

INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND DEMOGRAPHIC FACTORS ON ENTREPRENEURIAL INTENTION AMONG UNDERGRADUATE STUDENTS IN NIGERIA

BAGOBIRI, ESTHER YIMI

+234-3062835103

bagobiriesthery@gmail.com

ABSTRACT

Several school leavers and employable adults are either finding it difficult to secure employment or are laid off work for one reason or the other. This paper examines the impact of entrepreneurship education and demographic factors on the entrepreneurial intention among undergraduate students in Kaduna State University in Nigeria. The study adopted a survey research design. The population of the study was 2430 third year students in Kaduna State University and the sample size was 345. Both descriptive and multiple regression analysis were employed in the analysis. It was found that entrepreneurship education, religion, gender, ethnicity, faculty of the student, and the number of dependents on their parents have statistical significant influence on undergraduates' intention to start up a business. It is therefore, recommended based on the findings of this study, that Nigerian Universities should give adequate attention and consideration to demographic factors, especially; religion, gender, ethnicity, faculty of the student, and the number of dependents on their parents in the planning of entrepreneurship education programmes to help enhance entrepreneurial intentions among undergraduates.

Key Words: *Entrepreneurship, Demographic, Education, Intention*

INTRODUCTION

Entrepreneurship is a key vehicle for employment creation, creation of economic wealth, and an essential means of enhancing the innovation dynamics in the local, regional and national economies and provides a satisfying and rewarding working life, provides a flexible lifestyle and considerable business autonomy. It is becoming an increasingly important career option for unemployed people, secondary school and university graduates. At a national level, entrepreneurial activity contributes to

prosperity, economic growth and development (Akanbi, Paul & Onyema, 2011; Talas, 2013).

Similarly, considerable efforts have been directed at entrenching entrepreneurship education in higher education, as it has been advocated to play a significant role in increasing the number of graduates in many countries that seek to promote self or small business employment as a realistic career option through developing their entrepreneurship intention, which is basically a state of mind, which directs and guides the actions of the individual toward the development and the implementation of new business concepts and a person's will to execute new venture formation behavior or exploit (Nabi & Holden, 2008).

The rapid rise in the country's unemployment rate has become a major source of concern. Several school leavers and employable adults are either finding it difficult to secure employment or are laid off work for one reason or the other. It is no longer about going to school and graduating or learning a trade, but about how to face the reality of graduating and joining the brigade of the unemployed with little hope of what the future holds. A career in entrepreneurship offers individuals with significant opportunities to achieve independence, reap greater financial payback, create jobs and contribute to economic growth and development of the nation (Tyagi, 2010).

Although entrepreneurship education has been adopted as one of the key instruments to increase the entrepreneurial attitudes of potential entrepreneurs, the influential factors that determine the individual's decision to start up a venture are not explicit enough. However, the explaining capacity of demographic characteristics on entrepreneurial intention is rather limited (Lifián, Rodríguez-Cohard & Rueda-Cantuche, 2011). More so, little is known about the actual impacts of entrepreneurship education programs on developing entrepreneurial intention of students particularly in universities (Lee, 2006). Considering the importance of entrepreneurship to school leavers and undergraduates, it becomes important to understand the factors that affect their intentions to start-up a business in the future.

Number of individual factors was identified as major motivators of a person's decision to become an entrepreneur. These factors include; demographic factors, attitudes, values and psychological factors. Furthermore, personality traits and several additional individual difference variables have been also found to predict entrepreneurship. Demographic factors affecting entrepreneurship are age, sex, education, work experience and role models. In addition, individual difference variables such as age, gender, and education can also impact on entrepreneurial behaviours (Ismail, Khalid,

Othman, Jusoff, Abdul, Mohammed & Sheikh, 2009).

Understanding the antecedents of entrepreneurial intention such as demographic variables and entrepreneurship education, allows teachers, consultants, advisors and policy makers to get a clearer picture of how intentions are formed and how new venture founders' beliefs, perceptions and motives impact the intent to start a business. Investigating the motives that drive graduating students to entrepreneurship is highly significant given the importance of entrepreneurship to job creation and economic growth (Wang, Lu & Millington, 2011; Zellweger, Sieger & Halter, 2011)

The aim of this paper is therefore to examine the impact of entrepreneurship education and demographic factors on the entrepreneurial intention among undergraduate students in Kaduna State University in Nigeria.

