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AN EVALUATION OF THE ENTREPRENEURIAL INCLINATION AMONG CLOTHING AND TEXTILE UNDERGRADUATE IN SOUTH WESTERN NIGERIA

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ABSTRACT

Entrepreneurship has been described as an incubator and energiser of market innovation, product and technological growth as well as a means of revitalising the economy and reducing unemployment. This study focused on assessing the entrepreneurship inclination among Clothing and Textile undergraduates and their attitude towards government entrepreneurial programmes. The study was carried out in selected tertiary institutions (Colleges of Education, Polytechnics and Universities) in South-Western Nigeria. A Multistage sampling was used with a combination of stratified and proportionate sampling to select four hundred and fifty (450) final year students from the selected tertiary institutions in South-Western Nigeria. Data were collected with the aid of questionnaire and were analysed using descriptive and inferential statistical tools. Results showed that most of the respondents were female (55.3%) while (44.7%) were male with a mean age of 22 years. More than half (54%) of the respondents were from Colleges of Education, 23.7% were from Universities and 22.2% were from Polytechnics. The findings further revealed that 30.4%, 24%, 19.6% and 14.2% were studying Home Economics, Creative arts, Fine arts and Clothing and Textiles respectively. The percentage of response on the students' attitude towards entrepreneurship was 87.3%. The results of the chi-square showed that only the educational status of the respondents ($\chi^2=14.65$, $p<0.05$) indicated a significant relationship between the educational status of the students and their entrepreneurial inclination. The regression analysis showed that there was a significant correlation between government empowerment programme and the entrepreneurial inclination of the respondents ($r = 0.43$, $P = 0.00$). The β value of 0.43 explained the percentage of government empowerment programme to entrepreneurial inclination of the respondents. Also, there was no significant difference between entrepreneurial skills inclination of undergraduate students across the selected tertiary institutions at $P < 0.05$ level of significance. The study concluded that respondents in the study area have positive attitude towards government entrepreneurship programme. Consequently, the respondents are entrepreneurial inclined and government entrepreneurship programme is effective to reduce unemployment in the country and in promoting job creation.

INTRODUCTION

Unemployment both of educated and the uneducated manpower has been one of the most topical issues in Nigeria. National Bureau of Statistics (2012) reports that Nigeria is one of the highest level of youth unemployment in the world (60 - 65%) and this are mostly young adult that have graduated from Universities, Polytechnics, Colleges of Education and other higher institutions. The National Bureau of Statistics (2012) and Central Bank of Nigeria Survey (2007) indicate that the unemployment trends in Nigeria, from 2010 – 2016 are as follows: in 2010; 21.1%, 2011; 23.9%, 2012; 24.3%, 2013; 28.5% 2014; 30%, 2015; 31.1% and 2016; 37.5% Unemployment is a global phenomenon whereby eligible workforce of a nation is denied employment or disengaged in the service of the nation (Abiodun, 2010). It is not only a serious economic issue but has social implications that affect almost all countries and all people either directly or indirectly. Alanana (2003) observes that, it causes social disquiet and is the harbinger of the spate of crimes, perennial youth unrest and unstable socio-economic structure that has bedevilled several nations. Aladekomo (2004) observes that, unemployment is the grease that promotes and propagates not only the incidence of poverty but also crime and insecurity such as terrorism, kidnapping, armed robbery and bombings currently confronting Nigeria. Consequently, the problem of this study is the alarming unprecedented increase in the number of unemployed graduates from tertiary institutions in Nigeria and these demands for diversifying the economy and encouraging practical acquisition of skills through inculcating the spirit of entrepreneurship in students of all higher institutions in Nigeria.

Entrepreneurship has been recognised as the determinant or pivotal element of economic growth and development, (Kelechi, 2012); Alanana (2003) and Abiodun, (2010), leading to the creation of small and medium scale businesses and providing employment opportunities. Abubakar (2010) observes that entrepreneurship occupies an important place in the process of economic development. It has become the key concept in social and human development discourse; it is considered to be a factor of economic and human development, consequently, entrepreneurial education becomes vital. Olatunji (2010) explains that the aim of introducing entrepreneurial education is for tertiary institutions to produce graduates with the appropriate entrepreneurial skills and attitude for creativity, innovation and enterprise. This will enable graduates create rather than seek jobs, thereby stemming the wave of graduate unemployment in the country. It is a tool necessary in the creation of more jobs and poverty reduction which is one of the Millennium Development Goals. UNESCO (2008) states that, entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation rather it is about increasing student's ability to anticipate and respond to societal changes. Based on the foregoing, it is hereby imperative to assess the entrepreneurship inclination of the students.

