

Influential Article Review - Nigeria's Academic Success and Entrepreneurial Involvements

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This paper examines entrepreneurship and education. We present insights from a highly influential paper. Here are the highlights from this paper Entrepreneurial interest among the youth population is a panacea for unemployment especially due to high turnout of educated individuals in the labour force. This paper provides findings on the factors that determine entrepreneurship interest among the youth population in Nigeria using the University of Ibadan as a case study. Empirical results on whether engagement in entrepreneurial activities interferes with academic performance; extent of involvement and gender differences are also presented. The logit and multinomial logit models were used to examine the factors that influence entrepreneurship interest and interference with academic performance, respectively. Descriptive statistics and the T test were employed in examining the extent of involvement and whether there is a statistically significant difference across gender. The results showed that subjective norm, perceived behavioural control and family business background significantly predicts students' interest in entrepreneurship. Engagement in entrepreneurial activity has no significant effect on students' academic performance. Findings suggest relatively low entrepreneurial engagement among students with significant differences across gender. For our overseas readers, we then present the insights from this paper in Spanish, French, Portuguese, and German.

Keywords: : Entrepreneurial interest academic performance logit, Multinomial logit model T test

SUMMARY

- The results for summary statistics of the variables used in the study and factors influencing students' interest in entrepreneurship are shown in Tables 1 and 2, respectively. The effect of entrepreneurial activities on academic performance and the extent of students' engagement in entrepreneurship across gender are shown in Tables 3 and 4.
- From Table 1, only about 32% of the study samples were engaged in entrepreneurship. More than half of the study sample were not in any form of entrepreneurial activity. However, most of the respondents showed favourable attitude towards entrepreneurship. This is possible because most of the respondents receive encouragement from family and friends in relation to setting up their own business. Approximately 81% of the respondents get support from family members and about 84% receive encouragement from friends. The distribution of respondents in terms of their perceived

behavioural control showed that slightly above half of the sample find it difficult to combine entrepreneurship with academics. This can be a reason for the relatively low proportion of students engaged in entrepreneurial activity while in school. Gender distribution showed that there are more males than females in the sample. These statistics follow a similar pattern of gender distribution of students in the University of Ibadan. A relatively larger proportion of the respondents were between the age group of 16 and 20 years as well as 21 and 25 years. Students between the age bracket of 26 and 30 years were about 4% and those above 30 years comprised a very small amount. Majority of the respondents were from the Yoruba ethnic group. This could be due to the location of the university in the western part of the country, an indigenous homeland of the Yorubas. Students who are from Hausa ethnic group had the lowest proportion. Parent's information showed that parental employment type is mainly self- and wage employment. About 41% of the sample population had parents who were self-employed and 40% of parents were in wage employment. Approximately 13% of parents were unemployed and 1% were retirees. Most students received pocket allowance or income between ₦10,000 and ₦20,000. Students who receive above ₦30,000 comprised only 1%.

- The logit regression result shows that variables with significant effect on entrepreneurial interest include subjective norm: support from family members, perceived behavioural control, age, ethnic group, family business background and income. Similar results were found in Peng et al. and Tong et al. . The result also showed that entrepreneurial interest among students was not gender driven, as there was no significant difference between male and female interest in entrepreneurship. Ismail et al. found similar results.
- The results showed that students who receive encouragement from family members have a higher likelihood of engagement in entrepreneurship relative to those who do not receive family support. Students who perceive that they would not be able to combine entrepreneurial activity with academic work show negative tendency of engagement in entrepreneurship. Result for age effects on entrepreneurship revealed that interest in entrepreneurship rises with age, especially for students between the age bracket of 21 and 25 years. The result also suggests that students whose parents are currently employed are more likely to engage in entrepreneurship. This is particularly for those with parents in self-employment. This suggests that family business background significantly influences students' entrepreneurial interest. The result conforms to findings by Kume et al. , Camillus and Anthony .

HIGHLY INFLUENTIAL ARTICLE

We used the following article as a basis of our evaluation:

Osakede, U. A., Lawanson, A. O., & Sobowale, D. A. (2017). Entrepreneurial interest and academic performance in Nigeria: evidence from undergraduate students in the University of Ibadan. *Journal of Innovation and Entrepreneurship*, 6(1), 1–15.

This is the link to the publisher's website:

<https://innovation-entrepreneurship.springeropen.com/articles/10.1186/s13731-017-0079-7>

INTRODUCTION

Entrepreneurship has been identified as the best solution to unemployment, underemployment and poverty among the youths, especially in instances where educated individuals cannot find jobs (Brownhilder 2014). It is considered as a key driver of economic growth through increase in manpower contribution to output. The Nigerian economy is highly informal and has low absorption capacity for educated individuals into formal employment. This aggravates unemployment problems especially with huge turnout of educated persons into the labour force. The problem is further worrisome with evidence that most educated graduates in the Nigerian labour force are best suited for white-collar jobs; they do not

possess the relevant vocational abilities that enable engagement in entrepreneurship (Olorundare and Kayode 2014). This deficiency in the educational system spurred the Nigerian Universities Commission (NUC) to draft a curriculum on entrepreneurship studies for Nigerian universities in 2004 (Ekpoh and Edet 2011). Aside government efforts to encourage entrepreneurship in Nigerian universities, the low-income status of the majority of the Nigerian populace has the tendency to compel student's engagement in entrepreneurial activity as a form of income support. In cases where this situation exists, there are possibly downside effects on academic performance.