Objectives of the Study

The specific objectives of the study are to:

- i. Determine the relationship between demographic factors and entrepreneurial intention among undergraduate students in Nigeria.
- ii. Examine the influence of entrepreneurship education on entrepreneurial intention among undergraduate students in Nigeria.

CONCEPTUAL LITERATURE

Entrepreneurial Intention

Entrepreneurial intention which is defined as a decision to start or form a new business venture has been inveterate to be a crucial predictor of future entrepreneurial behavior (Krueger, 2007). This invariably means that, an individual may possess the characteristics of an entrepreneur such as competency and self-efficacy but may not make the transition into entrepreneurship because of a lack of intention. Similarly, entrepreneurial intention may be a desire to create a new firm or a new value driver within existing organizations (Wu, & Wu, 2008). Quan (2012) argue that there are two types of entrepreneurial intention: The impulsive and the deliberate. Impulsive entrepreneurial intention can be referred to as the desire to start up a new business without realistic control of business resources which can be influenced by personal characteristics, culture or demographic factors; Deliberate entrepreneurial intention on the other hand refers to willingness of the individual to venture into business due to the feasibility of entrepreneurial behaviors which usually relies on external resources such as prior experience or network building.

Demographic Factors and Entrepreneurial Intention

The individual factors that motivate a person's decision to become an entrepreneur have also been examined (Verheul, Thruik, and Grilo, 2005; Ashley-Cotleur, King, and Solomon, 2009). These can be categorized as demographic factors and psychological factors and they include age, sex, education, and work experience (Ismail, 2009; Kristiansen & Indarti, 2004). More so, females are less likely to establish their own businesses than men (Verheul, 2005), while age is suggested as an important factor in entrepreneurial intention. Research also shows that people mostly decide to establish their own firms between the ages of 25-45 years old (Storey, 2005).

Empirical studies also focus on individual background characteristics such as education, prior experience in employment and occupation of the parents to explain entrepreneurial intention (Kristiansen & Indarti, 2004). There are, however, contradictory findings on educational level and entrepreneurial activity. According to Bates, (1995) education has a positive impact on EI while Reynolds (1995), disagree with this finding. On the other hand, when analyzing the entrepreneurship indicators, Davidson (1995) find a positive relationship between factors of educational formation, previous experience and growth aspirations, despite having also found entrepreneurs with a low level of education. Similarly, household income, parental socio economic race, religion and ethnicity have been suggested to significantly affect the innovative attitude of individuals (Gibson & Gibson, 2010; Olanrewaju, 2013).

Entrepreneurship and Entrepreneurship Education

Schools have been suggested to play a major role in shaping an individual's mind in becoming an entrepreneur. Conceptually, entrepreneurship education refers to the expert knowledge which instills in learners the characteristics of risk-taking, innovation, arbitrage and co-ordination of factors of production for the purpose of creating new products or services for new and existing users within human communities (Minniti & Lévesque 2008; Naudé 2007).

Although, there are limited number of studies which have examined the effectiveness of entrepreneurship programs in enhancing self-employment, these studies are however limited in scope and rather inconclusive in their findings. For instance, Peterman & Kennedy (2003), found that participation in an entrepreneurship program significantly increased perceived feasibility of starting a business among graduates. Furthermore, Verheul (2005) find that an additional year of education increased entrepreneurial profits by 5.5 percent in developing countries and 6.1 percent in developed countries; which implies that returns to entrepreneurship education are somewhat higher in developed countries. Captivatingly the respondents with a Bachelor's degree and

without any business degree were found more likely to view themselves as entrepreneurs as compared to individuals with Master's degree or business degree. These findings point to the lack of entrepreneurial orientation of formal business degree programs. Hence, when entrepreneurship education is effectively and efficiently taught it has the capacity to propel self-employment which is capable of accelerating sustainable growth and development. This is evident in a number of developed nations like Japan and America that utilized entrepreneurial education for improving their human capital as opposed to the traditional approach of teach-and-listen approach, which is prevalent in the developing third world nation, Nigeria inclusive.

