

Field of Study as a Predictor of Entrepreneurial Interest among Final Year Students of Tertiary Institutions

Elizabeth Funke, Ewegbenro

University of Ibadan Business School,
University Of Ibadan

ewegbenroelizabeth@gmail.com, 07034945296

Orcid No: <http://orcid.org/0000-0001-9267-1079>

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Abstract

This study examines how field of study influence entrepreneurial interest among final year students of tertiary institutions with reference to Emmanuel Alayande College of Education, Oyo. Three research questions and four research hypotheses were formulated to guide this study. A descriptive research design was adopted for this study and a total of sample size of two hundred and ninety (290) selected using systematic sampling technique was used for this study. A self-designed questionnaire titled 'Field of Study as a Predictor of Entrepreneurial Interest Questionnaire (FSPEIQ)' formulated according to the research questions by the researcher was used as the main research tool. The instrument used was subjected to face and content validation by experts in entrepreneurship and Cronbach Alpha value of 0.90 based on standardised items was obtained to ascertain the reliability of the instrument. The data gathered were analysed using descriptive statistics of simple frequency count and percentage for the demographic information, mean and standard deviation was used to analyse the research questions while t-test was used to analyse the formulated research hypotheses. The study revealed that final year students wish to become entrepreneurs after graduation but some factors contribute to making the wish of becoming an entrepreneur a reality and these factors include family support, self-realization, social environmental factor, individual psychological factor and ambition for freedom influence entrepreneurial interest of students. All the hypotheses tested were rejected as all the variables except family type determines the entrepreneurial interest of students. Based on the findings of the study, it was recommended that entrepreneurship education curriculum should always be improved so that it is able to nurture a culture of entrepreneurship and thus increase student interest to become entrepreneurs. Also, the government should encourage young people to engage in entrepreneurial activities.

Keywords: *Field of study, Entrepreneurial Interest, Students, Tertiary Institution,*

INTRODUCTION

The rate of unemployment in Nigeria is becoming more alarming day-by-day as more graduates from colleges of education, polytechnics and universities are being produced every year (Sagagi, 2010; Asogwa and Dim, 2013). Creation of job by individual to keep him/her busy is a major key in curbing this alarming rate of unemployment, yet, graduates prefer to roam about the street to look for white collar jobs. Internationally, entrepreneurship is deemed to be of vital importance for economic development and growth (Igbongidi, 2017). The

developing countries have placed the spotlight squarely on entrepreneurship as a major factor in the success of capitalist economies. If entrepreneurship is to be considered as a potential career or job option, there is the need to raise the level of awareness of entrepreneurial qualities already present in the society in general and the students in particular. Entrepreneurship is currently fashionable in many developed countries (Omoruyi *et al.*, 2017).

According to Omoruyi *et al.*, (2017), entrepreneurship is described as a major tool of economic growth and as a catalyst for expansion and promotion of manufacturing activities in every areas of economic life of nation and over the world. Entrepreneurship, according to Drucker as cited in Nevia (2015), 'is the act of innovation involving endowing existing resources with new wealth-producing capacity". Entrepreneurship is the process of creating or seizing an opportunity and pursuing it regardless of the resources currently controlled" (Nevia, 2015). Shane and Venkataraman (2000) also added that "The entrepreneurial function implies the discovery, assessment and exploitation of opportunities, in other words, new products, services or production processes; new strategies and organizational forms and new markets for products and inputs that did not previously exist". Ireland, *et al.*, (2003) further stated that "Entrepreneurship is a context dependent social process through which individuals and teams create wealth by bringing together unique packages of resources to exploit marketplace opportunities". Morris and Jones (1999) as cited in Nevia (2015) explained that entrepreneurship is a process of creation and of realizing values for entrepreneurs while Szycher (2014) described entrepreneurship as the process of seizing an opportunity to introduce new products or services in an effort to transform inventions and innovations into monetary value. Blundel and Lockett (2011) in their own opinion described entrepreneurship is a phenomenon associated with entrepreneurial activity. It involves a complex pattern of social interactions that extends beyond individual entrepreneurs to incorporate teams, organizations, networks and institutions. Entrepreneurship is a key driver of our economy. Economically, entrepreneurship invigorates markets and promotes job creation through the formation of new businesses.

