

## THE IMPACT OF ENTREPRENEURSHIP EDUCATION AND PERSONAL INITIATIVE ON SELF-EMPLOYMENT INTENTION AMONG FINAL YEAR STUDENTS OF PLATEAU STATE UNIVERSITY, BOKKOS

By

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### ABSTRACT

*This research sought to establish the impact of entrepreneurship education and the development of personal initiative in higher institutions of learning to self-employment intention of graduate, using Plateau State University, Bokkos, as the study setting. Field data were collected through a questionnaire survey from seven Departments consisting of 532 respondents. A hierarchical regression analysis was performed to established the relationships among the studied variables. The results showed that self-employment intention is associated with entrepreneurship education; self-employment intention is associated with personal initiative among students of Plateau State University Bokkos. The novelty of this study lies in the fact that it provides empirical evidence for explaining the antecedent on the perspective of self-employment intention, contribution to plan behaviour and personal initiative theories, and validates the hypothesis that entrepreneurship education spurs personal initiative for individuals or students to become entrepreneurs.*

**Keywords:** Entrepreneurship education, personal initiative, and self-employment intention

### 1.0 INTRODUCTION

The rate of graduate unemployment in Nigeria has persistently been on the increase despite the enormous endowment of the country with human and natural resources. However, graduate unemployment is not peculiar to Nigeria or developing nations; it is indeed a long-standing global phenomenon hence it has been a common trend in many countries to find graduates of universities not able to secure decent work several years after graduation (Twumasi, 2013).

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In tackling the global crisis of graduate unemployment, policymakers and stakeholders in developed countries such as England, United States of America (USA), and Germany, advocated a refocus of educational systems towards acquisition of vocational and technical skills to enhance a smooth transition into jobs for school leavers, particularly graduates of universities (Education, 1995; Oeben & Klumpp, 2021). This owes to the fact that education is important to the development of any society, particularly because the goals of wealth creation, poverty reduction and value re-orientation can only be attained and sustained through an efficient educational system which impacts relevant skills, knowledge, capacities, attitudes and values into individuals (Agi & Yellowe, 2013). Entrepreneurship education in the universities is designed to catch the attention of students' personal initiative towards being entrepreneurs after graduation which can aid them to earn a decent living. It could be said that entrepreneurship education plays a vital role in improving students' attitude, personal value, technical abilities, and self-starting skills (Aljohani, 2015). In self-employment intention, it has made the students to assess themselves on what they can do for themselves to earn a living and be their own bosses rather than helping someone to achieve his or her business goal.

In Nigeria, the state of the economy has made Nigerians, especially, the graduate and the youth at large to start identifying ideas and opportunities that will result to economic and financial gain in the near future. This is as a result of the high rate of unemployment in Nigeria. Thus, the need to integrate entrepreneurship skills in higher education curriculum becomes very important for national development.

The emergence of entrepreneurs is considered favourably as a key policy strategy in many developed nations, and entrepreneurship is given the centre stage particularly on issues of graduate unemployment and economic development. This owes to the fact that it contributes to national wealth by creating employment opportunities, opening new markets, driving industrialization, as well as increasing productivity leading to equitable distribution of income and higher standard of living for the populace (Jahanshahi et al., 2011). In light of the above, several entrepreneurship development programs such as, National Directorate of Employment (NDE), National Poverty Eradication Program (NAPEP) and more recently, Youth With Innovation (YOUWIN) and many other programs have been initiated by the Nigerian government with the aim of training, encouraging, supporting and equipping the youth with entrepreneurship skills over the years.

Many of these initiatives are said to have failed due to poor design and implementation, lack of monitoring and evaluation, and lack of value orientation among others (Magnus & Vaaseh, n.d.; Nwankwo & Ifejiolor, 2014; Obamwonyi & Aibieyi, 2014). Therefore, these programs could not appreciably reduce the rising rate of unemployment, particularly, youth and graduate unemployment. Specifically, National Directorate of Employment, (NDE) was created in 1986 saddled with the responsibility of designing programs to tackle mass unemployment in Nigeria through vocational skills training, employment counselling, job linkages as well as entrepreneurial training and enterprise creation. Regrettably, the major failure of the NDE was the inability of the program to provide post training resources for job creation as a consequence of lack of commitment by government at various levels leading to low survival rate of business established.