The specific objectives of this study are to:

- i) describe the demographic characteristics of Clothing and Textiles undergraduates in the study area.
- ii) assess the attitudes of undergraduates towards government empowerment programmes in the study area.

iii) assess the entrepreneurial inclination of the respondents.

iv) determine the effect of government entrepreneurial programme on menace of unemployment

Research hypotheses

H₀₁: There is no significant relationship between demographics characteristics of the undergraduate students and entrepreneurial skills inclination of undergraduate student in the study area.

H₀₂: Government empowerment programme has no significant influence on entrepreneurial skills inclination of undergraduate student in the study area.

LITERATURE REVIEW

Nigeria is arguably blessed with probably the most dynamic and innovative population in Africa. The country having almost 25% of African population produces the largest number of educated men and women in Black Africa (Alabi, 2009); however, the country is confronted with social, economic and political problems. The increased rate of unemployed graduates from tertiary institutions is alarming and requires urgent and drastic action. These challenges notwithstanding, indices of economic development suggest that such unfavourable conditions engender rapid growth, provided the available resources are productively harnessed and utilised for the production of goods and services. In a growing and competitive economy, this is the role of the entrepreneur. The entrepreneur combines the factors of production – land, labour and capital – in such a way as to effectively produce tangible products of value. The art of concentrating, controlling, planning and directing the other factors of production is entrepreneurship. (Koroma. 2010).

The word “entrepreneurship” derives from the French verb “entrepredre” which means “to undertake” Jannings, (1994). Entrepreneurship is said to have originated from economics and it is associated with managerial aspects of enterprises, business development and business management Fillon, (1997) in Schumpeter saw the entrepreneur as creating new combinations of production. In his view, “the impetus for the economic system came from men of courage, men who risked their fortunes to implement new ideas, who dared to innovate, to experiment and to expand”.

Stevenson (1985) defines entrepreneurship as, “the process of using innovation to create value by bringing together a unique bundle of resources to exploit an opportunity.” Williams (2011) however corroborates this definition as he states that “entrepreneurship is a process where individuals seek to use their talents, efforts and resources to create and/or grow ventures that capitalize on business opportunities and thereby create value.” The value to be created may be financial, educational, spiritual, communal or some other value depending upon the goals and ambitions of the particular organization. In most instances, a person's prior work experience is the most important factor shaping the type of entrepreneur he/she is likely to become.

Inegbenobor (1999) sees entrepreneurship as “the willingness and ability of an individual to seek out investment opportunities, establish and run enterprise successfully. Entrepreneurship is the act of being an entrepreneur. This means one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods. The concept of entrepreneur-

ship resides in several activities concerned with the establishment and operation of business enterprises. These activities include identification of investment opportunities, decision-making, promotion and establishment of business enterprise, aggregation of scarce resources required for production and distribution, organization and management of human and material capital for the attainment of enterprises objectives, risk bearing and innovation among others.

The Concept of Entrepreneurship

According to Mbaegbu (2008) "the word entrepreneurship is derived from the French word "entreprenre" meaning to undertake. The definition of an entrepreneur has evolved over time as the world's economic structure has changed and become more complex. Since its beginning in the middle ages, when it was used in relation to specific occupations, the notion of the entrepreneur a little further survived for almost two centuries. Mbaegbu (2008) further posits that, "an entrepreneur is one who combines the land of one, the labour of another, and capital of yet another, and thus, produces a product. By selling the product in the market, he pays interest on capital, rent on land and wages to labourers and what remains is his/her profit".

Describing this further Alabi (2009) sees it as a "risk taker" – a person who braves uncertainty, strikes out on his own through native wit, devotion to duty and singleness of purpose somehow creates an industry where none existed before.

