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Article

An Empirical Analysis of Factors Motivating Students To Study Entrepreneurship Courses In University Of Ilorin

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Abstract

There has been an increase in the rate of unemployment in most developing countries in recent time due to less job openings with attendant geometric increase in the number of graduates being released by the Universities and other institutions to the already saturated labour market. This has become a major challenge to policy makers in private and government sector in these countries. Therefore, in order to address this phenomenon, students are being encouraged to learn some entrepreneurial skills through exposure to Entrepreneurship courses, while still in the school. This paper's objective is to examine factors motivating students' enrolment in entrepreneurial courses in Nigeria Tertiary Institutions. The Survey research method was used to collect data from

randomly selected 450 graduating students of Faculty of Management Sciences, University of Ilorin. There were 437 questionnaires completed and returned. The Analysis of Variance (ANOVA) and Pearson Correlation statistical techniques were employed to test the hypotheses raised in the study. It was revealed through ANOVA at 99% significant level (with $F = 100.419$, $d.f = 2$) that Students' lack of interest in Entrepreneurship Courses has significant effect on the type of job they desire to do after graduation. The paper concluded that the content of the Entrepreneurship courses being offered to the students need to be made to be more practical oriented and applicable to solving unemployment problem. The study recommended that the students training in entrepreneurship courses should be backed up with industrial attachment for it to have more effect on their choice of trade or vocation after graduation.

Key Words: Motivation, Perception, Seed Money, Entrepreneurship and Labour Market.

INTRODUCTION

Learning has proved to be an effective way of gaining knowledge and applying such to everyday life from time immemorial (Mezirow, 2000). Students in the university are not left out in this learning continuum and that is why they are studying one course or the other in various faculties and departments. However, despite increase in students' enrollment every year in tertiary institutions, the society is still grappling with employment generation; for example, the unemployment problem is taking its toll on the economic landscape of most countries, in particular Nigeria in respect to this study (Schomburg, 2000).

It has been discovered that students rather than getting themselves involve in productive activities have become dependent on the use of social media, which have tendency to shape their lives either positively or negatively. They can empower themselves by using the internet positively or negatively, by leading themselves to nowhere at the end of the day (Robbins, 1991; Paul, 2012). The formation of entrepreneurial intention are vital for entrepreneurial activity to occur, and entrepreneurial motivation is vital in translating this intention to action (Nabi & Liñán, 2011; Carsrud & Brännback, 2011; Malebana, 2014).

The need to build up entrepreneurship culture in students while in school, has become very imperative because today's students are likely to become tomorrow's potential entrepreneurs (Zekan & Peronja, 2015). This trend in the yearly increase in the number of graduate being turned out from various Institutions of higher learning without adequate provision for their job placement

has called for urgent attention not only from the Private sector but also from the Public Sector. Hence, this study's main objective is to examine factors motivating students' to offer entrepreneurial courses in Nigeria tertiary institutions. Other specific objectives of the paper include: (i) determine factors responsible for lack of commitment and drive for entrepreneurship orientation among young graduates and (ii) appraise how lack of interest in entrepreneurial courses may account for the increase number of unemployed graduates in Nigeria.

STATEMENT OF PROBLEM

There are challenges over how to sustain the teeming population of young people that have attained the employment age and are having no jobs (Ihinmoyan, 2013). The need to provide employment for this teeming population has become an important issue to employers of labour in both public and private sectors.

People graduate from higher institutions and they have no direction of where to go in order to start their life. Their training in the university had proved not adequate enough to make them start business that could provide their means of livelihood. This challenge, with its numerous complexities has motivated the conduct of this research in order to partially tackle the difficult situation. Therefore, the following research questions are raised in the study:

- (i) What are the factors motivating students' studying entrepreneurship courses in the university?
- (ii) Which factors are responsible for lack of commitment and drive for entrepreneurship orientation among young graduates?
- (iii) How does lack of interest in entrepreneurial courses determine the types of job the students do after graduation from the university?

LITERATURE REVIEW

Motivation:

The concept of motivation is a universal concept that can be easily understood by everyone although the interpretation may be different. Cole(2002) defined motivation 'as a process in which people choose between alternative forms of behavior in order to achieve personal goals.' This definition is suitable for this work in the sense that the study seeks to examine driving goal that make students to be willing to study entrepreneurship as a course. In other word, motivation as used in this study is any behavior that drives students toward taking a course in entrepreneurship.