Field of study is the discipline desired by a student to study at the university level. There are various course of study at the tertiary level of education. Some courses of study are vocational in nature such as agricultural science, technical education, home economics/hotel and catering management, engineering etc. If the skills acquired in theoretical form are put into practice, it can help an individual in the establishment of own business. Course of study in the university has presented strong changes in the past 15 years, influenced among other reasons, by the alternative of entrepreneurship for the future professionals (Francisco *et al.*, 2009). Several areas of Applied Social Science (such as Business Administration, Agriculture, Home Economics, Accounting and Tourism) and Information technology (such as Computer Science, Information Systems and Software Engineering), have begun to include at least one discipline directly related to entrepreneurship, with guidance for the construction of the necessary skills for initiating and maintaining a new business (Filion, 2004). The mode of training in entrepreneurship enable students to combine theoretical knowledge acquired in courses with the exploitation of market opportunities, forming professional's orientation beyond the culture of employment (Chiavenato, 2006).

It is generally believed that the entrepreneurship-oriented institutions (by means of specific disciplines, or the development of projects like junior enterprises or incubators, for example) have a potential to guide the professionals to get involved in entrepreneurial experiences, by providing the practical experiences required for future entrepreneurs (Francisco *et al.*, 2009). Also, the actions of these institutions have impact mainly on the construction of entrepreneurial skills, both strategic (such as business strategic vision, capture

of opportunities) and operational (for the management of the day-to-day of the business). However, meeting the skills requirements, despite its relevance to the success of a business, has limited potential for the construction of entrepreneurial interest of future professionals.

Statement of the Problem

Nigeria society is one that believes in acquiring formal education. All parents desire that their children/wards would be graduates. However, as lofty as the idea is, it is unfortunate that there are little job vacancies for the thousands of graduates being turned out from Nigerian higher institution.

Meanwhile, entrepreneurship has a huge capacity to create employment and wealth for both educated and the uneducated. In this regard, it is expected that graduates if engaged in entrepreneurial activities would ease the unemployment rate in the country. Many factors have been identified to influence entrepreneurial interest of students in the tertiary intuitions. Such factors are family background, peer group, gender, risk propensity of individuals, ethnicity, among others. Meanwhile little known research (Francisco *et al.*, 2009; Staniewski and Szopiński, 2015) has been carried out to investigate the relationship between the field of study and entrepreneurial interest of students. Therefore, this study attempts to investigate the influence of field of study on the entrepreneurial interests of students of higher learning in one of Nigeria's higher institution of learning.

Objectives of the Study

The general objective of the study is to examine the relationship between the field of study and entrepreneurial interest among final year students of the Emmanuel Alayande College of Education. The specific objectives of this study are:

1. to examine the perception of final year students in becoming entrepreneur after graduation;
2. to assess the level of interest of final year students in entrepreneurial activities;
3. to assess the influence of field of study on the entrepreneurial interest of students;

Research Questions

The following research questions will guide this study

1. What is the perception of final year students in becoming entrepreneur after graduation?
2. What is the level of interest of final year students in entrepreneurial activities?
3. What is influence does students' field of study/training have on their entrepreneurial interest?

Research Hypotheses

The following null hypotheses will be tested at a significant level of 0.05

H₀₁: There is no significant difference between field of study and entrepreneurial interest of final year students of Emmanuel Alayande College of Education

H₀₂: There is no significant difference between field of study and level of interest of students in entrepreneurial activities

H₀₃: There is significant difference between male and female entrepreneurial interest in tertiary institutions