United Nations Educational, Scientific and Cultural Organization (UNESCO, 2008) stated that, entrepreneurship education is made up of all kinds of experiences that gives students the personal initiative, ability and vision of how to access and transform opportunities of different kinds and activities of self-employment intentions among students, specifically undergraduates to use their knowledge, creativity, and initiative to start up a business that will earn them a living rather than relying on government for decent employment. Entrepreneurship education in universities is aimed at inculcating self-employment skills and attitudes in students to motivate entrepreneurship as career by undergraduates (Middleton, 2010). Despite the introduction of entrepreneurship education as a compulsory course in Nigerian universities, the aspiration for white collar jobs and graduate unemployment has persistently been on the increase. This leads to unemployment among the graduates. Oyedele and Salau (2010) stated that, despite increased emphases on vocational education for acquisition of occupational skills and competencies, the unemployment rate has continued to soar high in Nigeria especially among the graduates. Could it be as a result of lack of university support on entrepreneurship? People who lack knowledge of entrepreneurship education or requisite support from the institution in which they graduate from tend to be more attracted to white collar jobs in companies rather than having the ideas of their own business. A large percentage of graduates, search for jobs rather than think of starting a business or creating jobs for themselves (Ogunde, 2012.)

The nature entrepreneurship courses in Nigeria universities are more theoretical and lacking in the practical aspects. To a great extent, this is due to inadequate equipment availability. The practical side suffers a great deal and it affects the technical support that is available for innovation. Students are just taught the semantics involved in entrepreneurship and left to wonder after school. This form part of the reason why they prefer to depend on white collar jobs after school rather than developing the intention of starting their own business (Ogunde, 2012). Some of the challenges may include poor knowledge-based economy, lack of relevant materials and inadequate capital as well as lack of proper understanding of the appropriate characteristics needed for effective entrepreneurship (Mostafa, Yunusa & Pelemo, 2010).

Therefore, based on the personal initiative among student's self-employment intentions in universities, this research explored the extent to which exposure to entrepreneurship education will affect student's personal initiative and expression of self-employment intention among students in Nigeria universities.

## 2.0 **THEORETICAL FOUNDATIONS**

### 2.1 **Shapero's Model of Entrepreneurial Intention**

Shapero and Sokol (1982) developed the Shapero's Self-employment Intentions Event Model. Intention formation is a function of interactions among contextual factors which impacts individuals perceived feasibility. It also means, the attractiveness for a person to start up his own business and perceived feasibility, implies the degree to which people see that they are able to start their own business actuating an affinity to act in the face of opportunities. The model assumes that, inertia in human behaviours is changed by a negative or positive external event, the trigger events that alter an individual's circumstance or future plans. For example, decision of future work, perceived desirability, perceived propensity and perceived feasibility.



## 2.2 **The Theory of Planned Behaviour**

Ajzen and Fishbein (1980) propounded the theory of planned behaviours from the Theory of Reasoned Action (TRA). Perceived behavioural control was employed to predict human behaviours that is not completely under voluntary control. However, not all intentions translate into actual behaviours which informed the premise for the introduction of perceived behaviours control. The concept of perceived behavioural control asserts that control beliefs give rise to either perceived ease or difficulty in the performance of behaviours. This implies that, intention is a direct determinant or antecedent of behaviours performance while perceived behavioural control attitude and subjective norm are regarded as the antecedent of intention. The Theory of Planned Behaviours (TPB) (Ajzen, 1988) has developed as a stand out amongst the most predominant and well known conceptual framework for the investigation of human activity and specifically the individual's intention to take part in different activities. TPB has a major place with intention model and has been consistently connected to the field of entrepreneurship, given validated research outcomes. In essence, intention is best anticipated by attitude towards the behaviours, subject norms and perceived behaviours, subjects' norms and perceived behaviours control hence with regards to entrepreneurship education, it then suggests that, participation in a program can influence an individual's attitude, perceived behavioural control and subjective norm in the development of student's intention to create new business. Zhang et al (2015) found that controlled behaviours and social norm are positively associated with entrepreneurship intention. They conclude that controlled behaviour is the main drive of entrepreneurial intention among university students because it has higher magnitude of efforts.