The concept of motivation, According to Cole (2002), could explain the various alternatives, with their attendant consequences, that are available to people for choosing to behave in a particular way. This can be interpreted to mean that while people from all walks of life have different goals they are pursuing, the basic factor behind these goals is choice, which is demonstrated by all irrespective of age, creed, or race.

Stoner, Freeman and Gilbert (2011) see motivation; as a human psychological characteristics that contributes to a person's degree of commitment. According to them, motivation includes the factors that cause, channel, and sustain human behavior in a particular committed direction.

In regards to the Stoner et al (2011) definition, there are factors that cause students to want to study entrepreneurship courses while on campus and the stronger the cause, the more committed the students are likely to be.

There are various theories on what motivates an entrepreneur and this includes: Need hierarchy theory, Herzberg two-factor theory, Alderfer three factor/ERG theory, Mc Clelland manifest needs theory, necessity and opportunity theories and the theory of planned behaviour (Ajzen, 2005, 2012; Sethi & Saxena, 2006; Solesvik, 2013). The needs theory tries to explain that entrepreneurs are motivated for the sake of the needs it can fulfil, for example internally felt needs (such as need for food) and socially acquired needs (such as status symbol).

The Herzberg's two-factor theory's application to entrepreneurship motivation explains the factors that the entrepreneurs find satisfying and dissatisfying about their jobs. These are grouped in to Hygiene and Motivator factors. Hygiene factors are comprised of the physiological, safety and love needs from Maslow's hierarchy of needs. They are factors that are not directly related to the job but the conditions that surround doing the job e.g. company policy and administration, technical supervision, interpersonal relations with supervisor, interpersonal relations with peers and subordinates, salary, job security, personal life, work conditions and status. The motivator factors are those related to the job content, they are intrinsic to the job itself and do not result from "carrot and stick incentives e.g. achievement, recognition, advancement, the work itself, the possibility of personal growth and responsibility. The hygiene factors are not direct motivators but prevent job dissatisfaction while Motivator factor's absence does not prove highly dissatisfying but when present, they build strong levels of motivation and job performance (Dartey-Baah, 2011).

Alderfer's ERG theory application to entrepreneurship explains that there are three basic needs entrepreneurs desire to satisfy and as each need is fulfilled, it serves as motivation to fulfil a different need. The ERG stands for existence, relatedness and growth, and these are defined as (i) Existence - the need for basic material existence, like physiological health and safety (ii) Relatedness - the need for interpersonal connections, social status and recognition (iii) Growth - the need for personal development, including creative and meaningful work (Study.com, 2013). According to Sethi & Saxena (2006) the most celebrated work on entrepreneurial motivation is that of McClelland manifest needs theory. The three types of manifest needs are Need for achievement, Need for Power and the Need for affiliation.

The source of power lies in the position a person occupies, in other words, business ownership implies a need for power. The need for affiliation is the concern for interpersonal relationships, in this case, entrepreneurs are believed to be low on affiliation, as they are expected to be innovative, trend setters and tradition breakers. However, the desire to continue with family or community business may be reflecting the need for affiliation. The Need for Achievement is singularly attributed to Entrepreneurial behaviour or motivation and it concerns issues such as excellence, competition, challenging goals and overcoming difficulties (Sethi & Saxena, 2006).

There are also studies on reasons, motives, or goals for starting a business known as the Push and Pull factors or alternatively, necessity and opportunity motives (Hessels, van Gelderen & Thurik, 2008; Herrington & Kelley, 2013; Herrington & Kew, 2014). Entrepreneurs who perceive entrepreneurship career option as attractive are driven by pull factors and example includes: profit motive, challenge and desire for independence, personal development, achievement and recognition (Wickham, 2006). Push factors involve poor pay and lack of prospects, lack of innovation and negative displacement, unemployment and job securities. Studies have revealed that entrepreneurs start their own business in order to enjoy the benefit offered by entrepreneurship (pull factors) and because of the push factors (Henley, 2005; Liang & Dunn, 2007; Moore, Petty, Palich, & Longenecker, 2010; Garcia-Rodriguez, Gil-Soto, Ruiz-Rosa & Sene, 2013; Krishna, 2013).