Review of Empirical Studies

There are several studies on entrepreneurial intention and entrepreneurial interest of students. Francisco *et al.* (2009) carried out a study on Factors of influence on the entrepreneurial interest with reference to students of information technology related courses. The aim of the study was to analyse the entrepreneurial interest of students in information technology related courses. Explorative research design was adopted and with data collected from the 171 students of higher education institutions from Fortaleza. The data were analysed by using statistical techniques of descriptive analysis, analysis of variance, and multiple

regression analysis. The finding of the study revealed that students have a moderate predisposition to engage in entrepreneurial activities; the entrepreneurial interest is influenced by the perceived entrepreneurial vocation of the area, the social support, and the perceived strategic entrepreneurial skills mastery. In a similar vein, Staniewski and Szopinski (2015) investigate the students' readiness to start their own business with the goal to identify relationships between academic majors and academic programme and the extent to which students were ready to start their own business. A descriptive survey research design was adopted and a total population of 485 students and data obtained were analysed using Chi-Square. The findings of the study showed that although the choice of academic major did not influence student readiness to start a business, there was an association between academic programme and student readiness to start their own business. The study also revealed that respondent' gender influenced the extent to which students were prepared to start their own business due to gender differences in access to business start-up financing. Shaikh (2012) in his work found that majority of the students (67%) were interested in pursuing entrepreneurial careers. His findings further stressed that the educational background of the students also has an influence on their interest to venture into entrepreneurship. Hytti *et al.* (2005), found that engineering student were more likely to venture into entrepreneurship than their management and natural science counterparts. One disturbing aspect that was revealed in the studies was that as the level of education increases the likelihood of venturing into entrepreneurship decreasing. It could be due to the reason that the acquiring of higher education increases their chances of getting a good job as there is demand of technical manpower in industries. The findings of Hytt *et al.* (2005) also revealed that gender, age, and psychological trait such as attitude, ownership, independence etc influences entrepreneurial interest in students as male students are more likely start their business than female students and that students in the age group 30-35 were more inclined towards entrepreneurship than the middle aged.

A study by Nevia (2015) on the factors influencing student's entrepreneurial intentions towards entrepreneurship with the aim of examining Entrepreneurial qualities/traits of Entrepreneurship students and examining individual/psychological factors, Family background and social environment factors that have an impact on intentions. A study adopts descriptive statistics and a sample size of 114 was used to conduct the study. Questionnaire was used as the research instrument and the data gathered were analysed using mean and standard deviation. The result of the study shows that most respondents are come from a high-level income family that can afford the cost of academic of higher education. Also, they are at a stage of their life where they are mature and independent to set and pursue their academic and career goals. Entrepreneurial qualities such as being passionate and have driven also have the strongest impact on a student's perception of entrepreneurship and this influence their decision towards setting up their own business. Also, the result of the study shows that academics play a significant role in encouraging students to become entrepreneurs by providing effective entrepreneurship education and more awareness on the benefits of becoming entrepreneurs.

RESEARCH METHODOLOGY

Research Design

This research work adopted Descriptive Survey Research Design to investigate the entrepreneurial interest of final year students in the Emmanuel Alayaande College of Education. This research design was adopted because it is appropriate for gathering data through a survey with the use of questionnaire.

Population of the Study and Selection of Sample

The target population for this study included all the final year students of the School of Vocational and Technical Education and School of Arts and Social Sciences, Emmanuel Alayande College of Education, Oyo. A total of two hundred and ninety respondents (290) were selected from the school of vocational and Technical Education and School of Art and Social Science using systematic sampling technique were used for this study. List of studnets were obtained from representative of each department.

Research Instrument

A self-designed questionnaire entitled ‘Field of Study as a Predictor of Entrepreneurial Interest Questionnaire’ (FSPEIQ) formulated based to the research questions by the researcher was used as the main research tool. This instrument contained six sections which defined the independent variables. The standard measurement of interest was adopted from Rotgan (2015) – Individual Interest Questionnaire (IIQ). A four-point Likert scale was used to measure the response of respondents and these are

Strongly disagree (SD)	No Extent (NE)	1
Disagree (D)	Little Extent (LE)	2
Agree (A)	Some Extent (SE)	3
Strongly Agree (SA)	Great Extent (GE)	4

Validity and Reliability of the instrument

The instrument used for this study was subjected to face and content validation by experts from the field of Entrepreneurship Education and Innovation at the University of Ibadan. A test retest method was used to ascertain the reliability of the instrument. Fifty (50) questionnaires were distributed to final year students at the Federal College of Education (Special), Oyo and were given a two-week interval to complete the questionnaire. The questionnaires were retrieved and tested using Cronbach Alpha. A Cronbach Alpha value of 0.90 was obtained. This result indicated that the instrument was reliable

Method of Data Analysis

The data gathered were analysed using descriptive statistics of simple frequency count and percentage for the demographic information, mean and standard deviation was used to analysed the research questions while t-test was used to analysed the formulated research hypotheses

Decision Rule for accepting mean value

$$4 + 3 + 2 + 1 / 4 =$$

$$10 / 4 = 2.5$$

Decision rule of 2.5 mean cut off point was set and this implies that any questionnaire item with more than 2.5 mean score was accepted while that with lower score was rejected.