THEORETICAL LITERATURE

The decision to become an entrepreneur clearly falls into the category of intentional behaviour. Similarly, the theory of planned behaviour is the main paradigm in the study of intention (Ajzen & Fishbein, 1980; Ajzen, 1991; Krueger, Rely, & Carsrud, 2000; Veciana, Aponte & Urbano, 2005). It suggests three conceptually independent antecedents of intention. The first is the attitude toward the behavior. This refers to the extent to which a person has an approving appraisal of the behavior in question. The second predictor of intention is the subjective norm, or the perceived social pressure to perform the behavior. The third precursor of intention is the degree of perceived behavioral control, which refers to the perceived ease of performing the behavior. Perceived behavioral control reflects past experience as well as anticipated impediments and obstacles. The more favorable the attitude and subjective norm with respect to the behavior, and the greater the perceived behavioral control, the stronger the intention to perform the behavior. A later version of the model starts with the subjective norm and represents the other two predictors as the perceived desirability and the perceived feasibility of what is intended, with situational variables influencing the transformation. Situational factors are highly important, because intent alone is a poor predictor of actual entrepreneurship behavior (Krueger, 2000). One study has found that though 30% of those who claimed intent followed up during the subsequent four-year period, only 8.7% actually entered self-employment. The theory of planned behavior has been used in practical applications as well as in basic research (Krueger & Carsrud, 2000). Attitudes, religion and gender have been shown to explain about 50% of the variance in intentions, and about 30% of the variance in behavior. These results compare favorably with trait measures, which typically explain about 10% of behavioral variance (Ajzen, 1991). These studies suggest that the greater the degree to which the behavior can be controlled, the greater is the influence of intent on eventual behavior. The generic intentions model was elaborated into an explanatory model on which the questionnaire was based. In the model, background variables about personality types (which stand for the subjective norm in the theory of planned behavior) are viewed as influencing the

perceived feasibility and the perceived desirability of entrepreneurship. Since subjective social norms in the theory of planned behavior have consistently been shown to have weak explanatory power (Krueger, Reilly & Carsrud, 2000), substitution by personality traits or demography in which social norms are at least partially reflected was expected to increase significance. Perceived desirability may be understood as being composed of the attitude towards entrepreneurship as supported by the relevant personality and demographic traits. Perceived feasibility expresses self-efficacy as the degree to which personality traits and other resources are perceived to match the requirements of building up and managing an organization. Together the two attitudes constitute the entrepreneurial drive of individuals (Florin, Karri & Rossiter, 2007).

Empirical Review

Despite the fact that entrepreneurship education has been suggested to curb unemployment rate as well as propel entrepreneurship behaviors among individuals, there are however no consensus as to what factors determine entrepreneurship intentions. For instance, Lüthje and Franke, (2003) investigated the determinants of entrepreneurial intention among engineering students at Massachusetts Institute of Technology (MIT). The findings show that personality traits, entrepreneurial attitude, perceived barriers support factors were the prominent determinants. Similarly, Wang and Wong (2004) assessed entrepreneurial interest among students in Singapore and the results show that perceived risk and knowledge were significant indicators. Furthermore, Gürol and Atsan (2006) studied the determinants of entrepreneurial characteristics among fourth year students from two Turkish universities. Their findings suggest that propensity to take risk, internal locus of control, higher need for achievement and innovativeness were the major determinants of entrepreneurial intention amongst these students.

In the same way, Wilson, Kickul and Marlino (2007) explored the role of gender and self-efficacy as key determinants of entrepreneurial intentions. Their results indicated that the effects of entrepreneurship education in MBA programs on entrepreneurial self-efficacy were stronger for women than for men. Also, Gerry, Marques and Nogueira (2008) analyzed the entrepreneurial potential of graduates at a Portuguese university using multivariate statistical techniques. Their findings suggest that gender, risk factors and academic training had significant impact. Engle (2010) also carried out a comprehensive survey among business students in twelve countries and the findings suggest that social norms were a significant predictor of entrepreneurial intent in each country.

Also, Mahmud and Muharam (2014) examine the factors that influence entrepreneurial intentions among PhD students in a University in Malaysia. A survey data of 130 usable questionnaires were conducted and the data were analyzed using SPSS. The findings show a significant and positive relationship between attitude, subjective norm and perceived behavior control on entrepreneurial intentions. In the same way, Ayuo and Kubasu (2014) examined the key factors that influence entrepreneurial intention among students in a university in Kenya. By employing 326 university students whilst examining the theory of planned behavior by Ajzens (1991), the results indicate that gender, having entrepreneurial parents, subjective norm, perceived behavior control; attitudes, favorable environmental conditions, and academic support were significant determinants of entrepreneurial intention.