Essentially, an entrepreneur fills in the people, financing production and marketing gaps by acquiring and assembling the necessary resources into newly created form (Jones 1983). But essentially, the entrepreneur

must be able to recognize and understood the potentially profitable opportunities in order to conceptualize the venture strategy so as to become the major force in success, fully moving the idea from the mind to the market place. Entrepreneurship is the process of giving birth to a new enterprise. The term was first used by the early 18th century French economist who defines the entrepreneur as the "agent who buys means of production at certain prices in order to combine them" into a new product (Burnett, 2000). Schumpeter (1947) added to the definition by including the idea that "entrepreneurs had to be leaders, claiming that an entrepreneur is one who brings other people together in order to build a single productive organism."

Iguisi(2008) observes that;"Entrepreneurship is about taking risk. The behaviour of the entrepreneur reflects a kind of person willing to put his or her career and financial security on the line and take a risk in the name of an idea, spending much time as well as capital on an uncertain venture a person with vision, original idea, decision-making and daring to try. The entrepreneur is also an investor who brings in new ideas, new commodities, and new processes and encourages his team in the new activities". Indeed is a person a "person that creates wealth not minding the risk and uncertainty involved but the major gain is to achieve profit and growth by identifying opportunities and assembling the necessary resources to capitalize on them" In other word, is about the creation of a new business venture and a new organization for that venture.

Perhaps William (2011) is more apt when he defines entrepreneurship as the "willingness and ability of an individual to seek out investment opportunities in an environment,

and be able to establish and run an enterprise successfully based on the identified opportunities". Though this definition was majorly based on the managerial perspective, it is important to note that the entrepreneur has (psychological) personality traits which can influence his behaviour while socially lives in a society and he is certainly going to be affected by the economic opportunities and government incentives. Therefore William cautioned against any attempt to describe the entrepreneur from only one dimension as this would be inadequate and cannot give a holistic view of who an entrepreneur is.

According to Burnett (2000), throughout the theoretical history of entrepreneurship, scholars from multiple disciplines in the social sciences have grappled with a diverse set of interpretations and definitions to conceptualize this abstract idea. Over time, some writers have identified entrepreneurship with the function of uncertainty-bearing, others with the introduction of innovation, and still others with the provision of capital. Burnett (2000) then concluded that even though certain themes continually resurface throughout the history of entrepreneurship theory, there is no single definition of entrepreneurship that is accepted by all or that is applicable in every economy.

Mbaegbu (2008) reported that Inegbenebor (1999) has differentiated various grades of entrepreneurs on a continuum from craftsmen entrepreneurs to opportunistic entrepreneurs. According to Inegbenebor (1999), the craftsmen entrepreneur generally establishes his own self-employed business which could be a micro enterprise or a small/medium enterprise. The number of outside people he employs depends on the size of

the enterprise. The opportunistic entrepreneur on the other hand has the potential of establishing a business and growing it into a large scale bureaucratic corporation employing hundreds of people.

Thus, our most appropriate and adopted definition is a combination of three different definitions, wherein, entrepreneurship can be defined as a force that mobilizes other resources to meet unmet market demand (Jones. 1983) the ability to create and build something from practically that is, the process of creating value by pulling together a unique package of resources to exploit an opportunity.

Mbaegbu (2008) submitted that there is, therefore, no "one best" definition for the entrepreneur. He however stated, "anyone who creates a business establishes it, and nurses it to growth and profitability or takes over an existing business because the founder is dead or has sold it, or who inherited it and continues to build and innovate on it, or a man who runs a franchise, qualifies as an entrepreneur in our usage. The bottom line is career in self-employment and profiting from self-employment.

According to Iguisi(2008) "the use of entrepreneurial development is to generate employment, economically empower the people, reduce poverty and propel economic growth." This view was shared by Burnett (2000)who based his argument on an earlier General Theory of Employment by Keynes in 1938. The economic policy direction encapsulated in the Nigeria Economic Empowerment and Development Strategy (NEEDS) I & II has entrepreneurship development as its focal point. Entrepreneurship development aims at equipping the youth and school leavers especially the graduates

of tertiary institution with skills to create jobs for themselves and other people instead of hunting for non-existing jobs from the public sector.