## 2.3 **The Theory of Personal Initiative**

Frese and Fay's (2001) theory assumes that human beings with certain personal traits are influenced by their environment and the behaviours they possess. This is also related to the concept of developing initiative which is based on the fundamental idea that human beings are not only influenced by their environment but also influence themselves (Frese, Hass, Fredrich, 2014). It is seen as behaviours syndrome that results in an individual's taking an active and self-starting behaviours to workout goals/tasks. These individuals are persistent in overcoming inability/set-backs in the process of starting self-employment intentions ventures. It notes that people need to adjust to any social and environmental change that may occur (Frese & Fay 2001; Glaub, Frese, Fischer & Hopper, 2015) showing initiative involving acting openly on ideas that come up and have been neglected by others within the community.

In studying personal initiatives of student's self-employment intentions into enterprise creation, this study utilizes personal initiative which is a behavioural syndrome that results in goal attainment (establishing business). Here, individuals use their proactive, overcoming ability and self-starting behaviours (Frese et al, 1990) to create social businesses. This suggests that taking initiative particularly with regards to starting a venture, they are sporting and acting on opportunities by keeping one's mind open to new ideas that other people may not have noticed. Therefore, when social entrepreneurs increase their initiatives, it may result in active pursuance of self-employment intentions activities. This shows that personal initiative shapes the way people perceive social needs in the society, decide on the best way to solve reoccurring problems and emerging opportunities, but immediately starts social

venture that solves peoples' needs within the community. This links well with frees (2015) and Parker, Bindl, and Strauss, (2010) who documented that initiative drives self-employment intentions behaviours.

Entrepreneurs with personal initiative may create business. These studies look at the power of personal initiative in enhancing the behaviours of entrepreneurs in the study population. Base on organization to solve social problems. In summary, this study will contribute to personal initiatives among student's self-employment intentions into business creations.

*H<sub>1</sub>: Entrepreneurship education has impact on self-employment intentions.*

### **Entrepreneurship Education and Self-employment Intention among Students**

Self-employment intention individuals who receive basic entrepreneurship education are more likely to engage in entrepreneurship. Entrepreneurship education is an important method of encouraging entrepreneurship because, it triggers feeling of independence and self-confidence, enables the recognition of alternative career options, broadens individuals' horizons by enabling them to perceive and take more opportunities. However, what changes the innovative start-up intention of students in educational program is not what they learn about entrepreneurship itself but intention of students in educational programs. Universities most create self-employment intention supportive environments that encourage entrepreneur's intention. Caloghirou, Protogerou and Deligianni, (2013). Focused on the role of education in the promotion of entrepreneur activity among students and young university graduates. This study examined the link between relative educational programs design to stimulate knowledge- intensive entrepreneurship with emphasis on education. In a related research, Bilić, Prka, and Vidović, (2011) assessed the influence of education on entrepreneurship intention. Entrepreneurship education is a process of instilling, growing, and forming student's self-employment intentions competence through improving knowledge obtained from life and their experience and practical engagement in lectures. Knowledge learned, skills trained and developed during a semester of taking the course is expected to boost students' motivation and attitude from inside towards becoming an entrepreneur (Raposo & Dopaco, 2011). Entrepreneurship education is able to improve students' self-employment intentions developed during taking the course and provide a positive impact on students' self-employment intentions (Khalili et al, 2014; Farhangmehr et al, 2016; Jakubiak and Basardien, 2016). Self-employment intentions is considered as a starting point for students before they venture out establishing new businesses and taking role as new starters. As the need of an economy, there is a demand to increase the number of entrepreneurs in the society not only because of their contribution to providing jobs, but because of their positive impact on regional gross domestic product. Then, the task is how student's entrepreneur intention will be extensively developed and how to make self-employment intentions a valuable perspective to be included in the process of teaching and learning, and also level of self-employment intentions as one of learning outcome achievements indicators to measure the propensity among students to take part as new young entrepreneurs after graduating can be achieved. Entrepreneurship education has substantial role for developing student's self-employment intentions. Students who undergo the study of entrepreneurship education receive knowledge that can make them to see opportunities so as to be self-employed to earn a living. Although direct self-employment intention has great

benefits, the main effort of providing entrepreneurship education with all aspects of students' intention including knowledge, skills and practical capability as end learning outcomes is a valuable means to shaping up the right students' self-employment intentions to start running new business ventures.