DATA ANALYSIS AND INTERPRETATION

Table 1: Distribution of Respondents Based on Entrepreneurial Interest

Entrepreneurial interest	Frequency	Percentage (%)
Yes	195	67.2
No	95	32.8
Total	290	100
Skill acquisition		
Yes	198	68.3
No	92	31.7
Total	290	100

From the result above, majority of the respondents, 195 (67.2%) are interested in becoming an entrepreneur after graduation and also, 95 (32.8%) of the respondents affirmed

that they acquired vocational skills that can help them in starting their own business through their field of study. The skills acquired in the field of study of respondents might be responsible for the entrepreneurial interest of students after graduation.

Analysis of Research Questions

Research Question 1: What is the perception of final year students in becoming an entrepreneur after graduation?

Table 2: Mean Rating and Standard Deviation of Responses on the Perception of Final Year Students in Becoming an Entrepreneur After Graduation

S/N	STATEMENT	SA	A	D	SD	Mean	Std dev	Remark
1	After graduation from school, I will like to have my own business	170	72	37	11	3.38	0.84	Accepted
2	I love to be a boss	157	100	17	16	3.33	0.82	Accepted
3	I don't think I have the energy to crack my brain for business ideas	75	40	129	46	2.64	1.85	Accepted
4	I do not want to work under anybody after my graduation	64	158	52	16	2.93	0.78	Accepted
5	I will like to work in a government agency or private organization	21	95	98	76	2.21	1.08	Rejected
6	Becoming an entrepreneur is not in my agenda	69	45	92	81	2.33	1.02	Rejected
7	I love to be independent	135	113	28	14	3.27	0.82	Accepted
	Grand mean					3.05		

The table above shows the mean rating and standard deviation of the responses on the perception of final year students towards becoming an entrepreneur after graduation. The result shows that items 1, 2, 3, 4, and 7 on the table have mean scores of 3.38, 3.33, 2.64, 2.93, and 3.27 respectively which are above the mean cut off point of 2.50 indicating that the items are all accepted by the respondents while item 5 and 6 have mean scores of 2.21 and 2.33 respectively which are less than the mean cut off point of 2.50 indicating these items are rejected. The grand mean is 3.05. This implies that respondents will like to set up their own business after graduation as they love to be boss of their own, enjoy being independent, do not want to work in private or public organization, do not want to work under anybody and they think they have the ability to crack their brains and come up with business ideas.

Research Question 2: What is the level of interest of final year students in entrepreneurial activities?

Table 3: Mean rating and standard deviation of responses on the level of interest of final year students in entrepreneurial activities

S/N	STATEMENT	GE	SE	LE	NE	Mean	Std dev	Remark
1	I am very interested in being an entrepreneur	201	59	19	11	3.55	0.77	Great extent
2	Outside of school, I read a lot about entrepreneurship and setting up a business	106	120	51	13	3.10	0.84	Great extent
3	I always look forward to my practical class especially in entrepreneurship, because I enjoy them a lot	146	104	30	10	3.33	0.86	Great extent
4	I am interested in my own business since I was young	120	88	56	26	3.04	0.98	Great extent
5	I watch a lot of entrepreneurship-related TV programs (e.g., BOI show casings sponsored business)	80	112	72	26	2.84	0.92	Great extent
6	Later in my life I want to pursue a career in business management or business-related discipline	137	101	37	15	3.24	0.54	Great extent
7	When I am reading something about entrepreneurship or watch something about success stories of small-scale business on TV, I focused on it with rapt attention and forget everything around me	86	135	55	14	3.01	0.84	Great extent
	Grand mean					3.16		