The theory of Planned behaviour has been used to study the relationship between entrepreneurial motivation and entrepreneurial intention (Solevik, 2013). The theory explains that the most important immediate determinant of action is a person's intention to perform or not to perform that

action(Ajzen,2005, 2012). Entrepreneurial motivation serves as a link between entrepreneurial intention and action, thus the attractiveness of entrepreneurial outcomes to intending entrepreneurs would drive them to exert more effort to engage in entrepreneurship (Carsrud, A & M. Brännback,2011; Malebana, 2014).

The review of all these entrepreneurship motivational theories have shown that they are all relevant to any study on factors motivating entrepreneurs taking action to start their business. This study therefore, adopts most of these theories in developing its theoretical framework.

Entrepreneurship:

There have been attempt made severally by scholars to define Entrepreneurship but this study will consider few of these definitions. Adele (2014), defined Entrepreneurship as a socio – economic process by which an individual discovers and evaluates an opportunity, and with available resources, plan, design, produce and offer for exchange, items or services of value in the market for mutual benefits. This study agrees with this definition in the sense that the students who will ultimately like to become entrepreneurs either ends up offering one product or the other or rendering one service or the other to their target market for mutual benefits. Adele, Oyedokun, Adewoye, Afolabi (2015) in their work about Informal Entrepreneurship agreed with the definition of Entrepreneurship given by the International Monetary Fund (IMF) and International Labour Organisation (ILO) as: all legal activities that are deliberately concealed from public authorities for the purposes of evading tax, social security contributions, meeting certain legal standards as minimum wage, maximum number of hours, safety or health conditions. This definition suits the concept of Entrepreneurship as used in the study as those activities' students are expected to go into which are legal and at the same time add value to the economy. There are illegal activities like drug trafficking, prostitution, gambling, kidnapping etc. that brings economic woe to the nation and harmful effect on people that choose to engage in them.

Tracy (2010) argued that people tend to become entrepreneurs because they are self-willed and self directed. In his opinion, the desire for independence and not being cumbered by any boss is a major factor why people venture into entrepreneurial activities. However, there are arguments that this may not be sufficient reason for an individual to succeed as an entrepreneur because there are other qualities that are required to become a successful entrepreneur(Magdalena 1982). Thus, the entrepreneur of our days must not

only be driven by the desire to be independent from controlling tendencies of employers and bosses, they should graduate to a level where they are powered by the information that are required to make their entrepreneurial activities outstanding. Tong, Tong and Loy (2011) in their work argued that people with a long history of family business are likely going to be motivated to go into entrepreneurial activities as they move on in life. This study is similar to that done on impact of postgraduate studies on the entrepreneurial activity developed by MBA graduates.

There was empirical support for the role played by belonging to entrepreneurial culture family and individual personality characteristics (Casasola ; Martínez & Cardone-Riportella, 2012). In the work of Shane, Locke and Colins(2012), cash was a major motivating entrepreneurial activity for people. The entrepreneurs that were studied revealed that their motivation was cash which enable them escape the biting pangs of poverty. Cash can virtually accomplish anything and it has since become the common denominator of everything we do in our societies today. Little wonder millionaires are springing up from virtually all walks of life in the American society (Robbins 1991).

Sagie & Elizur (1999) in their work considered achievement as a motivating factor in exhibiting entrepreneurial behavior among their subjects. Their work revealed that students with high achievement motive in their studies tend to come-up with high entrepreneurial behavior that will later on spell the direction that the students will follow. They argued that there were other groups of students that did not show substantial motive in achieving much in their approach and they were low in exhibiting entrepreneurial behavior. This has become a fact due to the outstanding results achieved by some of these entrepreneurs with high achievement motive in their various endeavours. There are people that have good, consistent and appreciable results, these people are usually self – directed and maintain high level of self discipline. They do not wait for any boss to tell them what to do or not to do; they simply organize their lives around their business and as they plug into it, they begin to pour in achievements all the time (Canfield, 2005). It is therefore, important to realize that achievement is only possible if individuals or group take responsibility for their actions and behaviors. People live in an age where they are their own leaders.