*H<sub>2</sub>: Personal initiative has impact on self-employment intentions.*

### **Personal Initiative and Self-employment Intention among Students**

Following suggestions by Linan, (2014), studies on entrepreneur intentions should explore further the influence of personal level variables on self-employment intention. Personal initiative is positively a construct that is significantly associated with entrepreneurship activity (Frese, Hass, & Friedrich, 2016). However, the link between personal initiative and self-employment initiative is scarcely explored, especially on the context of emergent economies. More specifically, only a handful of studies have explored the impact of an individual's personal initiative on self-employment intentions (Johnmark, Munene, and Balunywa, 2016). Personal initiative has a number of dimensions which include; innovation, resourcefulness, creativity, dedication, vision, resilience and optimism among others, it is through times of Upheaval that entrepreneurs often take initiative by supporting opportunities in the environment and using their creativity to bring about innovation. Today, scholars (Dakung et al, 2016; Frese 2015) have argued that entrepreneur intention is a function of self-employment personal initiative. Since entrepreneur personal initiative is associated with self-employment intentions, it predicts that power can be enhanced even in the area of solving problems. Meaning that, personal initiative is key to becoming a successful entrepreneur. This study provides support for the assertion of the personal initiative theory's prescription that individuals with self-starting and proactive behaviours will attend certain goals. This is also related to developing initiative and individual's career plans which can be built through mastery experience. People with personal initiative skills obtain better result, perform better task and improve innovation and entrepreneurship skills.

## **3.0 RESEARCH METHODOLOGY**

### **3.1 Research Design, Population and Sample**

This study employed a survey design. The survey used a cross-sectional approach where data was collected at a point in time from the respondents. The departments were purposively sampled because they were taught entrepreneurship education and are business management related. A total of 525 questionnaires were shared and 472 were fit for analysis. Constituting 89.9% of the entire questionnaires distributed. The study instrument (questionnaire) was designed on a 5-point Likert scale (1= strongly disagree, 2 =disagree, 3 = Undecided, 4 = agree, 5 = strongly agree), which evaluated the relevance and suitability of the measurement items.

### 3.2 Data Analysis

It describes specific characteristics of the study variables and generates data that allows for relationships or associations between two variables to be identified (Sekaran, 2005; Babbie & Mouton, 2006; Welman, Kruger & Mitchell, 2005). The Statistical Package for Social Sciences (SPSS) version 2.6 was used for data screening and preliminary data analysis, while hierarchical regression was used to test the stated study hypotheses.

The demographic characteristics of the respondents are presented in Table 1.

**Table 1:** Background information on the respondents

		Frequency	Percentage %
Age Group	18-25	306	64.8
	26-35	8	3.5
	36-45	139	29.4
	46 & above	19	4.0
	Total	472	100
Gender	Male	264	55.9
	Female	208	44.1
	Total	472	100
Marital Status	Single	393	83.2
	Married	14.6	14.6
	Widowed	6	.6
	Divorced	14	.14
	Total	472	100
Numbers of Employees	1-2 Employees	41.5	41.5
	3-4 Employees	5.1	5.1
	5-6 Employees	35.8	35.8
	7-8 Employees	12.7	12.7
	9-10 Employees	4.9	4.9
	Total	472	100
Business Ownership	Sole proprietorship	311	65.9
	Partnership	161	34.1
	Total	472	100
Religion	Christianity	424	89.9
	Islam	28	5.9
	Others	20	4.3
	Total	472	100

**Source:** Primary Data



The sample characteristics revealed that 306(64.8%) fell within the age bracket of 18-25 years, indicating that this age category is more in with personal initiative and entrepreneurial education for Self-employment Intention among students in Plateau State University Boko.

Also, as regards to the gender, the males are more in number constituting 264(55.9%) than females 208(44.1%). This suggests that, the ones with the highest percentage are males endowed with personal initiative and entrepreneurial education for self-employment intention among the students.