N.B: GE - Great extent, SE – Some extent, LE – Little extent and NE – No extent

All the items on the above table have mean scores of 3.35, 3.10, 3.33, 3.04, 2.84, 3.24 and 3.01 and a grand mean of 3.16 which are above the mean cut off point of 2.5 indicating that respondents agreed to these statements. This implies that the level of interest of final year students in entrepreneurial activities is to a great extent. This is business respondents support the notion that they are very interested in being an entrepreneur, they read a lot about entrepreneurship and setting up a business, they look forward to my practical class especially in entrepreneurship, they are interested in owning their own business, watch a lot of entrepreneurship related TV programmes among others.

Research Question 3: What is influence does students' field of study/training have on their entrepreneurial interest?

Table 4: Mean Rating and Standard Deviation of Responses on the Influence of Field of Study on Students' Entrepreneurial Interest

S/N	STATEMENT	SA	A	D	SD	Mean	Std dev	Remark
1	My field of study is vocational in nature and enhance my skill acquisition which is a major factor for self-employment	144	84	43	19	3.21	0.92	Accepted
2	I do not need to acquire any skills to set up my business	66	58	112	54	2.46	1.03	Rejected
3	Knowledge acquire through my field of study is enough for me to set up to be self-employed	87	104	82	17	2.90	0.90	Accepted
4	My field of study does not have any effect on my choice to become and entrepreneur	78	79	94	39	2.67	1.01	Rejected
5	I learn some entrepreneurial skills such as customer relation, leadership among others through my field of study	119	102	60	9	3.14	0.85	Accepted
6	My field of study has exposed me to various vocational skills that can enhance my setting up of a business	101	113	43	13	3.11	0.81	Accepted
7	Through my field of study, I have been able to learn how to deal with people, come up with business ideas and how to manage the business.	116	104	59	11	3.12	0.86	Accepted
	Grand mean					2.94		

The result on table 4.13 shows that items 1, 3, 4, 5, 6 and 7 have mean scores of 3.21, 2.90, 2.67, 3.14, 3.11 and 3.12 which are above the mean cut off point of 2.50 indicating that the items are accepted while item 2 have a mean score of 2.46 respectively which less than the mean cut off point of 2.5 indicating that the item is rejected. The grand mean for the items on the table is 2.94. This implies that field of study influence entrepreneurial interest of students as it enhance their skill acquisition even if some believe that their field of study does not have influence on their choice of becoming entrepreneur as it is believed that field of study enhance my skill acquisition which is a major factor for self-employment, knowledge acquire through my field of study is enough for me to set up to be self-employed, entrepreneurial skills such as customer relation, leadership among others are learnt through their field of study among others.

Testing of Research Hypotheses

The following null hypotheses will be tested at a significant level of 0.05

Ho1: There is no significant difference between field of study and entrepreneurial interest of final year students of Emmanuel Alayande College of Education

Table 5: T-Test Table Showing the Significant Difference Between Field of Study and Entrepreneurial Interest of Final Year Students of Emmanuel Alayande College of Education

Variables	Mean	Std dev	Std error	95% confidence interval of the difference		T cal	df	Sig (2 tailed)
				Lower	Upper			
Interest	1.3276	0.47014	.02761	-0.47661	-.33029	10.854	289	0.000
Field of study	1.7310	0.44419	.02608					

T cal – Calculated value of T

The result on the table above shows an obtained *t*-value (*t*) of 10.854 at 289 degrees of freedom and the statistical significance (2-tailed *p*-value) of 0.00. The *p*-value is less than 0.05 (i.e., $p < .05$). It can be concluded that there is a statistically significant difference between the two variables tested in this hypothesis. This implies that there is a significant difference between field of study and entrepreneurial interest of final year students of Emmanuel Alayande College of Education. Therefore, the null hypothesis that there is no significant difference between field of study and entrepreneurial interest of final year students is rejected.