Ita, Singh and Adesola (2014), examined the factors that influence entrepreneurial intentions among undergraduates of South-south and Southeast Nigeria. Surveying 1,129 final year undergraduates from 15 universities in 68 departments plus four focus groups of 42 participants, the quantitative study found personal attitude, perceived behavioral control and perceived barrier as most significant factors. Also, the qualitative study find that people of Southeast Nigeria exhibited a peculiar flair for entrepreneurial activities.

Talas (2013) investigate the influence of demographic factors on entrepreneurial intention among undergraduate students. The study employed the logistic regression to analyze the data obtained from well-structured questionnaire administered to 638 students across 7 faculties. The findings suggest that the current faculty, type of high school attended and house hold income were statistically significant demographic factors to be considered when exploring entrepreneurial intention.

In view of the foregoing, we find that empirical evidence assessing the impact of demographic factors on entrepreneurial intention in Nigeria is rather limited, as most existing studies have focused on establishing the theory of planned behaviour within the Nigeria context. This study therefore seeks to fill the gap in literature by providing empirical evidence regarding the link with respect to Nigeria's environmental context.

METHODOLOGY

This study adopted a survey research design. The data employed in this study was obtained by the administering questionnaires to third year undergraduates students across 4 faculties (Social and Management sciences, Medicine, Arts and Sciences) in Kaduna State University. The total number of third year students as at when the data was collected was 2430 (Kaduna State University Academic planning division, 2016). The

study decided to focus on third year students at the end of the second semester 2015/2016 session as they enroll for entrepreneurship course during the session. The appropriate sample size was determined by adopting the formula below as used in (Talas, 2013).

$$n = \frac{NPZQ^2}{(N-1)d^2 + PQZ^2} = 1$$

n = sample size

N = Population size here the number of students in three hundred level at the end of second semester for the period under review which is estimated at 2430.

P = probability of the occurrence for a given event (0.5)

Q = $1 - P$; which is (0.5)

Z = the test statistic under the $(1 - \alpha)$ % significance level (1.96)

d = the tolerance. In view of this, the minimum representative sample is calculated as follows

$$N = \frac{(2430)(0.5)(0.5)(1.96)^2}{(2430-1)(0.05)^2 + (0.5)(0.5)(1.96)^2} = 344.75 \quad (2)$$

345 usable questionnaires which exceed the objective minimum sample size were transformed and coded to a convenient computer-ready form. The number of representative questionnaires was also determined based on the number of the students at the corresponding faculties using simple random sampling approach.

DATA PRESENTATION AND ANALYSIS

The demographic profiles of the respondents are presented in table 4.1.

Table 4.1: Demographic Profiles of the Respondents

S/No.	Variables	Frequency(N=345)	Percentage (%)	Mean
	Entrepreneurial Intention	345	Yes=200 No=145	0.60286 0.39713
1.	Gender			
	Male	196	56.8	0.56812
	Female	149	43.18	0.43188
2.	Age Group			
	18-29	304	88.11	0.88116
	30-41	34	9.86	0.09855
	42- and above	7	2.03	0.0202
3.	Ethnicity			
	Hausa	169	48.90	0.4898
	Yoruba	30	8.69	0.0869
	Igbo	17	4.93	0.0493
	Others	129	37.39	0.3739