An empirical study about entrepreneurial motives include the study by Byabashaija, Katono and Isabalija (2010) which attempts to establish whether college entrepreneurship training increases the intention of college students to start businesses. The results showed that the theoretical approaches to

entrepreneurship education deny participants opportunity of doing business as a career of choice. Other studies revealed that entrepreneurial motive may change over time (Littunen, 2000; Cassar 2007; Hessels, M. Gelderen & R. Thurik, 2007); there is effect of enterprise training on opportunity perception and entrepreneurial skills perception of trainees (Levie, Hart, and Anyadike-Danes, 2009) and measures which focused on the probability that respondents will start a new business at some time in the future (Audet, 2001; Peterman & Kennedy, 2003).

Also, a study was conducted on the effect of entrepreneurship programmes on the entrepreneurial attitudes and intentions of science and engineering students. The results show that the programmes raise some attitudes and the overall entrepreneurial intention and that inspiration is the programmes' important benefit (Souitaris, Zerbinati, & Al-Laham, 2007). The study by Gürol and Atsan (2006), evaluate students' entrepreneurship orientation by comparing the entrepreneurially-inclined with non entrepreneurially-inclined students, the result shows that except for tolerance for ambiguity and self confidence, all entrepreneurial traits are found to be higher in entrepreneurially inclined students as compared to entrepreneurially non-inclined students.

METHODOLOGY

Research Design

In this study, Survey research method was used to collect the data. This was in the form of Questionnaires instrument designed and administered to the students in the Faculty of Management Sciences, University of Ilorin, Nigeria. The secondary data in the form of Students registration lists from various Departments in the Faculty of Management Sciences, textbooks and internet resources; form the bulk of Information obtained from this source. The information is used to complement the one obtained from the Primary data.

Population and Sample of the Study

The total number of the students in the Faculty of Management Sciences, University of Ilorin for the 2013/ 2014 Session was 1,811 students, consisting of 794 female and 1017 male students (Unilorin Annual Report, 2014). This forms the population for the study and out of this total, 254 graduating and 183 non-graduating students from three (namely, Accounting, Finance and Business Administration) of the six departments; were selected for the study.

Sampling Technique used for the study

The sampling technique used for the study was the probability method of simple random sampling. Thus, 150 students were randomly selected from each of the three departments under study. A total of 437 questionnaires were completed and returned out of the 450 questionnaires administered. This represents 97.1% response rate of return. The reasons for this selection method are because most Departments in University of Ilorin start doing Entrepreneurship Courses from 300 Level and in some of the Faculties like Health Sciences, Physical sciences and Pharmaceutical they rarely continue with any Entrepreneurial courses after the compulsory GSE 301 course they are required to offer in their third year. Also the Department of Marketing Students are just in their second year, while the Departments of Public Administration and Industrial Relations and Personnel Management have just started their Programme in the 2014/ 2015 Session. This sample taken represents 24.13% of the students in the Faculty, which form good representation of the Population under study.

Method data collection

The Questionnaires used for the study were distributed and collected back from the respondents by the six class representatives for the 300 and 400 level students in the three departments selected for the study. In the survey, 437 respondents completed and returned their questionnaires; out of which 50.3% are female respondents and the remaining 49.7% are male respondents. This clearly revealed a balance and even distribution of the questionnaires in term of sex distribution of the respondents

Method of Data Analysis

The Analysis of Variance (ANOVA) and Pearson Correlation statistical techniques were employed for testing the hypotheses raised in the study. This is done with the aid of Statistical Package for Social Sciences (SPSS) version 20. The results obtained were subsequently analysed and given interpretations.

Statement of Hypotheses

The following hypotheses are formulated for the purpose of achieving the objectives of the study:

H₀: Students' Perception about entrepreneurship course has no significant

correlation with the enrolment for the course.

H₂: Students' lack of interest in entrepreneurship courses have no significant influence on types of job desired after graduation.

RESULTS

There are 81% of the respondents who show strong interest in offering the course while 19% are not interested in doing the course. The reasons given by those students who indicate strong desire in doing the course are shown in Table1 and they are: the desire to be independent (33.9%); It serves as a means of escaping from poverty (32.7%). It provide employment opportunities for both the entrepreneurs and other unemployed graduates (16.5%), It enable them acquire new skills different from the training had in the school (12.4%) and the course offered them opportunity to give back to the society (4.6%).

The students who show no interest in Entrepreneurship Course gave the following reasons: Unwillingness to take risk of starting their own business (40.3%), lack of finance (24.7%), the desire to take up government/ private job after graduation (18.8%), the get rich quick syndrome (11.4%) and Poor orientation about the course during their school years (4.8%).