Furthermore Iguisi (2008) posits that large firms have been cutting down size employment in order to maintain competitiveness. By contrast, it has been small businesses that have created more jobs worldwide. Iguisi (2008) therefore went on to submit that small businesses have become important economic factors in the struggle against poverty and under-development in most parts of Africa. This development added by Iguisi (2008), is taking place in response to the continuing economic crisis and ensuring political and economic reforms of the 21st century. Iguisi (2008) then concluded that a great number of the local population are now eking out a living from their own entrepreneurial efforts in what can be called small scale business activities with greater capability to combat the growing economic crisis and deterioration in their standard of living. And this will also lead to reduction in unemployment of undergraduates.

Kelechi (2012) stated that the prevalence of unemployment, underemployment, high competition in the labour market and the frustration of job seekers cannot be over-emphasised. This therefore has created the need for re-orientation of undergraduates from being job seekers to job-creators.

METHODOLOGY

This study was conducted in tertiary institutions in Southwest Nigeria among final year undergraduate students of Clothing and Textiles. Multi-stage sampling technique was used with a combination of stratified and

proportionate to select respondents for this study. Stratified sampling technique was used to select the institution from the study area, while the proportionate sampling technique was adopted in selecting the respondents from the respective institutions using Sarndal et-al (2003) model of the total population in each institution to select 109, 245 and 96 from University, College of Education and Polytechnic. This makes a total 450 as sample size for the study.

Measurement of variables

Descriptive and inferential statistics were used to analyse the data; for the objective 1 frequency count and percentages were used to describe the demographic characteristics of the respondents;

Four points Likert Scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) were used to measure objectives 2, 3 and 4. The aggregate scores were estimated while the average score and standard deviation were calculated. In order to make a decision, the mean Likert Scale score was re-categorized as shown below:

$0.50 \leq 1.49 =$ Disagree

$1.50 \leq 2.49 =$ Strongly Disagree

$2.50 \leq 3.49 =$ Agree

$> 3.49 =$ Strongly Agree

Validity and Reliability test

The instrument used for the data collection was subjected to face and content validity by consulting experts in the field of Clothing and Textiles; Items, found ambiguous were removed. A pilot study was conducted using split half method with sixty (60) students who are not part of the sample size to ascertain the reliability of the instrument. The Cronbach-alpha result of 0.825 was obtained hence, the instrument is assumed reliable.

Data Analysis

Simple descriptive statistics such as percentage, mean and frequency were used to ana-

lyse the objectives while chi-square analysis was used to test the hypotheses of the study.

Table 1: Demographic Characteristics of the respondents

Variable	Frequency	Percentage	Mean Mode
Gender			
Male	201	44.7	
Female	249	55.3	
Age (years)			
Less than 20	119	26.4	
21 – 25	274	60.9	22years
26 – 30	48	10.7	
Above 31	9	2.0	
School type			
CoE of Education	245	54.4	
Polytechnics	96	21.3	
University	109	24.2	
Departments			
Fine Art	88	19.6	
Home Economics	137	30.4	
Clothing and Textiles	64	14.2	
Industrial	40	8.9	
Creative Arts	108	24.0	
Parental Occupation			
Civil Servant	180	40.0	
Employee of Private Organization	143	31.8	
Trading/Business	121	26.9	
Others	6	1.3	
Ethnicity			
Hausa	81	18.0	
Igbo	124	27.6	
Yoruba	228	52.9	
Others	5	0.4	
Religion			
Christianity	706	54.6	
Islam	555	43.0	
Traditional	7	1.5	

RESULTS AND DISCUSSION

Table 1 reveals that 55.3% of the respondents were females while 44.7% were males. This result shows that both sexes do study Clothing and Textile in South-Western Ni-

geria tertiary institutions. This finding is supported by Reynaldo and Joanna (2012) who discovered that male and female enrol for Clothing and Textile as a course in Nigerian higher institutions in order to acquire skill

needed in making them entrepreneur in clothing industry.

Majority (60.9%) of the respondents were between 21-25 years. The mean age of the students was 22years. This implies that most of the respondents were young. Young people are very innovative and are expected to be entrepreneurially inclined than old people. This finding is corroborated by Oluremiet al (2011) who observed that youths are more entrepreneurial than old people.