In examining entrepreneurial interest, studies have mainly focused on the determinants of entrepreneurial intention with less focus on actual engagement in entrepreneurship (Fitzsimmons and Douglas 2005; Urve et al. 2007; Ismail et al. 2009; Tong et al. 2011; Khan et al. 2011; Adnan et al. 2012; Peng et al. 2012; Kume et al. 2013; Brownhilder 2014; Malebana 2014; Khuong and An 2016; Ayegba and Omale 2016). The emphasis, therefore, is on the inclination of an individual to start an entrepreneurial activity in the future (Per, 1995; Gelderen et al. 2008). Although entrepreneurial intention is the primary step towards the creation of a new venture in the entrepreneurial process, individuals already engaged in entrepreneurship unequivocally have a higher possibility of owning a business venture in future. There is, therefore, a dearth in the literature for studies that provide findings for determinants of entrepreneurial engagement particularly among students and whether it has any effect on academic performance. This study contributes to existing research in the literature by examining the determinants of entrepreneurial engagement among undergraduate students and whether such activity has any effect on academic performance.

The methodology adopted in this study also differs from approaches commonly used in the literature. Studies in the literature among other estimation types generally made use of the ordinary least square (OLS) regression technique for examining factors that affect entrepreneurial intention as a binary response dependent variable. This approach lends itself to the linear probability model (LPM). This study adopts a different method by use of the logit model in examining the determinants of entrepreneurial interest as a binary dependent variable. The logit, probit and LPM models are mainly used for the analysis of binary dependent variables. However, the logit and probit models are preferred over the LPM. This is because they provide probability figures that lie between expected limits of 0 and 1, which sometimes is not achieved, with the LPM (Damodar 2004). The choice of the logit over probit in this study is subjective and based on the assumption that the data set has a logistic distribution. This study hence examined the factors that influence student's engagement in entrepreneurial activity and whether such involvement has any effect on academic performance using the University of Ibadan as a case study. The study also examined the extent of involvement in entrepreneurship across gender in order to add to existing mixed literature findings on gender participation in entrepreneurship.

CONCLUSION

This study was set out to identify factors that influence students' interest in entrepreneurship, the effect of entrepreneurial activities on students' academic performance and gender differences in entrepreneurial involvement. The result suggests that subjective norm and perceived behavioural control significantly influences students' interest in entrepreneurship. Findings also showed that students' engagement in business activities has no significant effect on academic performance. The results also indicate that a large proportion of students do not engage in entrepreneurial activities. However, student's interest in entrepreneurship is commonly seen among males than female students.

Government actions to promote entrepreneurship in tertiary institutions should be further intensified in order to achieve required aim of reducing unemployment for the teeming Nigerian graduate population. Focus areas in curricular course work for entrepreneurship in Nigerian universities should consider modules that influence the student's attitude, subjective norm and perceived behavioural control.

One shortcoming of this study relates with extraction of findings only for university undergraduate students. The tertiary educational system in Nigeria covers other forms of education such as the polytechnic and colleges of education. The problems of unemployment that characterise the Nigerian work force also

apply to graduates from such institutes. Future studies can focus on sample extraction from these institutes to enrich literature findings.

APPENDIX

TABLE 1
SUMMARY STATISTICS OF VARIABLES

Variables	Mean	Minimum	Maximum
Engaged in entrepreneurship	.32	0	1
Not engaged in entrepreneurship	.68	0	1
Attitude: desire to be one's own boss	.98	0	1
Attitude: no desire to be one's own boss	.02	0	1
Subjective norm: favourable family support	.812	0	1
Subjective norm: unfavourable family support	.188	0	1
Subjective norm: friends support	.836	0	1
Subjective norm: no support from friends	.164	0	1
Perceived behavioural control: difficult to combine academics with entrepreneurship	.532	0	1
Perceived behavioural control: not difficult to combine academics with entrepreneurship	.468	0	1
Male	.632	0	1
Female	.368	0	1
Age in years (16–20)	.432	0	1
Age in years (21–25)	.524	0	1
Age in years (26–30)	.036	0	1
Age in years (31 and above)	.008	0	1
Hausa	.004	0	1
Igbo	.136	0	1
Yoruba	.756	0	1
Others	.104	0	1
Parents: self-employed	.412	0	1
Parents: salary worker	.40	0	1
Parents: unemployed	.128	0	1
Parents: retired	.06	0	1
Income less than N10,000	.26	0	1
Income N10,000 to N20,000	.532	0	1
Income N20,000 to N30,000	.156	0	1
Income above N30,000	.052	0	1