Similarly, under the marital status, 393(83.2%) were singles suggesting that among the students with self-employment intention, the singles dominate other categories. This explains that, this same category has more personal initiative and entrepreneurial education for business activities.

Additionally, as regards business ownership, 311(65.9%) are those with self-employment intention to than those with 158(33.5%) who are for partnership for self-employment intention.

More still, as concerning the number of employees, 41.5(41.5%) indicated that they intent to employ 1-2 employees when they kick start their business compare to others numbers of employ desired by other respondents.

Finally, in terms of religion, Christianity is more with 424(89.8%) meaning that more with the self-employment intention are Christians compared to Islam and other religion.

**Table 2:** Total Response Rate

Item	No. of copies of questionnaire
Distributed	525
Received	493
Discarded	21
Usable	472
Total response rate	89.90% No. of copies of questionnaire

**Source:** Field Survey, 2020

The table above shows that out of the 525 copies of questionnaire issued, 493 were retrieved from the respondents. However, 21 were discarded because they were not properly filled by the respondents and 472 were used for this analysis.

### 3.3 Results Zero Order Correlation Analysis

A zero-order correlation analysis was performed to establish the associations among the studied variable indicators and education self-employment intention. The results are presented in Table 4.



**Table 3:** Zero Order Correlation Results

Study Variables	Mean	Std	1	2	3	4	5	6	7
Resilience (1)	4.69	.99	1						
Proactiveness (2)	5.01	.89	.599**	1					
Self-Starting Behaviour (3)	4.84	.89	.557**	.748**	1				
Pedagogy (4)	4.69	.94	.441**	.447**	.435**	1			
Course Content (5)	4.92	.92	.465**			.658**	1		
Personal Initiative (6)	4.80	.80	.839**	.892**	.876**	.508**	.587**	1	
Entre-education (7)	4.81	.85	.497**	.537**	.534**	.913**	.908**	.601**	
Self-employment Intention)	3.83	1.30	.391**	.362**	.393**	.372**	.337**	.440**	.390**

Significant at 10%; \*Significant at 5%; \*\*Significant at 1%

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Results of correlation in Table 3 reveal that resilience significantly correlate with self-employment intention ( $r=0.391$ ,  $p \leq 0.01$ ). Self-starting behaviour positively correlates with self-employment intention ( $r=0.393$ ,  $p \leq 0.01$ ). More so, Personal initiative significantly and positively correlates with self-employment intention ( $r=0.440$ ,  $p \leq 0.01$ ). Entrepreneurial education is also significantly and positively associated with self-employment ( $r=0.390$ ,  $p \leq 0.01$ ).

### 3.4 Regression Analyses

A hierarchical regression analysis was conducted to establish whether there was a relationship between the predictor variables and the criterion variable in this study.

**Table 4:** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.380a	.230	.222	1.14702	.230	27.882	5	466	.000	
2	.480	.257	.321	2.13594	.313	32.863	7	483	.000	1.552

a. Predictors: (Constant), ENTREEDUCT, LINT(Business Ownership), LINT(Age), LINT(Gender), PERINITIATIVE

b. Dependent Variable: SELFINTENTION

Table 4 shows the percentage of prediction of independent variable on the dependent variable. It could be seen that personal initiative and entrepreneurial education predict 48% of self-employment intention among Plateau State University Students. The remaining 62% takes care of other factors that could explain the same study. The model also established a positive significant relationship among our study variables ( $p < .05$ ).

**Table 5:** Hierarchical Regression Testing Hypotheses

Details	Model 1	Model 2	Model 3	Model 4	Model 5	VIF
Constant	3.939	4.106	3.4904	.150	-.358	
Age		.037	.039	.019	-.020	1.000
Gender			.039	-.031	-.027	1.004
Biz			.088	.108	.104	1.004
Ownership						
Personal				.444***	.328	1.005
Intention						
Ent.					.191***	
Education						
R <sup>2</sup>	.037	.057	.105	.455		
ΔR <sup>2</sup>	.001	.003	.011	.207		
ΔF	.646	.77	1.729	30.457		
Durbin Watson						1.298

\*\*\*P < .001; n = 472

The above hierarchical regression test indicates that the two hypotheses are positive and significant. This means that there is a relationship between the variables (personal initiative and entrepreneurship education) and self-employment intention among final year Students of Plateau State University, Bokokos. in the context of this study.