Few (24.2%) of the respondents were from public Universities 54.4% were from Colleges of Education while 21.3% were from public Polytechnic. This finding shows that all categories of Nigeria higher institutions offer Clothing and Textiles as a course with the aim of equipping students with necessary skills required in Textiles and Clothing industries (Osuala, 2009).

The table further reveals the various Departments through which entrepreneurial skills in Clothing and Textile were taught. These include Fine Arts (19.6%), Home Economics (30.4%), Home Science (14.2%), Industrial Design (8.9%) and Creative Arts (24.0%).

The table also contains information on parents' occupations. Some of the parents (40.0%) are civil servants, 31.8% work in private organisations. (26.9%) are petty-traders while 1.3% are artisans. This finding reveals that parents are involved in different occupations in order to finance their children education and to meet other household needs.

The table also depicts the ethnic distribution of the respondents. Majority (52.9%) of the respondents were Yorubas while

1.6% are either Igbos or Hausas. The dominance of Yoruba respondents could be due to the fact that the study was carried out in South-Western Nigeria. This finding was corroborated by Chenedu, Saidu, Omumu and Omoyesan (2011) who found that most students in South-Western Nigerian institutions were Yorubas.

More than half (51.3%) of the respondents are Christians, while others are either Muslim or traditional worshippers. This finding implies that all religion in the study area support acquisition of skills that can promote or enhance Clothing and Textile industries.

Table 2 reveals the attitudes of the undergraduates for each statement. For instance, statement No 1 reveals that 50.4% ($\bar{x} = 3.3$) of the students agreed that they will participate in government organised employment training programme if given opportunity. This could be due to realisation that there are limited availability of white collar jobs in the country (Adedokun, 2016). Participation in such programme may spur them to be creative and self-reliant. In statement No 9, some (41.8%) of the respondents also agreed ($\bar{x} = 2.9$) to be resource persons for government entrepreneurial programme if allowed, this could be due to the fact that they were well trained in their respective institutions and were ready to pass skills or knowledge acquired to other colleagues. This finding is in line with the position of Adams (1999), who agreed that the attitudes of undergraduate students towards government empowerment programme has improved and this could be as a result of the fact that, most of the undergraduates want to be self-employed instead of seeking white collar jobs which is not readily available or easy to get.

Table 2: Attitudes of respondents towards government empowerment programme

S/N	STATEMENTS	SA		A		D		SD		M EA N	Stand- ard De- viation	DECI- SION	
		F	%	F	%	F	%	F	%				
1.	I will participate in the government organised employment training programme if given the opportunity	227	50.4	160	35.6	48	10.7	15	3.3	3.3	3.3	0.7	Agreed
2.	The programme is for relations that have link with the politicians	96	21.3	105	23.3	109	24.2	140	31.1	2.4	0.7	Dis- agreed	Agreed
3.	I will encourage my friends and relations to take part in any of the training/ intervention programmes of Government entrepreneurship	124	27.6	209	46.4	107	23.8	10	2.2	2.9	0.7	Agreed	Agreed
4.	I will prefer the training programmes to empower me in Clothing and Textiles or related field	105	23.3	209	46.4	123	27.3	13	2.9	2.9	0.7	Agreed	Agreed
5.	I will acquire knowledge from government entrepreneurial programme to have better productivity, enhance income and better living standard.	108	24.0	179	39.8	148	32.9	15	3.3	2.8	0.8	Agreed	Agreed
6.	I will likely benefit from the business loan opportunity	112	24.9	185	41.1	137	30.4	16	3.6	2.8	0.8	Agreed	Agreed
7.	I will never apply for any business loan	121	26.9	175	38.8	133	29.6	21	4.7	2.8	0.8	Agreed	Agreed
8.	Theoretically, the government entrepreneurial programme is for the poor, but in practice it is the rich that benefit.	108	24.0	216	48.0	105	23.3	21	4.7	2.9	0.8	Agreed	Agreed
9	I will be willing to be a resource person for government entrepreneurial programme, if allowed.	135	30.0	188	41.8	103	22.9	24	5.3	2.9	0.8	Agreed	Agreed

Table 3: Re-Categorisation of the respondents' attitude of undergraduate toward government empowerment programme

S/N	Attitude	Score range	Frequency	%
1	Positive	2.50 – 4.00	393	87.3
3	Negative	0.50 -2.49	57	12.7
		TOTAL	450	100

Table 3 shows a positive attitude from 393 respondents (87.3%) towards government programme while 57 respondents (12.7%) showed a negative attitude. This implies that government programmes are promoting entrepreneurship inclination among youths, which could be due to the fact that the programmes were relatively able to provide training and inputs to few participants.