Source: authors' computation

TABLE 2

**LOGIT ESTIMATES OF DETERMINANTS OF ENTREPRENEURIAL INTEREST
(REFERENCE CATEGORY IS NO INTEREST IN ENTREPRENEURSHIP)**

Variable	Estimates
Subjective norm: not encouraged by family or friends is the reference category	
Encouraged by family	0.99 ^b (0.018)
Encouraged by friends	0.60 (0.136)
Perceived behavioural control: no difficulty in combining business and academics is the reference category	
Difficult	-0.63 ^b (0.021)
Gender: female is the reference category	
Male	0.03 (0.902)
Age in years: above 30 years is the reference category	
16–20	-0.99 ^c (0.001)
21–25	0.92 ^c (0.001)
26–30	0.06 (0.930)
Ethnic group: Hausa is the reference category	
Igbo	-0.68 (0.130)
Yoruba	0.59 ^a (0.084)
Others	-0.5 (0.307)
Parents' occupation: retired is the reference category	
Self-employed	0.91 ^c (0.001)
Salary worker	0.80 ^c (0.006)
Unemployed	-0.80 ^a (0.092)
Income: above ₦31,000 is the reference category	
Less than ₦10,000	-0.27 (0.388)
₦10,000–₦20,000	0.48 ^a (0.076)
₦21,000–₦30,000	0.60 ^a (0.094)
Constant	14.55 (0.982)
Diagnostics	
LR chi2 (16) = 49.84 prob. > chi2 = 0.0000	
Pseudo R ² = 0.1610	
Observation 245	

Source: authors' computation Marginal effects of coefficients are reported with z-values in bracket Superscript letters indicate statistical significance at 1, 5 and 10%, respectively

TABLE 3

**MULTINOMIAL LOGIT ESTIMATE FOR EFFECT OF ENTREPRENEURIAL ACTIVITIES
ON ACADEMIC
PERFORMANCE (REFERENCE CATEGORY IS SECOND CLASS)**

Variables	First class	Third class
Entrepreneurial activity (not presently in a business is the reference category)		
Presently engaged in a business	-0.42 (0.357)	-1.50 (0.193)
Age in years (above 30 years is the reference category)		
16-20	15.69 (0.997)	15.35 (0.998)
21-25	15.05 (0.997)	14.32 (0.998)
26-30	-0.54 (1.000)	-0.80 (1.000)
Gender (female is the reference category)		
Male	0.31 (0.441)	0.24 (0.744)
Income (above N31,000 is the reference category)		
Less than N10,000	-1.64 ^a (0.036)	-1.92 (0.161)
N10,000 to N20,000	-1.87 ^a (0.012)	-2.33 (0.081)
N21,000 to N30,000	-1.91 ^a (0.026)	-16.97 (0.991)
Constant	-15.50 (0.997)	-15.63 (0.998)

Source: authors' Computation Marginal effects of coefficients are reported with z-values in bracket Superscript letter indicates statistical significance at 5%

**TABLE 4
RESULT FOR INVOLVEMENT IN BUSINESS ACROSS GENDER**

Currently engaged in business	Male	Female	Total
No	107 (62.9%)	63 (37.1%)	170 (68%)
Yes	51 (63.7%)	29 (36.3%)	80 (32%)
Total	158 (63%)	92 (37%)	250

Source: authors' Computation

**TABLE 5
T TEST RESULT FOR MEAN DIFFERENCE OF INVOLVEMENT IN ENTREPRENEURSHIP
ACROSS GENDER**

Variable	Observation	Mean	Standard error
Male	80	.6375	.0540855
Female	80	.3625	.0540855
Difference	80	.275	.1081709
mean(diff) = mean(male-female) t = 2.5423			

Source: authors' Computation

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VERSION TRADUCIDA: ESPAÑOL

A continuación se muestra una traducción aproximada de las ideas presentadas anteriormente. Esto se hizo para dar una comprensión general de las ideas presentadas en el documento. Por favor, disculpe cualquier error gramatical y no responsabilite a los autores originales de estos errores.

INTRODUCCIÓN

El emprendimiento ha sido identificado como la mejor solución para el desempleo, el subempleo y la pobreza entre los jóvenes, especialmente en los casos en que las personas educadas no pueden encontrar trabajo (Brownhilder 2014). Se considera como un motor clave del crecimiento económico a través del aumento de la contribución de mano de obra a la producción. La economía nigeriana es muy informal y tiene una baja capacidad de absorción de las personas educadas en el empleo formal. Esto agrava los problemas de desempleo, especialmente con la enorme participación de personas educadas en la fuerza laboral. El problema es aún más preocupante con la evidencia de que la mayoría de los graduados educados en la fuerza laboral nigeriana son los más adecuados para los trabajos de cuello blanco; no poseen las capacidades vocacionales pertinentes que permiten la participación en el emprendimiento (Olorundare y Kayode 2014). Esta deficiencia en el sistema educativo impulsó a la Comisión de Universidades de Nigeria (NUC) a redactar un plan de estudios sobre estudios de emprendimiento para universidades nigerianas en 2004 (Ekpoh y Edet 2011). Aparte de los esfuerzos del gobierno para fomentar el emprendimiento en las universidades nigerianas, la condición de bajos ingresos de la mayoría de la población nigeriana tiene la tendencia a obligar a los estudiantes a que la participación de los estudiantes en la actividad empresarial sea una forma de apoyo a los ingresos. En los casos en que existe esta situación, posiblemente hay efectos a la baja en el rendimiento académico.