Table 1: Factors motivating students enrolment for Entrepreneurial courses

	Frequency	Percent	Valid Percent	Cumulative Percent
Independence	148	33.9	33.9	33.9
the desire to give back to the society	20	4.6	4.6	38.4
Acquire new Skills	54	12.4	12.4	50.8
Escapes from Poverty	143	32.7	32.7	83.5
Provide employment opportunities	72	16.5	16.5	100.0
Total	437	100.0	100.0	

Source: Authors' Field work, 2015.

The following reasons given for non charlatan attitude towards the course are also considered:

A greater proportion of the students are not ready to take the risk of starting their

own business, this is because of their belief that the economic condition of the country is not 'business friendly'. They have seen so many of the businesses that have failed within a short period of their operation and this has discouraged them from trying to join the league of these failed Entrepreneurs.

The problem of lack of finance serves as a major obstacle to starting a business most especially for a young entrepreneur just graduating from school with little or no fund to serve as start off capital. This factor discourages most of the respondents from contemplating on owning business after graduation, most belief they have to work for them to raise enough money to do business.

There is high desire among the students to take up employment with Government or Private Employers after graduation. They belief this is the easiest means to start living a meaningful life. They belief those thinking of owning their business immediately after graduation are only chasing wild goose.

The average mentality of "get rich quick syndrome" amongst the youth also serves as a major factor working against their being self employed. There are some youth that belief they can make it faster in life through cutting corners or involving in illegal or shoddy deals such as engaging in cyber crimes or fraudulent activities. This category of youth belief the idea of starting a business may be waste of time and frustrating. This view is supported by some of the respondents who said they are only ready to do business that will give them quick returns and profit.

The last factor serving as another cause of disinterest among the respondents towards Entrepreneurship courses is Poor orientation about the courses during their school years. These students complain about the mode of course delivery for Entrepreneurship Courses which emphasise more on theoretical than practical training. They argued that such course supposed to have more practical content that will give them more orientation about what it entails and the benefit to be enjoyed by doing it. They further said it should not be about studying the course to pass examination only; it should be designed in such a way that it will stimulate their interest and make them have a positive change of mindset towards the course.

Test of Hypotheses.

The first hypothesis, test Students' Perception about Entrepreneurship courses and their enrolment for the course. This was done using Pearson Correlation Statistical technique.

The two variables used are Variable 15(Do you find Entrepreneurial courses Interesting?) and Variable 20 (What is the total number of Entrepreneurship courses offered by you?)

Table 2 shows the cross tabulation for the two variables.

Table 2:showing distribution of Students who are interest in Entrepreneurship Course and Number of Entrepreneurial Courses offered by the Students

	No of Entrepreneurial Courses offered by Students			Total
	Compulsory	Two courses	Three courses	
Student Interest in No	83	0	0	83
Entrepreneurship Course Yes	137	146	71	354
Total	220	146	71	437

Source: Authors' Fieldwork, 2015.

The Table revealed that 220 students did Entrepreneurship course because it was made compulsory for them, 146 Students did two Entrepreneurship courses (One Compulsory and one optional) while 71 Students did three Entrepreneurship Courses (One Compulsory and two Optional). Out of the total students of 437, there are 83 respondents that have no interest in doing the course. Table 3 provides the information on Pearson correlation relationship between Students' Perception about Entrepreneurship Course and the effect on its Enrolment.

Table 3: The Pearson Correlation for Students' Perception of Entrepreneurship and enrolment for the course.

		Value	Asymp. Error ^a	Std.	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.430	.024		9.946	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.457	.025		10.713	.000 ^c
N of Valid Cases		437				

- Not assuming the null hypothesis.
- Using the asymptotic standard error assuming the null hypothesis.
- Based on normal approximation.

Source: Computer Printout, 2015.

The Pearson correlation coefficient show there is moderate significant relationship between Students' Perception about the course and their enrolment for the course. This indicates that there is need to create more positive students' perception for Entrepreneurship course for students to be encouraged to do more of Entrepreneurship Courses. Hence we reject the null hypothesis which states that Students' Perception about Entrepreneurship has no significant relationship with the number of the Entrepreneurship courses enrolled.