Table 4 shows that 42.4% ($\bar{x} = 3.1$) of the respondents agreed that the National Directorate of Employment (NDE) has succeeded in promoting entrepreneurship among youths. The National Directorate of employment is responsible for training unemployed youths in all aspects of entrepreneurship activities. The programme supply inputs needed to the beneficiaries (trainees) to put the skill acquired into practice. Thus, the establishment of entrepreneurial education is seen as a possible measure to promote skills acquisition (Burger, O'Neil and

Mahadea, 2005).

Some of the respondents (31.1%, $\bar{x} = 2.4$) also disagreed that Government entrepreneurial programme through the NDE has successfully reduced unemployment among the youth. The reason for this was that some youths have not availed themselves of this opportunity. Many of the respondents (34.9%, $\bar{x} = 2.7$) agreed that participation in the programme does not require collateral for business loan. This encouraged free participation of members.

On the other hand, some of the respondents (33.3%, $\bar{x} = 2.4$) also disagreed that government programmes have been able to reduce restiveness and unemployment among youths. This could be due to the fact that not all youths have been able to benefit from the programme. Government therefore, needs to expand the programme to accommodate more youth for meaningful national development.

Table 4: Effect of Government Entrepreneurial programme on menace of unemployment.

S/N	STATEMENTS	SA		A		D		SD		MEAN	Standard deviation	DECISION
		F	%	F	%	F	%	F	%			
1.	National Directorate of Employment (N.D.E) has succeeded in promoting entrepreneurship among youths	191	42.4	171	38.0	65	14.4	23	5.1	3.1	0.8	Agreed
2.	Government entrepreneurial programme through the (N.D.E) has successfully reduced unemployment among the youths	95	22.2	120	26.7	90	20.0	140	31.1	2.4	0.7	Disagreed
3.	There has been reduction in the use of youths as political thugs by politicians through the youth empowerment programs by the government	129	28.7	161	35.8	137	30.4	23	5.1	2.8	0.8	Agreed
4.	Government can provide loans for entrepreneurial business establishment through microfinance/people's bank	100	22.2	177	39.3	139	30.9	34	7.6	2.7	0.8	Agreed
5.	Government entrepreneurial Programme do not require collateral for business loan	106	23.6	157	34.9	144	32.0	43	9.5	2.7	0.9	Agreed
6.	Participating in the government entrepreneurial programme will make one a beneficiary to business loan at minimal interest rate.	104	23.1	145	32.2	164	36.4	37	8.2	2.7	0.9	Agreed
7.	The knowledge/skills acquired will be very useful in establishing personal business	101	22.4	175	38.9	136	30.2	38	8.4	2.7	0.8	Agreed
8.	It is very expensive and difficult to enrol or participate in the government entrepreneurial programmes	100	22.2	196	43.6	131	29.1	23	5.1	2.8	0.8	Agreed

Table 5: Re-Categorisation of the respondents' effect of government entrepreneurial programmes in solving unemployment rate

S/N	Effect of Government Entrepreneurial Programme on Employment	Score Range	Frequency	%
1	Good Outcome	≥ 3.47	188	41.8
2	Fair Outcome	1.84 – 3.46	196	43.5
3	Poor Outcome	≤ 1.83	66	14.7
TOTAL			450	100

$$\begin{aligned} \text{Mean} &= \frac{34.5}{13} = 2.65 \\ \text{SD} &= \frac{10.6}{13} = +0.82 \\ \text{Which means } &2.65 + 0.82 = 3.47 \\ &2.65 - 0.82 = 1.83 \end{aligned}$$

Table 5 shows that government entrepreneurial programmes in solving unemployment rate yielded well result (188 respondents, 41.8%), fair result (196 respondents, 43.5%) and poor result (66 respondents, 14.7%). This indicates that the government had been able to play a vital role in solving unemployment rate.