Al examinar el interés empresarial, los estudios se han centrado principalmente en los determinantes de la intención empresarial, con menos atención a la participación real en el emprendimiento (Fitzsimmons y Douglas 2005; 2007; 2009; 2011; 2011; 2012; 2012; 2013; Brownhilder 2014; Malebana 2014; Khuong y An 2016; Ayegba y Omale 2016). Por lo tanto, se hace hincapié en la inclinación de un individuo a iniciar una actividad empresarial en el futuro (Per, 1995; 2008). Aunque la intención empresarial es el paso principal hacia la creación de una nueva empresa en el proceso empresarial, las personas que ya se dedican al emprendimiento tienen inequívocamente una mayor posibilidad de poseer una empresa en el futuro. Por lo tanto, hay una escasez en la literatura para los estudios que proporcionan hallazgos para los determinantes de la participación empresarial, especialmente entre los estudiantes y si tiene algún efecto en el rendimiento académico. Este estudio contribuye a la investigación existente en la literatura examinando los determinantes de la participación empresarial entre los estudiantes de pregrado y si dicha actividad tiene algún efecto en el rendimiento académico.

La metodología adoptada en este estudio también difiere de los enfoques comúnmente utilizados en la literatura. Los estudios en la literatura entre otros tipos de estimación generalmente hicieron uso de la técnica de regresión común mínimo cuadrado (OLS) para examinar los factores que afectan la intención empresarial como una variable dependiente de la respuesta binaria. Este enfoque se presta al modelo de probabilidad lineal (LPM). Este estudio adopta un método diferente mediante el uso del modelo logit en el examen de los determinantes del interés empresarial como una variable dependiente binaria. Los modelos logit, probit y LPM se utilizan principalmente para el análisis de variables dependientes binarias. Sin embargo, los modelos logit y probit son preferidos sobre el LPM. Esto se debe a que proporcionan cifras de probabilidad que se encuentran entre los límites esperados de 0 y 1, que a veces no se logra, con el LPM (Damodar 2004). La elección del logit sobre probit en este estudio es subjetiva y se basa en la suposición de que el conjunto de datos tiene una distribución logística. Por lo tanto, este estudio examinó los factores que influyen en la participación de los estudiantes en la actividad empresarial y si dicha participación tiene algún efecto en el rendimiento académico utilizando la Universidad de Ibadan como caso de estudio. El estudio también examinó el grado de participación en el emprendimiento entre géneros con el fin de aumentar los hallazgos de literatura mixta existentes sobre la participación de género en el emprendimiento.

CONCLUSIÓN

Este estudio se propuso identificar los factores que influyen en el interés de los estudiantes por el emprendimiento, el efecto de las actividades empresariales en el rendimiento académico de los estudiantes y las diferencias de género en la participación empresarial. El resultado sugiere que la norma subjetiva y el control del comportamiento percibido influyen significativamente en el interés de los estudiantes en el emprendimiento. Los hallazgos también mostraron que la participación de los estudiantes en las actividades empresariales no tiene un efecto significativo en el rendimiento académico. Los resultados también indican que una gran proporción de estudiantes no participan en actividades empresariales. Sin embargo, el interés del estudiante por el emprendimiento se ve comúnmente entre los hombres que entre las alumnas.

Las acciones gubernamentales para promover el espíritu empresarial en las instituciones terciarias deberían intensificarse aún más a fin de lograr el objetivo necesario de reducir el desempleo para la población de graduados nigeriana. Las áreas de enfoque en el trabajo de cursos curriculares para el emprendimiento en las universidades nigerianas deben considerar módulos que influyen en la actitud del estudiante, la norma subjetiva y el control del comportamiento percibido.

Una deficiencia de este estudio se relaciona con la extracción de hallazgos sólo para estudiantes universitarios de pregrado. El sistema educativo terciario de Nigeria abarca otras formas de educación, como el politécnico y los colegios de educación. Los problemas de desempleo que caracterizan a la fuerza de trabajo nigeriana también se aplican a los graduados de dichos institutos. Los estudios futuros pueden centrarse en la extracción de muestras de estos institutos para enriquecer los hallazgos de la literatura.

TRANSLATED VERSION: FRENCH

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VERSION TRADUITE: FRANÇAIS

Voici une traduction approximative des idées présentées ci-dessus. Cela a été fait pour donner une compréhension générale des idées présentées dans le document. Veuillez excuser toutes les erreurs grammaticales et ne pas tenir les auteurs originaux responsables de ces erreurs.

