrepreneur	4.4544	1.38480	-1.116	0.678
Motivated by need for achievement to be an entrepreneur	3.0854	2.05860	0.384	-1.588
Motivated by avoiding corporate bureaucracy to be an entrepreneur	4.2699	1.04517	-0.650	0.949

Table 11. Reliability Statistic of Entrepreneurship (Motivation Determinants Scale)

Cronbach's Alpha	Number of Items
0.854	5

Table 11 shows the reliability value for the Students' Entrepreneurship Motivation Determinant scale used in this research. The reliability Cronbach's alpha value of .85 seems to indicate acceptable reliability value for the scale (Cronbach, 1951). However, it should be noted that Cronbach's alpha value is sensitive to the number of items in the measuring scale (Hair et al., 2017; Ofori & Appiah-Nimo, 2019). Tables 12, 13, 14, and 15 present the demographic profiles of the respondents/students with regard to gender, course of study, year of study, and age.

Table 12. Descriptive Statistics of Respondent's Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	190	36.9	36.9	36.9
Female	325	63.1	63.1	100.0
Total	515	100.0	100.0	

Table 12 shows the descriptive statistics of respondents' gender. It can be seen from Table 12 that most (63.15) of the respondents were female, while the rest (36.9%) of the respondents were male.

Table 13. Descriptive Statistics of Respondents' Degree/Course of Study

Course of Study	Frequency	Percent	Valid Percent	Cumulative Percent
Business Courses	371	72.0	72.0	72.0
Non-Business Courses	144	28.0	28.0	100.0
Total	515	100.0	100.0	

Table 13 shows descriptive statistics of the respondents with regard to degree/course of study. It can be seen from Table 13 that most (72%) of the respondents were from business-related courses of study while the rest (28%) of the respondents were from nonbusiness-related courses of study.

Table 14. Descriptive Statistics of Respondents' Year/Level of Study

Level of Study	Frequency	Percent	Valid Percent	Cumulative Percent
First Year	454	88.2	88.2	88.2
Non-First Year	61	11.8	11.8	100.0
Total	515	100.0	100.0	

Table 14 shows the demographic statistics of respondents' Year/Level of study. It can be seen from Table 14 that most (88.2%) of the respondents were at the first-year level, while the rest (11.8) of the respondents were non-first-year level students.

Table 15. Descriptive Statistics (Mode) of Respondents' Ages

Age	Frequency	Percent	Valid Percent	Cumulative Percent
18 years or younger	488	94.8	94.8	94.8
Older than 18 years	27	5.2	5.2	100.0
Total	515	100.0	100.0	

Table 15 shows the descriptive statistics of respondents' ages. It can be seen from Table 15 that most (94.8%) of the respondents were eighteen years or younger, while the rest of the respondents (5.2%) were older than eighteen years.

CONCLUSION

This study has provided insightful observations on the entrepreneurial attitudes and motivations among Nigerian university students. The findings reveal a moderately low entrepreneurial attitude, signifying a potential gap between the educational emphasis on entrepreneurship and students' actual readiness to embark on entrepreneurial ventures. Interestingly, the main motivation for entrepreneurship among these students is not financially driven, but rather centered around the desire for independence. This divergence from financial motivations suggests a deeper, intrinsic value placed on entrepreneurship, possibly rooted in the desire for autonomy and self-determination. The findings of this research can be positioned within the broader discourse of entrepreneurship education and motivation, particularly in the context of developing economies like Nigeria (Acs et al., 2008; Fayolle et al., 2006; Kolvereid & Moen, 1997; Nabi et al., 2018; Naudé, 2010; Ryan & Deci, 2000).

This research presents some findings for reflection and further research. Specifically, the research reveals relatively low attitudes of Nigerian students towards entrepreneurship, despite the emphases placed on entrepreneurship education and practice by government, regulators and university managers. Therefore, well-thought-out policies and programmes are needed to enhance the attitudes and mindsets of Nigerian students towards different forms of entrepreneurship, including social entrepreneurship (Shahid & Alarifi, 2021). Also, exposing and encouraging Nigerian students to engage in game-oriented entrepreneurship education can assist in enhancing their attitude towards entrepreneurship (Perez-Perez

et al., 2021). This can be accomplished by utilizing relevant forms of technologies and the ubiquitous social media platforms (such as Facebook, Twitter, Instagram) in their entrepreneurship education since many of the students are culturally and generationally attached to these social media platforms.

The research also reveals that students are motivated more by the independence associated with being a business entrepreneur and less by income potential. This is an interesting finding and seems to be at variance with anecdotal pieces of evidence. This finding is in accord with the work of Rahmiati (2018) regarding push or internal factors motivating entrepreneurship tendencies. Also, this finding aligns with the empirical findings of Turulja et al. (2020) which implicated personal motivation and standard of living as the major driving factors for entrepreneurship tendencies. Generally, different internal and external factors can motivate entrepreneurship tendencies of entities depending on the environmental contexts and desired objectives.

The findings from this research have some practical and research implications and relevance. On the practical side, the research findings are likely to encourage relevant practical on-campus activities that will help to spur good attitudes in students towards cognate entrepreneurship issues. This may include connecting students with successful young and old entrepreneurs via internships, boot camps, game-oriented entrepreneurship education, seminars, and workshops. On the research side, future research is recommended in cognate areas to isolate the salient factors that can motivate the entrepreneurship attitudes of students at different levels of study and countries (developing and developed countries). Such research will add to the relevant entrepreneurship body of knowledge and provide further beneficial theoretical insights.

This research has some limitations which may spur further research efforts in cognate areas. For example, future research may be undertaken to investigate comparative entrepreneurship attitudes of students in specific academic programmes/disciplines, levels (undergraduate/postgraduate), and types of higher institutions (university, polytechnics, and colleges of education), among others. Also, the cross-sectional and descriptive nature of the present research may encourage future research to use longitudinal and qualitative forms of research to investigate cognate areas of entrepreneurship attitudes and motivations of Nigerian students in institutions of higher learning. In addition, the use of self-reporting by respondents in this research might have introduced some bias (Khuwaja et al., 2020), even though ensuring that respondents' responses were anonymous and confidential, as done in this research, is one of the ways of remedying this kind of bias in research (Podsakoff et al., 2003). Generally, self-reporting research instruments (such as questionnaire) are not always accurate with regard to respondents' assessment or perceptions because they (self-reporting instruments) are associated with traces of bias and distortion (Spicer & Sadler-Smith, 2005; Ding et al., 2020).

In addition, the use of only descriptive statistics in this research, as opposed to more sophisticated statistical techniques, might have minimized interesting research findings worthy of attention and reflection. However, it should be noted that the use of descriptive statistics in research may create easy comprehension of research results for the statistically unsophisticated audience. In addition, the use of statistical sophistication in research can be a form of statistical pretence (Varadarajan, 2020), and may have the demerit of emphasizing unnecessary rigour over practical comprehension and relevance. It is hoped that further insights regarding students' entrepreneurship attitudes and motivations will be revealed if the limitations associated with the present study are addressed in future research efforts.

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