The second hypothesis attempts to examine if students' lack of interest in entrepreneurship have significant influence on types of job desired by them after graduation. This was done by considering variable 13 (factors for lack of students' interest in offering Entrepreneurship courses) and Variable 17 (types of job desired by students after graduation). The various factor s for lack of students' interest in Entrepreneurship have been discussed.

The types of job desired by the respondents are: Government jobs (52.2%), Private Companies (39.6) and Self Employment (8.2%). The Analysis of Variance computation for the two variables is shown in Table 4.

Table 4: ANOVA for Students' lack of interest in Entrepreneurship course and types of job desired after graduation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	364.234	2	182.117	100.419	.000
Within Groups	787.093	434	1.814		
Total	1151.327	436			

Source: Authors' Fieldwork, 2015.

The ANOVA computation was done at 99% level of Significance with 2 degree of freedom and the result indicates that their lack of interest in Entrepreneurship has significant effect on the type of job they desire to do after graduation. In the study it was revealed that most of the students desire to work for Governments, probably because of the stability of tenure and job security in the sector, followed by those who want to work with Blue chip Private Companies such as Banks, Manufacturing Companies, Oil and Gas etc. because of higher pay in this sector compare to Government Sector and very small proportion of the total respondents desire to own their business. Hence, we reject the null hypothesis which states that Students' lack of Interest in Entrepreneurship Course has no significant effect on the type of job they desire to do after graduation.

DISCUSSION OF RESULTS

Entrepreneurs are usually being driven by one reward or the other as they involve themselves in business activities. In other word, no one will want to get involves in certain tasks if there is no reward. Robbins (1991) claimed that every human action is tailored towards one of two things (1) move towards gain or (2) move away from pain. The University of Ilorin students that were selected for the study revealed that entrepreneurship courses should have come as a major part of their experience on campus, not as one minute aspect of their academic curriculum. This is because of the nature of the course which introduces them to new ideas and untapped opportunities that abound around them. The motivating factors for students' enrolment of the course are briefly explained as follows:

Independence: the students ranked independence very high as one of the factors that motivates them to study entrepreneurship courses in the school. In their opinion, when they leave school, they can decide to have their own business and be free from control of any superior boss in their work places.

According to the respondents creating their own work and doing it on their own is what they described as independence. These students believed that employers can be so demanding to the point where their own freedom is compromised and other "fun" areas of their lives may be seriously threatened or abandoned. They argued that the only way they can preserve their lifestyle is to be independent of any work rules and dictates which is only possible when you do not work for any one. This proposition seems to conform to Munroe (1991) works on leadership which explained that seeking independence is an innate drive of every human

being because human spirits revolts every form of external influence that may subjugate the freedom of being who we are. In this regards, the selected university students were motivated to consider doing entrepreneurship courses because of the freedom it will give them in doing their thing their own way when they finish their education and start their own business.

The factor considered to be of next importance to Independence by the respondents is the opportunity to escape from poverty that entrepreneurial activity will afford them. Many of the students said the biting pang of lack in the society will be a thing of the past as much as they engage in one entrepreneurial activity or the other. Entrepreneurs thrive on ideas which are nurtured and developed, it usually turn to what people will pay for, which may be either-service or product. This transaction will normally be interpreted in naira/ dollar terms and will enable all concerned to have their share of the money (Adeyemi, 2006). The selected students were of the opinion that when they become more involved in entrepreneurial activities, they can accumulate fund and invest in so many areas of opportunities that are of interest to them. This to them, is a great way to build the financial freedom that is the desire of every living being either consciously or unconsciously. Poverty is a pervasive phenomenon in our society and this "monster" can only be tackled and removed when human resources in the nation is fully oriented towards personal developmental and self-help programmes make possible through the entrepreneurship courses introduced into the curriculum of the university. The students are of the opinion that entrepreneurial courses should not be introduced at about the time they want to graduate but should be incorporated to their curriculum right for their first year in the university. They further argued that other courses of importance like General studies have been part of their study from their first year in the university and there is no reason why Entrepreneurship courses should be an exception.

The third factor of importance is the various employment opportunities the entrepreneurship course exposed to the students.

The students agreed that they are for the first time introduced to so many business activities through their knowledge of Entrepreneurship course, which can earn them living apart from working for Government or Private Employers. This include such businesses as: bakery, barbing, fashion designing, dyeing, poultry, fish farming, photography, event management, interior decoration, printing, business centre, and other small businesses that require small start off, which they never thought about. The statistics of graduates that are unemployed

in the country is staggering and this figure keep on rising by the day.