INTRODUCTION

L'entrepreneuriat a été identifié comme la meilleure solution au chômage, au sous-emploi et à la pauvreté chez les jeunes, en particulier dans les cas où les personnes instruites ne peuvent pas trouver d'emploi (Brownhilder, 2014). Il est considéré comme un moteur clé de la croissance économique grâce à l'augmentation de la contribution de la main-d'œuvre à la production. L'économie nigériane est très informelle et a une faible capacité d'absorption pour les individus instruits dans l'emploi formel. Cela aggrave les problèmes de chômage, en particulier avec une forte participation des personnes instruites sur le marché du travail. Le problème est encore plus inquiétant avec la preuve que la plupart des diplômés instruits de la main-d'œuvre nigériane sont les mieux adaptés pour les emplois de cols blancs; ils ne possèdent pas les capacités professionnelles pertinentes qui permettent l'engagement dans l'entrepreneuriat (Oloundare et Kayode 2014). Cette lacune dans le système éducatif a incité la Commission des universités nigérianes (NUC) à rédiger un programme d'études sur les études d'entrepreneuriat pour les universités nigérianes en 2004 (Ekpoh et Edet, 2011). Outre les efforts déployés par le gouvernement pour encourager l'entrepreneuriat dans les universités nigérianes, le statut de la majorité de la population nigériane à faible revenu a tendance à contraindre les étudiants à s'engager dans l'activité entrepreneuriale en tant que forme de soutien du revenu. Dans les cas où cette situation existe, il y a peut-être des effets négatifs sur le rendement scolaire.

En examinant l'intérêt entrepreneurial, les études se sont principalement concentrées sur les déterminants de l'intention entrepreneuriale, en mettant moins l'accent sur l'engagement réel dans l'entrepreneuriat (Fitzsimmons et Douglas, 2005; Urve et coll. 2007; Ismail et coll. 2009; Tong et coll. 2011; Khan et coll. 2011; Adnan et coll. 2012; Peng et coll. 2012; Kume et coll. 2013; Brownhilder 2014; Malebana 2014; Khuong et An 2016; Ayegba et Omale 2016). L'accent est donc mis sur l'inclination d'un individu à lancer une activité entrepreneuriale à l'avenir (Per, 1995; Gelderen et coll. 2008). Bien que l'intention entrepreneuriale soit la principale étape vers la création d'une nouvelle entreprise dans le processus entrepreneurial, les personnes déjà engagées dans l'entrepreneuriat ont sans équivoque une plus grande possibilité de posséder une entreprise à l'avenir. Il y a donc une pénurie dans la littérature pour les études qui fournissent des résultats pour les déterminants de l'engagement entrepreneurial en particulier parmi les étudiants et si elle a un effet sur le rendement scolaire. Cette étude contribue à la recherche existante dans la littérature en examinant les déterminants de l'engagement entrepreneurial chez les étudiants de premier cycle et si cette activité a un effet sur le rendement scolaire.

La méthodologie adoptée dans cette étude diffère également des approches couramment utilisées dans la littérature. Les études dans la littérature parmi d'autres types d'estimation ont généralement fait usage de la technique ordinaire de régression la moins carrée (OLS) pour examiner les facteurs qui affectent l'intention entrepreneuriale comme variable dépendante de réponse binaire. Cette approche se prête au modèle de probabilité linéaire (LPM). Cette étude adopte une méthode différente en utilisant le modèle logit en examinant les déterminants de l'intérêt entrepreneurial en tant que variable dépendante binaire. Les modèles logit, probit et LPM sont principalement utilisés pour l'analyse des variables dépendantes binaires. Cependant, les modèles logit et probit sont préférés au LPM. C'est parce qu'ils fournissent des chiffres de probabilité qui se situent entre les limites prévues de 0 et 1, qui n'est parfois pas atteint, avec le LPM (Damodar 2004). Le choix du logit sur probit dans cette étude est subjectif et basé sur l'hypothèse que l'ensemble de données a une distribution logistique. Cette étude a donc examiné les facteurs qui influencent l'engagement des étudiants dans l'activité entrepreneuriale et si cette participation a un effet sur le rendement scolaire en utilisant l'Université d'Ibadan comme une étude de cas. L'étude a également examiné l'étendue de la participation à l'entrepreneuriat à travers le sexe afin d'ajouter aux résultats existants de la littérature mixte sur la participation des sexes à l'entrepreneuriat.

CONCLUSION

Cette étude visait à identifier les facteurs qui influencent l'intérêt des étudiants pour l'entrepreneuriat, l'effet des activités entrepreneuriales sur le rendement scolaire des étudiants et les différences entre les sexes dans la participation entrepreneuriale. Le résultat suggère que la norme subjective et le contrôle comportemental perçu influencent considérablement l'intérêt des élèves pour l'entrepreneuriat. Les résultats ont également montré que l'engagement des étudiants dans les activités commerciales n'a pas d'effet significatif sur le rendement scolaire. Les résultats indiquent également qu'une grande proportion d'étudiants ne s'adonnent pas à des activités entrepreneuriales. Cependant, l'intérêt des étudiants pour l'entrepreneuriat est généralement observé chez les hommes que chez les étudiantes.