S/No.	Variables	Frequency(N=345)	Percentage (%)	Mean
	Entrepreneurial Intention	345	Yes=200 No=145	0.60286 0.39713
4.	Religion			
	Muslim	183	53.04	0.5304
	Christian	156	45.21	0.4551
	Others	6	1.739	0.1739
5.	Parents Level of Education			
	Primary School	27	7.82	0.0812
	Secondary School	62	17.97	0.1797
	Bachelor Degree	124	35.94	0.4347
	Postgraduate	88	25.51	0.3072
	Others	43	12.46	0.1293
6.	Monthly Income of the Head of Household(N)			
	Below 500,000	254	73.62	0.7362
	1,000,000-3,000,000	75	21.74	0.2174
	3,000,000 and above	16	4.64	0.0464
7.	Occupation of Head of household			
	Private Sector	68	19.71	0.1971
	Public Sector	130	37.68	0.3768
	Self Employed	84	24.35	0.2435
	Unemployed	27	7.83	0.0783
	Retired	36	10.43	0.1043
8.	No. of Dependents for the Head of household			
	Below 3			
	3-5	106	30.73	0.3073
	Above 5	106	30.73	0.3073
		133	38.55	0.3855
9.	Faculty			
	Social Science	108	31.30	0.3130
	Medicine	16	4.64	0.0464
	Arts	17	4.93	0.0493
	Sciences	204	59.13	0.5913
10.	Type of Secondary School Attended			
	Science School	88	25.51	0.2551
	Vocational School	12	3.48	0.0348
	Public School	157	45.51	0.4551
	Private School	88	25.51	0.2551

Source: Field Survey, 2016

Table 4.1 shows that 196(56.8%) of the respondents' are male students while 149(43.18) are female students. This shows that majority of our respondents in the sample are male. 304(88.11%) are around the ages 18-29 years; 34(9.86%) are between 30-41 and 7(2.02%) are aged 42years and above. As such, we can say that majority of our respondents are between ages 18-29 years. The profile also reveals that 169(48.90%) of

the respondents are Hausa by ethnicity and the second majority 129 (37.39%) belong to other ethnic groups. 30(8.70%) are Yoruba and 17(4.92%) are Igbo by tribe.

As regards the parents' level of education, the survey shows that 124 (35.94%) of the respondents have parents who have Bachelor degree as their highest level of education, 27(7.82%) have parents with primary school leaving certificates, 88(25.51%) have postgraduate qualifications and 43 (12.46%) indicated "Others" implying that their parents have no formal education.

108(31.30%) of the respondents were enrolled in faculties of Social and Management sciences, 16(4.64%) were enrolled in faculty of medicine, 17 (4.93%) were students of faculty of arts and 204(59.13%) were from faculty of sciences. Nearly 48.11% of their household head were working in the public sector or retired; while over 70% of (73.62%) their monthly income was under N500,000. Before their undergraduate education, nearly 52% of students were educated at either a public school or a science based secondary school.

REGRESSION ANALYSIS

The researcher conducted a multiple regression analysis. This was done to test relationship among variables (independent) on the entrepreneurial intentions among undergraduate students in KASU. The statistical package for social sciences (SPSS) was applied to code, enter and compute the measurements of the multiple regressions for the study.

The model Specification is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \beta_{10} X_{10} + \beta_{11} X_{11} + \epsilon$$

Where Y is the dependent variable (entrepreneurial intentions), X_1 is Entrepreneurial Education; X_2 is Gender; X_3 is Age group; X_4 is Ethnicity; X_5 is Religion; X_6 is Faculty; X_7 is Secondary school type; X_8 is Parents level of Education; X_9 is Household Head Monthly Income; X_{10} is Occupation of Household Head and X_{11} is Number of dependents.

Table 4.2 Regression Analysis

Variables	Coefficients	Standard Error	tstats	P value
Gender	-0.6037404	0.0400919	-15.06	0.000***
Age Group	0.0147465	0.0253483	0.58	0.561
Ethnicity	-0.1394112	0.0176883	-7.88	0.000***
Religion	0.060872	0.0267168	2.28	0.023**
Faculty	0.0373021	0.009116	4.09	0.000***
Sec. School Type	0.0125515	0.0160671	0.78	0.435
Parent's Level of Education	0.0112098	0.1182327	0.61	0.539
Household Head Monthly Income	0.004227	0.0177644	0.24	0.812
Occupation of head of household	-0.0027046	0.0145402	-1.86	0.064
Number of dependants	-0.0777882	0.0242529	-3.21	0.001***
Ent. Education	0.0796540	0.0411435	5.65	0.000***
Constant	1.705413	0.0404314	42.18	0.000
F(10,334) =1002.25				
Prob.>F =0.000				
S =0.5677				
Adj. R ² =0.9442				