HO2: There is no significant difference between field of study and level of interest of students in entrepreneurial activities

Table 6: T-Test Table Showing the Significant Difference Between Field of Study and Level of Interest of Students in Entrepreneurial Activities

Variables	Mean	Std dev	Std error	95% confidence interval of the difference		T Cal	df	Sig (2 tailed)
				Lower	Upper			
Field	1.7310	.44419	.02608	-21.5509	-20.0766	-55.574	289	0.000
Level of interest	22.5448	6.25079	.36706					

T cal – Calculated value of T

The result on the table above shows that the obtained *t* value is 55.574 and a statistical significance of 0.000. From the result above, *p*-value is less than 0.05 (i.e. $p < 0.05$) indicating that there is a significant difference between the tested variables. This implies that the level of interest of students in entrepreneurial activities is being influenced by the students' field of study. Therefore, the null hypothesis that there is no significant difference between field of study and level of interest of students in entrepreneurial activities is rejected.

HO3: There is no significant difference between male and female entrepreneurial interest in tertiary institutions

Table 7: T-Test Table Showing the Significant Difference Between Male and Female Entrepreneurial Interest in Tertiary Institutions

Variables	Mean	Std dev	Std error	95% confidence interval of the difference		T cal	Df	decision
				Lower	Upper			
Gender	1.4552	0.51924	.03049	0.04706	0.20811	3.119	289	0.002
Interest in entrepreneurship	1.3276	0.47014	.02761					

T cal – Calculated value of T

From the result above, it is obvious that gender has a significant influence on entrepreneurial interest of students as the obtained t value is 3.119 and a statistically significant value of 0.002 which is less than 0.05 (i.e. $p < 0.05$) indicating that there is a significant difference between the tested hypothesis. This implies that the null hypothesis which states that there is no significant difference between male and female entrepreneurial interest in tertiary institutions is rejected.

Discussion of Findings

The result on table one shows that 195 (67.2%) are interested in becoming an entrepreneur after graduation and also, 95 (32.8%) of the respondents affirm that they acquire vocational skills that can help them in starting their own business through their field of study. Result for research question one revealed that majority of the respondents would like to set up their own businesses after graduation as they would like to be their own bosses, enjoying independence, they are of the opinion that they have the ability to come up with business ideas. These findings corroborate the finding of Leong (2008) who found out that students love to be boss and they want freedom to express themselves in their own business. He further stressed that for students who appear to have a significant interest in the idea of becoming an entrepreneur, it is not something they feel they will do in the immediate future. Also, Franscisco *et al.* (2009) found out in their study that most students intended to establish their own companies after graduation as higher levels of education increase the propensity to start a business as well as the likelihood that the newly established company will survive and exhibit better economic performance. Yeboah *et al.* (2013) in their study also found out that students have the intentions to become entrepreneurs. From their result it was revealed that significant number (75%) of respondents have the professional goal to become entrepreneurs, about 69.1% agreed to become entrepreneurs than employees in a firm, while 66.9% agreeing to do anything to be an entrepreneurs, majority (77.2%) agreed to put up every effort to start their own business, with a very significant majority (95%) strongly agreed to have decided to start their own business after schooling. This result is in line with the present study result.

Research Question two result showed that the level of interest of final year students in entrepreneurial activities is to a great extent. This conclusion is premised on the notion that they are very interested in being an entrepreneur, they read a lot about entrepreneurship and setting up a business, they look forward to their practical classes especially in entrepreneurship, they are interested in owning their own businesses, watch a lot of entrepreneurship related Television programmes, among others. This is contrary to the work of Ahmad and Baharun (2004) who discovered in their study that the level of interest of students in becoming an entrepreneur is low because many of the students after graduation would like to work in organizations, manage intrapreneur business for other business owners. Wongna and Seyram (2014) also found out that students had a conviction that starting and running one's own firm is a suitable alternative to wage employment. This could imply that most of the students (60%) are of the opinion that a polytechnic graduate can only make a living only when he/she works for a salary. The results of the work of Ibrahim, Bakar, Asimiran, Mohamed and Zakaria, (2015) showed that the student levels of entrepreneurial intentions in the surveyed Public Skills Training Institute (PSTI) was high (mean = 4.23; S.D. = 0.73). Through their research, Mohd and Ahmad (2012), Igbongidi (2017), and Izquierdo and Buelens (2011) show that exposure to entrepreneurship education can increase students' interest in entrepreneurial careers because entrepreneurship education empowers student to face the challenge of unemployment after graduation.