Table 6

$$\begin{aligned} \text{Mean} &= 25.6 \\ \text{SD} &= \frac{\pm 7.0}{9} = 0.78 \\ \text{Which means } &\frac{25.6}{9} = 2.84 \end{aligned}$$

Respondents' Entrepreneurial Inclination

Table 6 depicts divergent opinions of the respondents on their entrepreneurial inclination. Most (52.4%, $\chi = 3.3$) of the respondents agreed to consider entrepreneurship as a desirable career option. While 4.0% respondents disagreed, they posited

that they had never thought of becoming an entrepreneur. Some (20.4%, $\chi = 2.4$) disagreed that they will not start a business because of the risk involved or fear of failure. Some respondents also agreed (32.2%, $\chi = 2.9$) indicating their interest in entrepreneurial activities was motivated by the training received. The table shows that most of the respondents have high level of entrepreneurial inclination. This could be because of the fact that most of the skills were well mastered by the students as they were taught by the Lecturers/Tutors. This in line with Chenedu, Saidu, Omumu and Omoyesan (2011) on their research in studying Entrepreneurial Inclination of University students in Delta state where they observed that (51.3%) of the students had high entrepreneurial inclination. This suggests that the respondents are interested in their courses of study and have the intention of equipping themselves for future use in their businesses. Olatunji (2010), posited that the aim of introducing Entrepreneurship Education is for tertiary institutions to produce a crop of graduates with the appropriate entrepreneurship skills and attitudes for creativity, innovation and enterprise and this will enable graduates to create rather than seek for jobs, thereby stemming the wave of graduates' unemployment in the country.

Table 6: Respondents views on translating of acquired skills in Clothing and Textile into entrepreneurial inclination

S/N	STATEMENTS	SA		A		D		SD		MEAN	SD	DECISION
		F	%	F	%	F	%	F	%			
1.	Entrepreneurial Inclination I consider entrepreneurship as a highly desirable career option	236	52.4	170	37.8	28	6.2	16	3.6	3.3	0.7	Agreed
2.	I never thought of entrepreneurship as a career choice	136	30.2	222	49.3	74	16.4	18	4.0	3.0	0.7	Agreed
3.	I won't start a business because it is too risky and I am afraid of failing	41	9.1	170	37.8	147	32.7	92	20.4	2.4	0.8	Disagree
4.	I would like to start my own business someday	127	28.2	191	42.4	113	25.1	19	4.2	2.9	0.8	Agreed
5.	I could easily pursue a career involving self-employment	132	29.3	166	36.9	136	30.2	16	3.6	2.9	0.8	Agreed
6.	The chances of failure would be very high If I pursue a career involving self-employment	93	20.6	120	26.7	97	21.6	140	31.1	2.4	0.8	Disagree
7.	Acquisition of skills in Clothing and Textile is necessary for entrepreneurial success	111	24.7	208	46.2	118	26.2	13	2.9	2.9	0.7	Agreed
8.	I would rather have my own business in Clothing and Textiles rather than seeking paid employment	146	32.4	182	40.4	105	23.3	17	3.8	3.0	0.8	Agreed
9.	My interest in entrepreneurship activities was motivated	145	32.2	168	37.3	106	23.6	31	6.9	2.9	0.9	Agreed

Table 7: Re-Categorisation of respondents' entrepreneurial inclination

S/N	Entrepreneurial Inclination	\bar{x}	S.D	Score range	Freq.	%
1	High	25.6	0.78	≥ 3.62	211	46.9
2	Moderate			2.07 – 3.61	235	52.2
3	Low			≤ 2.06	4	0.9
TOTAL					450	100

$2.84 + 0.78 = 3.62$ (High)

$2.84 - 0.78 = 2.06$ (Low)

Re-Categorisation of respondents' entrepreneurial inclination

Table 7 shows that 211 respondents (46.9%), 235 respondents (52.2%) and 4 respondents (0.9%) have high, moderate and low entrepreneurial inclination respec-

tively. Generally, it can be said that most of the respondents had moderate entrepreneurial inclination. This could be because of the fact that most of the skills were well mastered by the students as they were taught by the Lecturers.