Note: ** denotes significance at 1% level

Table 4.2 shows the outcome of the regression analysis and the extent to which demographic factors influence entrepreneurial intention amongst undergraduate students in Kaduna State University. The obtained R square (R^2) 0.97 depicts that about 97% of the dependent variable is explained by the independent variables. Furthermore, the table shows that there is a significant positive relationship between the faculty of the student and entrepreneurial intention ($\beta = 0.0373$; $p = 0.000$), and religion ($\beta = 0.0608$; $p = 0.023$). The study also found a significant relationship between Gender ($\beta = -0.6037$; $p = 0.000$), number of dependents ($\beta = -0.0778$; $p = 0.001$) and ethnicity ($\beta = -0.1394$; $p = 0.000$) and entrepreneurship Education (0.0796540 ; $p = 0.000$) respectively. The other independent variables including; Age group, Secondary school type, Parent's level of education, Household head monthly income, Occupation of head of household were not statistically significant in influencing entrepreneurial intention as their p-values were all above 0.05.

DISCUSSION OF FINDINGS

The study findings showed that entrepreneurship education as a statistically significant positive relationship with entrepreneurial intention among undergraduate students. The obtained coefficient (0.07) implies that for every 1 unit increase in entrepreneurship education, entrepreneurial intention is expected to increase by 0.07. Statistically significant positive relationship was also found between faculty of student and

entrepreneurial intention. The obtained coefficient for "faculty" (0.037) implies that for every 1 unit increase in Faculty of student, entrepreneurial intention increases by 0.04. Also, religion had statistically significant positive relationship with entrepreneurial intention, according to the result obtained; the coefficient of religion (0.06) implies that for every 1 unit increase in religion, entrepreneurial intention increases by 0.06.

According to the result of the study, gender was found to be statistically significant (negatively related) in influencing entrepreneurial intention among undergraduate students. The obtained coefficient for gender (-0.06) implies that for every 1 unit increase in gender, entrepreneurial intention decreases by 0.06. Number of dependents was found to be also statistically significant (negatively) in influencing entrepreneurial intention. The obtained coefficients (-0.0778) implies that for every 1 unit increase in number of dependents, entrepreneurial intention decreases by -0.08. Similarly, ethnicity was found to be also statistically significant (negatively) in influencing entrepreneurial intention. The obtained coefficients (-0.1394) implies that for every 1 unit increase in ethnicity, entrepreneurial intention decreases by -0.1.

CONCLUSION AND RECOMMENDATIONS

This paper examined the significant impact of entrepreneurship education and demographic variables on entrepreneurial intention among undergraduate students in a Nigerian university on a multivariate framework using a questionnaire-based study was conducted among 345 undergraduate students 4 faculties. The results of the study showed that Students' current faculty, occupation of household head, number of dependent, ethnicity, religion and gender were statistically significant indicators. Students' faculty and religion had a positive impact on entrepreneurial intentions while number of dependent, ethnicity, and gender had a negative impact. For this reason, this study concludes that men; Hausa ethnic group; students with parents as public servants, students in the faculty of arts and medicine and students with families of three or more dependents are less likely to engage in entrepreneurial activities.

Studies of entrepreneurial intentions can be used in boosting new business creations and these findings can be used in strengthening the theories surrounding entrepreneurial intention. This study provides empirical evidence of the relationship between the demographic factors and entrepreneurial intention in Nigeria with respect to undergraduate students. Thus, the research conclude the existence that religion, gender, faculty, occupation of households and the number of dependents have statistical significant impact on undergraduates' intention to start up a business.

It is therefore, recommended that entrepreneurship educators should devise better means of imparting specific entrepreneurship education unto the under graduates in the Nigerian universities such as; organizing practical talks by successful entrepreneurs from different fields to students in all faculties, organizing entrepreneurship exhibitions in the school and including excursion tours by students to business organizations in the academic programme. Successful entrepreneurs that cut across gender lines should be encouraged to serve as instructors and mentors to the students and also government and other related institutions should make use of the findings of this study in enhancing the present entrepreneurship programmes to benefit from the potentials of undergraduate students as well as the general economy of Nigeria. Based on the findings of the study, it should, however, be noted that the key demographic factors that influence the entrepreneurial intention of undergraduate include; gender, religion, ethnicity, faculty of student and number of dependents on their parents, thus it is recommended that these factors should be given adequate attention and consideration by Nigerian Universities in the planning of entrepreneurship education programmes in order to enhance entrepreneurial intention among undergraduate students.

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