Les mesures prises par le gouvernement pour promouvoir l'entrepreneuriat dans les établissements d'enseignement supérieur devraient être intensifiées afin d'atteindre l'objectif requis de réduire le chômage pour la population nigériane grouillante. Les domaines d'intérêt dans le travail de cours pour l'entrepreneuriat dans les universités nigérianes devraient tenir compte des modules qui influencent l'attitude de l'étudiant, la norme subjective et le contrôle comportemental perçu.

L'une des lacunes de cette étude concerne l'extraction des résultats uniquement pour les étudiants de premier cycle universitaires. Le système d'enseignement supérieur au Nigéria couvre d'autres formes d'éducation telles que l'école polytechnique et les collèges d'enseignement. Les problèmes de chômage qui caractérisent la population active nigériane s'appliquent également aux diplômés de ces instituts. Les études futures peuvent se concentrer sur l'extraction d'échantillons de ces instituts pour enrichir les résultats de la littérature.

TRANSLATED VERSION: GERMAN

Below is a rough translation of the insights presented above. This was done to give a general understanding of the ideas presented in the paper. Please excuse any grammatical mistakes and do not hold the original authors responsible for these mistakes.

ÜBERSETZTE VERSION: DEUTSCH

Hier ist eine ungefähre Übersetzung der oben vorgestellten Ideen. Dies wurde getan, um ein allgemeines Verständnis der in dem Dokument vorgestellten Ideen zu vermitteln. Bitte entschuldigen Sie alle grammatikalischen Fehler und machen Sie die ursprünglichen Autoren nicht für diese Fehler verantwortlich.

EINLEITUNG

Unternehmertum wurde als die beste Lösung für Arbeitslosigkeit, Unterbeschäftigung und Armut unter Jugendlichen identifiziert, insbesondere in Fällen, in denen gebildete Menschen keine Arbeit finden (Brownhilder 2014). Sie gilt als wichtiger Motor für das Wirtschaftswachstum durch die Erhöhung des Beitrags der Arbeitskräfte zur Produktion. Die nigerianische Wirtschaft ist sehr informell und verfügt über eine geringe Aufnahmekapazität für gebildete Personen in formale Beschäftigung. Dies verschärft die Arbeitslosigkeitsprobleme, insbesondere durch die hohe Beteiligung von gebildeten Personen an der Erwerbsbevölkerung. Das Problem ist noch besorgniserregender, denn der Nachweis, dass die meisten ausgebildeten Absolventen in der nigerianischen Erwerbsbevölkerung am besten für Angestellte geeignet sind; sie verfügen nicht über die relevanten beruflichen Fähigkeiten, die ein Engagement im Unternehmertum ermöglichen (Olorundare und Kayode 2014). Dieser Mangel im Bildungssystem veranlasste die nigerianische Universitätskommission (NUC), 2004 einen Lehrplan für unternehmerische Studien an nigerianischen Universitäten zu erstellen (Ekpoh und Edet 2011). Abgesehen von den Bemühungen der Regierung, das Unternehmertum an nigerianischen Universitäten zu fördern, hat der Status der Mehrheit der nigerianischen Bevölkerung mit niedrigem Einkommen die Tendenz, das Engagement von Studenten in unternehmerischer Tätigkeit als eine Form der Einkommensstützung zu erzwingen. In Fällen, in denen diese Situation besteht, gibt es möglicherweise Abwärtseffekte auf die akademische Leistung.

Bei der Untersuchung unternehmerischer Interessen konzentrierten sich die Studien hauptsächlich auf die Determinanten unternehmerischer Absicht, wobei der Schwerpunkt weniger auf dem tatsächlichen Engagement im Unternehmertum lag (Fitzsimmons und Douglas 2005; Urve et al. 2007; Ismail et al. 2009; Tong et al. 2011; Khan et al. 2011; Adnan et al. 2012; Peng et al. 2012; Kume et al. 2013; Brownhilder 2014; Malebana 2014; Khuong und An 2016; Ayegba und Omale 2016). Der Schwerpunkt liegt daher auf der Neigung eines Einzelnen, in Zukunft eine unternehmerische Tätigkeit zu beginnen (Per, 1995; Gelderen et al. 2008). Obwohl unternehmerische Absicht der wichtigste Schritt zur Gründung eines neuen Unternehmens im unternehmerischen Prozess ist, haben Personen, die bereits im Unternehmertum tätig sind, eindeutig eine höhere Möglichkeit, in Zukunft ein Unternehmen zu besitzen. Es gibt also einen Mangel in der Literatur für Studien, die Erkenntnisse für Determinanten des unternehmerischen Engagements insbesondere unter Studenten liefern und ob sie Auswirkungen auf die akademische Leistung haben. Diese Studie trägt zur bestehenden Literaturforschung bei, indem sie die Determinanten des unternehmerischen Engagements von Studenten untersucht und untersucht, ob diese Tätigkeit Auswirkungen auf die akademische Leistung hat.

