DEMOGRAPHIC FACTORS AND ENTREPRENEURIAL INTENT AS A CAREER CHOICE AMONG UNDERGRADUATES: THE CASE OF A UNIVERSITY IN NIGERIA

BY

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Abstract

The aim of this paper is to assess the relationship between demographic factors and entrepreneurial intentions among undergraduates as a career choice in a University in Kaduna State. Using written structured questionnaire which was distributed to 345 students across 4 faculties, the data obtained were analyzed using descriptive statistics and regression model. The analysis of the results revealed that the gender, ethnicity, occupation of household head and number of dependents have inverse and statistically significant determinants of entrepreneurial intention among respondents. While religion and the current faculty of the student have positive statistically significant relationship with entrepreneurial intention. 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. It should, however, be noted that the key demographic factors that influence the entrepreneurial intention of undergraduate include gender, religion, faculty, parents occupation, ethnicity and number of dependents to be considered for any proposed entrepreneurship programme in the future.

Keywords: Entrepreneurial Intention, Demographic Factor, Student, Career Choice, Nigeria
of intentional behaviour. Similarly, the theory of planned behaviour is the main paradigm in the study of intention (Ajzen and Fishbein, 1980; Ajzen, 1991; Krueger and Carsrud, 1993; Veciana, Aponte, and 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 (Kennedy et al., 2003). 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 (Katz, 1988). The theory of planned behavior has been used in practical applications as well as in basic research (Krueger and Carsrud, 1993). 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
1. Introduction

The importance of Entrepreneurship as a vital tool in promoting economic growth has been established in both theory and empirics. This has propelled the increased attention to the study on entrepreneurship by researchers (Talas, et al., 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 (Nabi and Holden, 2008).

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 (Liñán, Rodríguez-Cohard and 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, et al. 2006).

The aim of this paper is therefore to examine the impact key influential demographic factors on the entrepreneurial intention among undergraduate students as a career choice at a public university in Nigeria. This is an introduction to the paper, the rest of this paper is organized as follows; the next section presents a comprehensive literature review while section three and four presents the methodology employed in the study and the estimation results. This study concludes with the discussion of the analysis results and recommendation about policy making.

2.0 Literature Review
2.1. Theoretical Framework
The decision to become an entrepreneur clearly falls into the category
subjective social norms in the theory of planned behavior have consistently been shown to have weak explanatory power (Krueger, Reilly and 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 and Rossiter, 2007).

2.1.2. *Entrepreneurial Intention*

Entrepreneurial intention which is defined as a decision to start or form a new business venture has been reiterated to be a crucial predictor of future entrepreneurial behavior (Kureger, et al., 2000). 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.

2.1.3 *Demographic Factors and Entrepreneurial Intention*

The individual factors that motivate a person's decision to become an entrepreneur have also been examined ((Verheul et al., 2005; Kolvereid, 1996; Ashley, et al., 2009). These can be categorized as
demographic factors and psychological factors and they include age, sex, education, and work experience (Ismail et al., 2009; Kristiansen & Indarti, 2004). More so, females are less likely to establish their own businesses than men Verheul, et al., (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 1994).

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, Davidsson, (1989) 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 and Gibson, 2010; Olanrewaju, 2013).

2.1.4 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 and Lévesque 2008; Naudé 2007).

Although, there are a 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 (2000) found that participation in an entrepreneurship program significantly increased perceived feasibility of starting a business among graduates. Furthermore, Verheul, et al. (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.

2.2 Empirical Evidence
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 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, Gery, 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 et al. (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 Muhamad (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 behaviour control on entrepreneurial intentions. In the same way, Ayu 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 behaviour 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.

Ila, 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 finds that people of Southeast Nigeria exhibited a peculiar flair for entrepreneurial activities.
Talas et al., (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 questionnaires 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 cultural context.

3. Methods
3.1 The Data
The data employed in this study was obtained by the administering questionnaires to third year undergraduates students across 4 faculties in Kaduna State University. The total number of third year students as at when the data was collected was 2430. The study decided to focus on third year students at the end of the second semester 2014/2015 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, et al.2013).

\[ n = \frac{N p q z^2}{(N-1)d^2+pqz^2} \]  

(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)
\[ Q = 1 \quad P; \text{ which is (0.5)} \]

\[ Z = \text{the test statistic under the (1 \text{ á}) \% significance level (1.96)} \]

\[ d = \text{the tolerance. In view of this, the minimum representative sample is calculated as follows} \]

\[
n = \frac{(2.430)(0.5)(0.5)(1.96)^2}{(2.430-1)(0.05)^2+(0.5)(0.5)(1.96)^2} = 331.75 \quad (2)\]

3.2 Method of Analysis

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.

The data were screened to fulfill the requirements for running the multivariate analysis. To obtain a thorough description of the respondents, the descriptive analysis was computed for the demographics and personal background. The inferential statistics were computed to reach conclusions on the findings to either reject or fail to reject the hypothesis of the research. Level of significance for this study stands at 0.05.