The result of Research Question three, field of study influence entrepreneurial interest of students as it enhanced their skill acquisition which is a major factor for self-employment, through field of study, students acquire knowledge which is enough for them to set up their own business, entrepreneurial skills such as customer relation, leadership among others are learnt through their field of study among others. However, some believe that their field of study does not have influence on their choice of becoming entrepreneur. This finding is in line with the work of Othman and Mansor (2012) who found out that academic plays a significant role in encouraging more students to become entrepreneurs by providing effective entrepreneurship skills needed to run a business successfully and create more awareness on the benefits of becoming entrepreneurs to the students. The interest of a students in entrepreneurial activities can be on the high side if students are well exposed to proper entrepreneurship education. This finding agrees with Timmons and Sennelli (2006) who affirms that when students are exposed to effective education with topics on spotting good opportunities, starting up a company and expanding it, resource and team management, business plan, marketing, etc, interest in venture creation and for those students who do not have confidence in establishment of business, their confidence and ability will be increased as a result of the proper exposure to entrepreneurship education.

The result is contrary to the work of Staniewski and Szopiński, (2015) who found out that the choice of academic major did not influence student readiness to start a business yet there was an association between academic programme and student readiness to start their own business. Francisco *et al.*, (2009) also found out that the entrepreneurial interest is influenced by the perceived entrepreneurial vocation of the area especially when the field of study is vocational oriented. Mwakujonga and Bwana (2013) also found out in their work that students from a particular specialization especially that which is entrepreneurial related have a significant higher enterprising tendency and perceived entrepreneurial intentions than their counterparts.

Implication of Findings

The implication of findings of this study is that education is a vital tool for acquisition of knowledge, skills that can help enhance the interest of students to engage in entrepreneurial activities after graduation from school. Desire for independence, more income, family support, psychological factors and ambition for being a boss determine the interest of students in setting up their business after graduation. Apart from all these factors listed above, skills acquire from students' field of study boost their moral to desire for owning their own business after graduation.

Conclusion

It is evident from this study that field of study of students influence entrepreneurial interest of students. This is because the study revealed that many of the students wish to own their own business after graduation and they believe that they acquire skills through their field of study. Despite the fact that students affirm that they like to boss of their own yet they prefer to first work in a government owned enterprise before setting up their own business. Factors such as family support, self-realization, social environmental factor, individual psychological factor and ambition for freedom influence entrepreneurial interest of students. Gender and family background were also found to influence entrepreneurial interest of students in the study area.

Recommendations

Based on the findings of this study, it is recommended that

1. To ensure high level of interest in choosing the entrepreneurship profession among students, entrepreneurship education curriculum should always be improved so that it

is able to nurture a culture of entrepreneurship and thus increase student interest to become entrepreneurs.

2. Also, the government should encourage young people to engage in entrepreneurship through the provision of facilities to provide motivation to the community in general and to young people in particular.
3. Adequate facilities for practical activities in vocational field of study should be provided by the government.
4. The industrial training programme where students go to organizations to learning things in a more practical manner can be made effective by giving students more time to learn practical skill because most students who go for the IT do not learn much as a result of inadequate time to learn.
5. Resource persons from organizations should be invited to class once or twice the semester to teach students some skills which cannot be learnt in the theory. Such skills are management, planning, organizing e.t.c giving practical examples
6. Students should be exposed to more practical rather than theory because vocational field of study such as Agricultural Science, Business Education, Fine Art, Home Economics and Technical Education are more of practical oriented

Contribution of Study

This study greatly contribute to knowledge as it findings shows that students have the interest to become an entrepreneur. For this to be achieved, there is need for the entrepreneurship studies in higher institution of learning to be made more practical oriented i.e. students should be allowed to practice what is being taught in class. Knowledge acquire from field of study especially those which are practical in nature made individuals more competent and thus a great different between groups with this knowledge and those who lack it. It is necessary to have entrepreneurship skills for the sake of success of ones' business. This means that as a result of the skills acquired through training from field of study, an individual can set up their business and be very successful after graduation.

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