Hypothesis Testing

Table 8: Ho₁: There is no significant relationship between demographic characteristics of the respondents and entrepreneurial skills inclination of undergraduate students.

Variables	χ^2 Values	Df	P Values	Decisions
Gender	0.05	1	0.60	Not significant
Age	6.79	3	0.98	Not significant
Institutions attended	0.04	2	0.98	Not significant
Educational status	14.65	6	0.02	Significant
Students' department	8.59	5	0.13	Not significant
Parent's education	5.78	8	0.67	Not significant
Parent's Occupation	0.71	3	0.87	Not significant
Ethnicity	3.60	3	0.31	Not significant

Table 8 shows that there is no significant relationship between gender ($\chi^2 = 0.05$, $p = 0.60$), age ($\chi^2 = 6.79$; $p = 0.08$), institution attended ($\chi^2 = 0.04$, $P = 0.98$), students' Department ($\chi^2 = 8.59$, $p = 0.13$), parent's occupation ($\chi^2 = 0.71$, $p = 0.87$), ethnicity

($\chi^2 = 3.60$, $p = 0.31$) and entrepreneurship inclination of the respondents. This implies that whether the respondent is male or female does not matter or hinder his/her ability to learn skills that will make him/her an entrepreneur in Clothing and Textile indus-

try. Likewise, age of the respondents does not affect their ability to learn skill that will make them become an entrepreneur this may be because most of the respondents are still young. Youthfulness may still influence their ability to learn skills that will promote their entrepreneurship inclination; however, there is significant relationship between respondents' educational status and their entrepreneurship inclination. This

implies that, the more an individual is educated, the more his/her acquired skills that will make him/her an entrepreneur. Other variables such as institutions attended by respondents, students' departments, parents' education and ethnicity neither hindering nor promoting the ability of an individual to become an entrepreneur. Therefore, the null hypothesis is rejected

Table 9: Ho₂:Government empowerment programme has no significant influence on entrepreneurial skills inclination of undergraduate student in the study area.

Variable	β_0	Std error	β	t value	p value
Constant	15.28	1.16	-	13.16	00.0** (S)
Government empowerment programmes	0.31	0.03	0.43	10.08	0.00** (S)

R = 0.43
R² = 0.18

Table 9 reveals that there is a significant correlation between government empowerment programmes and the entrepreneurship inclination of the respondents ($\beta = 0.43$; $p = 0.00$). The β values of 0.43 explained the percentage contribution of government empowerment programmes to entrepreneurship inclination of the respondents. This implies that government policies or programmes will facilitate skills acquisition among undergraduates which will later make them to be entrepreneurs. Hence, government programme has significant influence on entrepreneurial skills inclination of undergraduate students in the study area.

CONCLUSION AND RECOMMENDATIONS

The study investigated the entrepreneurial inclination of undergraduate students in

South Western Nigeria which could be a tool for sustainable economic growth. The finding of the study revealed that majority of the students have moderate entrepreneurial inclination and no significant difference were found in the entrepreneurial inclination based on the demographic characteristics except Educational status.

The results showed that the students have favourable attitude towards government empowerment programme because of their exposure to Entrepreneurship Education. Therefore, Nigeria Universities should continue to inculcate sound and qualitative entrepreneurship education in their students. This would lead to development of favourable attitude, and when students have favourable attitude towards Entrepreneurship Education, they tend to develop and sustain in-

tention to start businesses and this may lead to actual venturing into business activities. And this will also lead to reduction in unemployment of undergraduates.

The researcher made some recommendations which includes: tertiary institutions should make entrepreneurship a compulsory general course for all students to sharpen their cognitive thinking so as to see the necessity of entrepreneurship in job creation; regulatory bodies (National Universities Commission, National Business and Technical Examination Board; and National Commission for Colleges of Education) should encourage periodical review of entrepreneurship curricular and training in tertiary institutions so that it will fall in line with growing trend of modernisation in the world and thus promoting job creation; and the informal sector of the economy like fashion designing should be supported by the government, Non-Governmental Organisations and other stake holders because they cannot operate effectively without the support of key players.

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