4.1 Presentation of Data and findings

The demographic profiles of the respondents are presented in table 4.1 below which shows that 196 (56.82\%) 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 42 years 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 150 (43.48\%) of the respondents have parents who have B.Sc. / B.Ed. as their highest level of education, 27 (7.82\%) have parents with
primary school leaving certificates' and 106(30.7%) have postgraduate qualifications.

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.

<table>
<thead>
<tr>
<th>S/No. Variables</th>
<th>Frequency(N=345)</th>
<th>Percentage (%)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial Intention</td>
<td>345</td>
<td>Yes=200</td>
<td>0.60286</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No=145</td>
<td></td>
</tr>
<tr>
<td>1. Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>196</td>
<td>56.8</td>
<td>0.56812</td>
</tr>
<tr>
<td>Female</td>
<td>149</td>
<td>43.18</td>
<td>0.43188</td>
</tr>
<tr>
<td>2 Age Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-29</td>
<td>304</td>
<td>88.11</td>
<td>0.88116</td>
</tr>
<tr>
<td>30-41</td>
<td>34</td>
<td>9.86</td>
<td>0.09855</td>
</tr>
<tr>
<td>42- and above</td>
<td>7</td>
<td>2.03</td>
<td>0.0202</td>
</tr>
<tr>
<td>3 Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hausa</td>
<td>169</td>
<td>48.90</td>
<td>0.4898</td>
</tr>
<tr>
<td>Yoruba</td>
<td>30</td>
<td>8.69</td>
<td>0.0493</td>
</tr>
<tr>
<td>Igbo</td>
<td>17</td>
<td>4.93</td>
<td>0.0870</td>
</tr>
<tr>
<td>Others</td>
<td>129</td>
<td>37.39</td>
<td>0.3710</td>
</tr>
<tr>
<td>4 Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim</td>
<td>183</td>
<td>53.04</td>
<td>0.5304</td>
</tr>
<tr>
<td>Christian</td>
<td>156</td>
<td>45.21</td>
<td>0.4551</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>1.739</td>
<td>0.1739</td>
</tr>
</tbody>
</table>
5. **Parents Level of Education**
   - Primary School: 27, 7.82, 0.0812
   - Secondary School: 62, 17.97, 0.1797
   - BSc./B.Ed.: 150, 43.48, 0.4347
   - Postgraduate: 106, 30.72, 0.3072

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: 106, 30.73, 0.3073
   - 3-5: 106, 30.73, 0.3073
   - Above 5: 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
4.2 Reliability and Validity of the Instrument

The Cronbach Alpha was computed to measure the reliability and validity of the instruments employed in the study. Cronbach Alpha which refers to a reliability coefficient that identifies the degree to which items are correlated positively to one another measures the internal consistency of the instrument (Sandhu et al., 2011). Hence the nearer the Cronbach alpha is to 1, the better the internal consistency (Sekaran, 2003). In table 4.2 below, we find that all the Cronbach Alpha coefficients for this study are above 0.80 which indicates a good internal consistency for the variables under study.

<table>
<thead>
<tr>
<th>S/no</th>
<th>Variables</th>
<th>Item</th>
<th>Covariance</th>
<th>Cronbach Alpha Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Demographic</td>
<td>4</td>
<td>0.33490</td>
<td>90.8058</td>
</tr>
<tr>
<td>2</td>
<td>Education</td>
<td>2</td>
<td>0.58258</td>
<td>0.9129</td>
</tr>
<tr>
<td>3</td>
<td>Parental Influence</td>
<td>4</td>
<td>1.300893</td>
<td>0.9044</td>
</tr>
</tbody>
</table>

Table 4.2 Cronbach’s Alpha Coefficient

Table 4.3 above presents the results of the regression analysis employed to examine the impact of demographic factors on entrepreneurial intention among undergraduate students at a Nigerian University. Before interpretation however, several post estimation tests were performed as presented in Table 4.3. The study conducted the Variance Inflation Factor (VIF) and the tolerance level tests the variables for the presence of multicollinearity. Tolerance levels above 0.10 and VIF below 10 show the absence of multicollinearity (Hair et al., 2010).

<table>
<thead>
<tr>
<th>Variable</th>
<th>VIF</th>
<th>Tolerance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>4.19</td>
<td>0.170474</td>
</tr>
<tr>
<td>Age Group</td>
<td>1.35</td>
<td>0.73849</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>6.22</td>
<td>0.16163</td>
</tr>
<tr>
<td>Religion</td>
<td>7.31</td>
<td>0.136737</td>
</tr>
<tr>
<td>Faculty</td>
<td>3.46</td>
<td>0.288900</td>
</tr>
<tr>
<td>Sec. School Type</td>
<td>3.46</td>
<td>0.288900</td>
</tr>
</tbody>
</table>
Table 4.4 Regression Model
Dependent variable: Entrepreneurial Intention