Die in dieser Studie angewandte Methodik unterscheidet sich auch von den in der Literatur gebräuchlichen Ansätzen. Studien in der Literatur unter anderen Schätztypen nutzen in der Regel die gewöhnliche Regressionstechnik des kleinsten Quadrats (OLS), um Faktoren zu untersuchen, die die unternehmerische Absicht als binäre antwortabhängige Variable beeinflussen. Dieser Ansatz eignet sich für das lineare Wahrscheinlichkeitsmodell (LPM). Diese Studie nimmt eine andere Methode, indem das logit-

Modell verwendet wird, um die Determinanten unternehmerischen Interesses als binäre abhängige Variable zu untersuchen. Die Logit-, Probit- und LPM-Modelle werden hauptsächlich für die Analyse binärabhängiger Variablen verwendet. Die Logit- und Probit-Modelle werden jedoch dem LPM vorgezogen. Dies liegt daran, dass sie Wahrscheinlichkeitszahlen liefern, die zwischen den erwarteten Grenzwerten von 0 und 1 liegen, die manchmal nicht erreicht werden, mit dem LPM (Damodar 2004). Die Wahl des Logit über die Probit in dieser Studie ist subjektiv und basiert auf der Annahme, dass der Datensatz eine logistische Verteilung hat. Diese Studie untersuchte daher die Faktoren, die das Engagement der Studierenden in unternehmerischer Tätigkeit beeinflussen und ob eine solche Beteiligung einen Einfluss auf die akademische Leistung hat, indem die University of Ibadan als Fallstudie verwendet wird. Die Studie untersuchte auch das Ausmaß der Beteiligung am Unternehmertum über das Geschlecht hinweg, um bestehende Gemischte Literaturergebnisse über die Beteiligung von Frauen und Männern am Unternehmertum zu ergänzen.

SCHLUSSFOLGERUNG

Diese Studie sollte Faktoren identifizieren, die das Interesse der Studierenden am Unternehmertum, die Auswirkungen unternehmerischer Aktivitäten auf die akademische Leistung der Studierenden und geschlechtsspezifische Unterschiede in der unternehmerischen Beteiligung beeinflussen. Das Ergebnis legt nahe, dass subjektive Normen und wahrgenommene Verhaltenskontrolle das Interesse der Studierenden am Unternehmertum maßgeblich beeinflussen. Die Ergebnisse zeigten auch, dass das Engagement der Studierenden in geschäftlichen Aktivitäten keinen signifikanten Einfluss auf die akademische Leistung hat. Die Ergebnisse zeigen auch, dass ein großer Teil der Studierenden keine unternehmerische Tätigkeit ausübt. Das Interesse der Studierenden am Unternehmertum wird jedoch häufig bei Männern als bei Studentinnen gesehen.

Die staatlichen Maßnahmen zur Förderung des Unternehmertums in tertiären Einrichtungen sollten weiter intensiviert werden, um das erforderliche Ziel zu erreichen, die Arbeitslosigkeit für die muntere nigerianische Hochschulabsolventen zu verringern. Schwerpunkte in der Lehrgangsarbeit für Unternehmertum an nigerianischen Universitäten sollten Module berücksichtigen, die die Einstellung, subjektive Norm und die wahrgenommene Verhaltenskontrolle des Studierenden beeinflussen.

Ein Manko dieser Studie bezieht sich auf die Extraktion von Ergebnissen nur für Studenten. Das tertiäre Bildungssystem in Nigeria deckt andere Bildungsformen wie die Fachhochschule und die Bildungseinrichtungen ab. Die Probleme der Arbeitslosigkeit, die die nigerianische Erwerbsbevölkerung kennzeichnen, gelten auch für Absolventen solcher Institute. Zukünftige Studien können sich auf die Probenextraktion aus diesen Instituten konzentrieren, um Literaturfunde zu bereichern.

TRANSLATED VERSION: PORTUGUESE

Below is a rough translation of the insights presented above. This was done to give a general understanding of the ideas presented in the paper. Please excuse any grammatical mistakes and do not hold the original authors responsible for these mistakes.

VERSÃO TRADUZIDA: PORTUGUÊS

Aqui está uma tradução aproximada das ideias acima apresentadas. Isto foi feito para dar uma compreensão geral das ideias apresentadas no documento. Por favor, desculpe todos os erros gramaticais e não responsabilize os autores originais responsáveis por estes erros.