**Table 6:** Results of Hypothesis Testing

Hypotheses	Statement	Path	Remark
H <sub>1</sub>	<i>Personal initiative is positively related to self-employment Intention among Plateau State University Students</i>	PI<--- SEI	Accepted
H <sub>2</sub>	<i>Entrepreneurship Education are positively related to self-employment Intention among Plateau State University Students</i>	EED<---SEI	Accepted

#### 4.0 **DISCUSSION**

Based on results of the test of hypothesis ( $H_1$ ), it was found that personal initiative is positively related to self-employment intention. This means that most of these students do take the initiative immediately even when others do not, by always setting their own business goal and pursue them to earn their living. From the results, it clearly shows that these same set of respondents have the ability to stand and overcome any difficulty that may arise in the cause of pursuing their set objective.

The finding is in consistent with the works of Frese, Hass, and Friedrich, (2016) however, they established the relationship between personal initiative and self-employment intention is scaly explore, especially on the context of emergent economic more specifically only a handful of studies have explored the impact of an individual's personal initiative on self-employment intentions more so, Johnmark, Munene, and Balunywa (2016) documented that personal initiative has a number of dimensions which include; innovation, resourcefulness, creativity, dedication, vision, resilience and optimism among individuals, it is through times of upheaval that entrepreneurs often take initiative by supporting opportunities in the environment and using their creativity to bring about innovation for a living.

The overall result authenticates that personal initiative can explain self-employment intention in this context. This study is in line with personal initiative theory which presumes that people with self-starting behaviours, proactiveness and resilience can venture and succeed in business.

#### 5.0 **CONCLUSION AND IMPLICATIONS**

This study has shown that the contents of the entrepreneurship education and personal initiative of students enhances the development and creative business ideas by stimulating critical thinking in students which motivate them to see opportunities. However, there is still a challenge on what should be defined as practical activities in entrepreneurship education and personal initiative, as most practical activities tend towards the acquisition of been self-employed. There is also clear evidence to validate that experiential pedagogical approach adopted in the university, motivate identification of business opportunities by experientially creating a shared vision of the process of entrepreneurship. Nevertheless, there are indications that the class sessions are monotonous, and may not stimulate students 'intention and focus towards self-employment intentions. This study provides valid evidence to show that adoption of effective teaching methods in entrepreneurship facilitates business start-ups, by stimulating students 'personal initiative through action-oriented teaching practices.

However, there are indications that inadequate funding may impede business start-up potentials of university students in PLASU. This study concludes that the experience, skill and knowledge gained through entrepreneurship education in the university motivate students to write business plans. Nevertheless, due to lack of facilities or equipment students are been thought theoretical aspect but the practical aspect is being lack can lead to student not to have the bases so as the graduate and be self- employed. Another inference when a student is being educated well with the provision of the practical aspect it will enhance his/her personal initiative to engage in what they are best at which may impede their abilities

to develop business initiatives, which they will create job for themselves so as to earn a living and provide jobs for our growing population.

### 5.1 Theoretical Implications

The theoretical implication can be drawn from two perspectives: first, whether or not the findings support the tenets of the existing theory. Second, whether or not the findings have filled the theoretical questions and gaps. As such, the following implications are derived from the findings and discussions of this study. This study makes a significant contribution to the field of knowledge by providing contribution towards a methodological position; where it contended and provided evidence for explaining how entrepreneurship education and personal initiative enhance self-employment intention. The findings provide empirical evidence showing that entrepreneurship education and personal initiative have an impact on student's self-employment intention in Plateau State University Boko. Theoretically, self-employment intention can now be explained in terms of these factors.

The integration of plan behaviours, personal initiative and self-employment intention theories urge students to make survival decisions, which have been supported by this study. The findings showed that self-employment intention is associated with entrepreneurship education; self-employment intention is associated with personal initiative among students of Plateau State University Boko. Ajzen and Fishbein (1980) theory of planned behaviours was derived from the Theory of Reasoned Action (TRA). The theory of planned behaviours enlightens on how the state of mind of an individual determined the attitude he or she is going to display on an occurrence. Here the occurrence is entrepreneurship. The theory also enlightened on the link of subjective norm in the choice of an individual or a student to become an entrepreneur and the link of perceived behavioural control of students or an individual on the pursuance of entrepreneurship as another path of career.