This factor has become a critical one that sends signal to policy makers in the education sector in the country about the need for changes in curriculum and syllabuses to suit our urgent local needs for self sustainability and economic development. There are families that have up to five graduates they are still catering for, probably in such a situation where some have graduated but are not employed and they are also having brothers or sisters that are about to graduate who will later join them in the labour market. All the students that were surveyed show their aversion to unemployment syndrome or sitting at home doing nothing upon graduation from the university. They are all willing to take more practical and applicable entrepreneurship courses that can be of immediate help for self employment upon graduation (Nkechi, Ikechukwu and Okechukwu 2012). This factor of not wanting to wait endlessly for employment that may not come can be likened to Tracy (2010) ideology of long term thinking. In his book: "No excuses, the power of self-discipline", he described the ability of upwardly mobile American (applicable to people all over the world) to think in a "long time perspective" i.e the amount of time an individual takes into consideration when determining his present actions (Bainfield,1974). Therefore, when graduating students are thinking of engaging in entrepreneurial activities in order to avoid unnecessary waiting for job that is not available, that is a classic case of long term thinking and it is a sustainable action that will pull the society out of the squalor of unemployment and its multi-faceted problems.

The fourth factor of importance is the opportunity that Entrepreneurship courses gave to them in terms of acquisition of new skills different from the training given to them in the school. The respondents were of the view that they are exposed to new ideas that can generate additional income for them after graduation even if they are working for Government or Private Employers.

The last factor stimulating the respondents' interest in offering Entrepreneurship courses is the desire to give back to the society rather than being dependant on the society. The students were of the opinion that when they become successful as Entrepreneurs they will be able to create more wealth for the benefit of the society, for example, provide employment opportunities for others, building hospital, roads and provision of electricity and water supply to the people.

CONCLUSION AND RECOMMENDATIONS

This study has revealed that students in higher institutions of learning are motivated in studying entrepreneurship courses because of the benefits they are likely going to enjoy from doing the course such as: becoming Independent, making profit and becoming employed after graduation. However, this can only be achieved if the content of the Entrepreneurship courses done by the students in the University are made to be more practical oriented and applicable to solving unemployment problem amongst the increasing number of these graduates being churn out to the labour market every year. The emphasis on entrepreneurship courses in most of the Institutions offering these courses have been on theoretical learning. In other words, the motivation for students offering entrepreneurship courses has been based on "paper work", which at best can only produce grades for them to go home with certificates, but whether these certificates will produce food on their tables or not is none of their business.

It is in the light of the foregoing discussions that we make the following recommendations:

Entrepreneurship courses should be introduced to the students as early as in year one, that is upon gaining admission to the University. This would make them realize the importance of the course very early and this can give the students a good mindset about the course. The students' interest can further be developed if they take a compulsory course in entrepreneurship every session throughout the duration of their degree programme in the University. This would definitely turn majority of them to successful entrepreneurs upon graduation.

The entrepreneurship courses should be backed up with industrial attachment for all students, in order to make the training acquired in the school have more effect on their choice of trade or vocation. This approach would also afford students the opportunity of coming in contact with entrepreneurs that are actually practicing what they have been taught in the school. Relationship can develop from this contact in the form of mentoring which will enhance the performance of the students later on in life.

It should be noted that when students are taught theories and principles, they may not be able to appreciate the efforts of the teachers until they have exposure to the people or environment where such principles and theories are been practiced. This definitely becomes a powerful learning experience because of the first hand encounter the students will be having with some of these practicing Entrepreneurs.

There is need to change Students' Perception positively towards doing Entrepreneurship Courses by introducing more courses in Entrepreneurship to students at all level, may be this would make them become more interested and knowledgeable about the importance of being Employers of labour rather than being a desperate applicants searching endlessly for no job. A positive change in perception to embrace Entrepreneurship courses will go a long way to reduce the increasing number of unemployed graduates in the country, if these fresh graduates are given support by the Government through provision of seed money that would enable them put what they have learnt in the school to practice.

There is no doubt that the shift now is towards self sustain ability and reduction in the level of unemployment for most developing economies, this trend will therefore, definitely make the issue of Entrepreneurship become more important and relevant to policy makers and stakeholders in these countries for now.

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