INTRODUÇÃO

O empreendedorismo foi identificado como a melhor solução para o desemprego, o subemprego e a pobreza entre os jovens, especialmente nos casos em que os indivíduos educados não conseguem encontrar

emprego (Brownhilder 2014). É considerado um motor-chave do crescimento económico através do aumento da contribuição da mão de obra para a produção. A economia nigeriana é altamente informal e tem uma baixa capacidade de absorção de indivíduos educados para um emprego formal. Isto agrava os problemas de desemprego, especialmente com uma enorme afluência de pessoas instruídas à mão de obra. O problema é ainda preocupante com a evidência de que a maioria dos licenciados na mão de obra nigeriana são mais adequados para empregos de colarinho branco; não possuem as capacidades profissionais relevantes que permitem o envolvimento no empreendedorismo (Olorundare e Kayode 2014). Esta deficiência no sistema educativo impulsionou a Comissão das Universidades nigerianas (NUC) a elaborar um currículo sobre estudos de empreendedorismo para universidades nigerianas em 2004 (Ekpoh e Edet 2011). Para além dos esforços do governo para incentivar o empreendedorismo nas universidades nigerianas, o estatuto de baixo rendimento da maioria da população nigeriana tem a tendência para obrigar o envolvimento dos estudantes na atividade empresarial como forma de apoio ao rendimento. Nos casos em que esta situação existe, existem, possivelmente, efeitos negativos no desempenho académico.

Na análise do interesse empresarial, os estudos centraram-se principalmente nos determinantes da intenção empresarial, com menos enfoque no envolvimento real no empreendedorismo (Fitzsimmons e Douglas 2005; Urve et al. 2007; Ismail et al. 2009; Tong et al. 2011; Khan et al. 2011; Adnan et al. 2012; Peng et al. 2012; Kume et al. 2013; Brownhilder 2014; Malebana 2014; Khuong e An 2016; Ayegba e Omale 2016). A ênfase está, portanto, na inclinação de um indivíduo para iniciar uma atividade empresarial no futuro (Per, 1995; Gelderen et al. 2008). Embora a intenção empresarial seja o primeiro passo para a criação de um novo empreendimento no processo empresarial, os indivíduos já envolvidos no empreendedorismo têm inequivocamente uma maior possibilidade de possuir um empreendimento empresarial no futuro. Há, portanto, uma escassez na literatura para estudos que fornecem resultados para determinantes do envolvimento empresarial, particularmente entre os estudantes e se tem algum efeito no desempenho académico. Este estudo contribui para a investigação existente na literatura, examinando os determinantes do envolvimento empresarial entre os estudantes universitários e se essa atividade tem algum efeito no desempenho académico.

A metodologia adotada neste estudo também difere das abordagens comumente utilizadas na literatura. Estudos na literatura entre outros tipos de estimativa geralmente utilizaram a técnica de regressão comum menos quadrada (OLS) para examinar fatores que afetam a intenção empresarial como uma variável dependente de resposta binária. Esta abordagem presta-se ao modelo linear de probabilidade (LPM). Este estudo adota um método diferente através da utilização do modelo logit na análise dos determinantes do interesse empresarial como uma variável dependente binária. Os modelos logit, probit e LPM são usados principalmente para a análise de variáveis dependentes binárias. No entanto, os modelos logit e probit são preferidos em relação à LPM. Isto porque fornecem números de probabilidades que se situam entre os limites esperados de 0 e 1, o que por vezes não é alcançado, com a LPM (Damodar 2004). A escolha do logit sobre probit neste estudo é subjetiva e baseada no pressuposto de que o conjunto de dados tem uma distribuição logística. Este estudo examinou, assim, os fatores que influenciam o envolvimento dos estudantes na atividade empresarial e se esse envolvimento tem algum efeito no desempenho académico utilizando a Universidade de Ibadan como um estudo de caso. O estudo analisou igualmente a extensão do envolvimento no empreendedorismo em todo o género, a fim de acrescentar aos resultados da literatura mista existentes sobre a participação de género no empreendedorismo.

CONCLUSÃO

Este estudo foi criado para identificar fatores que influenciam o interesse dos estudantes no empreendedorismo, o efeito das atividades empresariais no desempenho académico dos alunos e as diferenças de género no envolvimento empresarial. O resultado sugere que a norma subjetiva e o controlo comportamental percebido influenciam significativamente o interesse dos estudantes no

empreendedorismo. Os resultados também mostraram que o envolvimento dos estudantes em atividades empresariais não tem um efeito significativo no desempenho acadêmico. Os resultados indicam ainda que uma grande parte dos alunos não se dedica a atividades empresariais. No entanto, o interesse dos estudantes pelo empreendedorismo é geralmente visto entre os homens do que as alunas.

As ações governamentais destinadas a promover o empreendedorismo nas instituições terciárias devem ser intensificadas, a fim de alcançar o objetivo necessário de reduzir o desemprego para a população graduada nigeriana. As áreas de foco no trabalho curricular do curso para o empreendedorismo nas universidades nigerianas devem considerar módulos que influenciem a atitude do aluno, a norma subjetiva e o controlo comportamental percebido.

Uma das lacunas deste estudo prende-se com a extração de resultados apenas para estudantes universitários. O sistema educativo terciário na Nigéria abrange outras formas de educação, como o politécnico e as faculdades de educação. Os problemas de desemprego que caracterizam a força de trabalho nigeriana aplicam-se também aos diplomados desses institutos. Estudos futuros podem focar-se na extração de amostras destes institutos para enriquecer os resultados da literatura.