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficients</th>
<th>Standard Error</th>
<th>T.stats</th>
<th>Pvalue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>-0.6037404</td>
<td>0.0400919</td>
<td>-15.06</td>
<td>0.000***</td>
</tr>
<tr>
<td>Age Group</td>
<td>0.0147465</td>
<td>0.0253483</td>
<td>0.58</td>
<td>0.561</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>-0.1394112</td>
<td>0.0176883</td>
<td>-7.88</td>
<td>0.000***</td>
</tr>
<tr>
<td>Religion</td>
<td>0.060872</td>
<td>0.0267168</td>
<td>2.28</td>
<td>0.023**</td>
</tr>
<tr>
<td>Faculty</td>
<td>0.0373021</td>
<td>0.009116</td>
<td>4.09</td>
<td>0.000***</td>
</tr>
<tr>
<td>Sec. School Type</td>
<td>0.0125515</td>
<td>0.0160671</td>
<td>0.78</td>
<td>0.435</td>
</tr>
<tr>
<td>Parent's Level of Education</td>
<td>0.0112098</td>
<td>0.1182327</td>
<td>0.61</td>
<td>0.539</td>
</tr>
<tr>
<td>Household Head Monthly Income</td>
<td>0.004227</td>
<td>0.0177644</td>
<td>0.24</td>
<td>0.812</td>
</tr>
<tr>
<td>Occupation of head of Household</td>
<td>-0.0027046</td>
<td>0.0145402</td>
<td>-1.86</td>
<td>0.064*</td>
</tr>
<tr>
<td>Number of dependants</td>
<td>-0.0777882</td>
<td>0.0242529</td>
<td>-3.21</td>
<td>0.001***</td>
</tr>
<tr>
<td>Constant</td>
<td>1.705413</td>
<td>0.0404314</td>
<td>42.18</td>
<td>0.000</td>
</tr>
</tbody>
</table>

F(10,334) = 1002.25
Prob.>F = 0.000
R² = 0.9677
Adj. R² = 0.9668

Note: *** denotes significance at 1%, 5%, 10%

Table 4.4 above 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 R square (R²) and adjusted (R²) at 0.96, 0.97
respectively depicts that about 96% of the dependent variable is explained by the independent variables. Furthermore, the table shows that there is a significant positive relationship between the faculty the student is and entrepreneurial intention ($\beta = 0.0373; p = 0.000$), and religion ($\beta = 0.0608; p = 0.023$). We also find a significant relationship between Gender ($\beta = -0.06037; p = 0.000$), Occupation of head of household ($\beta = -0.02706; p = 0.064$), number of dependents ($\beta = -0.0778; p = 0.001$); and ethnicity ($\beta = -0.1394; p = 0.000$) and entrepreneurial intention respectively.

4.3 Discussion of Findings

The study finds that gender and entrepreneurial intention have a statistically significant inverse relationship. This means that, with men as the base with 0.56812, the higher the men the less likely the decision to opt for self employment as a career choice. Hence we can conveniently posit that women are more inclined to entrepreneurial activities and these findings are in consonance with existing research work. Furthermore, the analysis also reveals that ethnicity has a negative and statistically significant impact on entrepreneurial intention. Therefore the Hausa (when used as a base with a mean of 0.4898) are less likely to pick up entrepreneurship as a career choice.

The study also finds that the more the parents occupation, the less entrepreneurial intention. Hence, students who have parents as public servants are less likely to have the intention to become entrepreneurs. This may stem from the fact that the students are comfortable with the parents' occupation as well as the fact that public offices have more security of tenure. Similarly, the study shows that the higher the number of dependents the lower the entrepreneurial intention. Also, the result reveal that the faculty a student belongs to affects the level of entrepreneurial intention. Thus, students in faculty of arts and sciences are less likely to have entrepreneurial intention in spite of entrepreneurial education. Reasons for these may be based on the fact that most students in
faculty of medicine are studying to become Doctors and look for careers in specialized areas in already established hospitals.

5.0 Conclusion, Theoretical Contributions, Policy Implications, & Future Studies

This paper examined the significant impact of demographic variables on entrepreneurial intention among undergraduate students at a Nigerian university on a multivariate framework using a questionnaire-based study was conducted among 345 undergraduate students from 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 occupation of household head, number of dependent, ethnicity, and gender had a negative impact. For this reason, we conclude 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 like to engage in entrepreneurial activities.

5.1 Theoretical Contribution

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, we 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.

5.2 Policy Implication

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. It should, however, be noted that the key demographic factors that influence the entrepreneurial intention of undergraduate include gender, religion, faculty to be considered for any proposed entrepreneurship programme in the future.

5.3 Limitations & Direction of future studies

The limitations of this study include the relatively small sample size as the study concentrated on only one university and only three hundred level undergraduate students. A comparative analysis can be done to explore demographic factor between postgraduate and undergraduate students. Secondly, the study did not explore any theoretical underpinning that may impact on the demographic factors. Furthermore, interviewing respondents may provide in depth knowledge in understanding entrepreneurial intention.

References