(Frese and Fay, 2001) This theory assumes that a human being with certain personal traits is influenced by their environment and the behaviours they possess. It is seen as behaviours syndrome that results in an individual's taking an active and self-starting behaviours to work goals/tasks. These individuals are persistent in overcoming ability/set back's in the process of starting self-employment intentions ventures. It notes that, people need to adjust to any social and environmental changes that may occur. This is also related to developing initiative, it is based on the fundamental idea that human beings are not only influenced by their environment but also influence themselves in order to earn a living by being self-employed.

Shapero and Sokol (1982) developed the Shapero's self-employment intentions event model (see). with regards to see, intention formation is a function of interactions among contextual factors which impacts individuals perceived feasibility which also means the attractiveness for a person to start up his own business and perceived feasibility which implies the degree to which people see that they are able to start their own business actuating an affinity to act in the face of opportunities. The model assumes that initiative in human behaviours is changed by a negative or positive external event, the trigger events that alter an individual's circumstance or future plans for instance, decision of future work, perceived desirability,



perceived propensity and perceived feasibility so as to see opportunities by being self-employed.

The gap identified in the self-employment intention theory that ignores the role or entrepreneurship education and personal initiative. In view of the fact that students that undergo the study of entrepreneurship, tend to have more ideas in order to take a bold step to engage themselves into business ventures by using their personal initiative to choose what they are best at, in order to earn a living at the end so as to be self-employed.

This then provides empirical validation of the plan behaviours and personal initiative theories that students must understand so as to be able to see opportunities by engaging themselves, being self-employed by taking a bold intention to start up something to earn a living by not relying on white collar jobs.

Using these theories, the central propositions conceptualized in this study are entrepreneurship education and personal imitative. In essence, students who are being educated on the study of entrepreneurship get to take personal initiative to become entrepreneurs.

Lastly, the study contributes to the development of literature relating to self-employment among students of Plateau State University, Bokokos. Therefore, the study extends the existing literature on self-employment intention for policy makers, university management, students, practitioners and researchers. Additionally, this study makes a significant contribution to the field of knowledge where it contended and provided evidence for explaining the antecedents of perspective on self-employment intention. Through this, the study has improved the understanding of factors that explained how students of Plateau State university Bokokos create enterprises.

## 5.2 Methodological Implications

This study provides an accurate methodological process attempting to clearly define each of the underlying constructs, where reliability and validity tests were conducted to purify the measurement scales using confirmatory factor analyses. The results confirmed the correspondence rules between both empirical and theoretical concepts. Therefore, combining these methodologies with the purified measurement items. This study provides a useful direction for future empirical research into self-employment intention. Finally, the study adopted both quantitative and qualitative approaches using a survey research method. A sequential approach was employed in data collection (first quantitative and then qualitative to supplement the quantitative data that had been collected earlier). On the whole, this design provided insights on the current or real time affairs in self-employment intention and overcomes the limitations inherent in employing one research approach.

## 5.3 Policy and Managerial Implications

This university should enlighten the students in Plateau State Universities, Bokokos to educate the students on entrepreneurship education so that the student will see its relevance to use their personal initiative to become self-employed. It will help the students to know to what extent their personal qualities and characteristics could influence their desire to start a

business. It will equally assist the students to develop more interest on being entrepreneurs and have the beliefs that they can be successful entrepreneurs in the nearest future. The study of entrepreneurship education widens students understanding that can help them acquire the various skills, ideas creativity that can be helpful for them to be self-employed. Developing personal initiative makes many individuals to start up a business venture, see opportunity and engage themselves on something worth living.

#### 5.4 **Practical implications**

The findings of this study have a number of practical implications of entrepreneurship education and personal initiative among student's self-employment intention. The findings of this study are important for students to engage in entrepreneurship to establish businesses, create jobs and contribute meaningfully to the economy. This study also discovered that it is not all about the entrepreneurship education and students taking personal initiative but rather the student's ability to acquire and utilize both internal and external knowledge so as to be self-employed. In fact, applying this will enable the student to see opportunities for business ventures.

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