

Entrepreneurial Mind-Set Among Female University Students: A Study of University of Jos Students, Nigeria

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In today's world, entrepreneurship is seen as the vital source for economic growth, and education in the creation and development of entrepreneurial attitudes. It is, therefore, natural to consider female students as the primary resource of future entrepreneurs. Entrepreneurship as a career option is becoming increasingly desirable. Responding to this need, many colleges and universities around the world have significantly increased their offerings of entrepreneurship courses over the past 25 years. Entrepreneurship courses are not only offered by Business Institutes, but other faculties like Social Sciences, Natural Sciences, Engineering, and Information Technology are also offering these courses in their syllabus. The problem under focus was to examine entrepreneurial mindset among female university students, a study of University of Jos. The study also ascertained the rate at which variables like: perception of entrepreneurship, role model and university's role to promote entrepreneurship are translated into entrepreneurial mindset of female students of University of Jos. A sample size of about 400 was adopted from the three Faculties of Management Science, Natural Sciences, and Social Sciences which were selected at random. Furthermore, the data obtained were analyzed using simple percentage and presented in tables and charts, the hypothesis which states that there is no significant relationship between the teaching of entrepreneurship and university female students' entrepreneurial mindset which was tested using z-test analyses of population proportion earlier conducted. This implies a weak relationship between the teaching of entrepreneurship and university female students' entrepreneurial mindset. Based on the above inference, the research recommended that, as providers of entrepreneurship trainings, universities must create entrepreneurship supportive environment that could encourage entrepreneurial activity which would in turn help develop an enterprise culture among the female students.

Keywords: entrepreneurship, female students, mind-set, entrepreneurial mind-set

Introduction

Today, entrepreneurship is regarded as one of the best economic development strategies to develop a country's economic growth and sustain the country's competitiveness in facing the increasing trends of

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globalisation. For most people, the popularity of entrepreneurship is largely due to the positive effects it has on many countries as a catalyst that creates wealth and the generation of job opportunities (Postigo & Tamborini, 2002; Othman, Ghazali, & Cheng, 2005; Gurol & Atsan, 2006). More specifically, entrepreneurship is a major engine driving many nations' economic growth, innovation, and competitiveness (Scarborough & Zimmerer, 2003; Kuratko & Hodgetts, 2007). At the same time, most studies have shown that there is a positive relationship between entrepreneurship and economic growth in terms of job creation, firm survival, and technological change (Lena & Wong, 2003; Karanassios, Pazarskis, Mitsopoulos, & Christodoulou, 2006). This, in turn, has increasingly made entrepreneurship emerged as one of the most popular research domain in academic circles to study on the importance and contributions of entrepreneurship (Lee, Chang, & Lim, 2005).

Entrepreneurship as a career option is becoming increasingly desirable. Responding to this need, many colleges and universities around the world have significantly increased their offerings of entrepreneurship courses over the past 25 years (Fayolle & Klandt, 2006). Entrepreneurship courses are not only offered by Business Institutes, but other Faculties like Social Sciences, Engineering, and Information Technology are also offering these courses in their syllabus (Garavan & O'Cinneide, 1994). The rapid growth of entrepreneurship education in academics is evidence of the fact that female students' participation in entrepreneurial courses has more intentions towards new venture creation than those students who do not participate in entrepreneurship education. Formal entrepreneurial education has an impact on female students' inclination towards entrepreneurship as a career option (Hansemark, 1998). Therefore, in developing countries like Nigeria, Ghana, Brazil, Sri Lanka, Philippines, and India, there is a focus upon higher education to play an important role in developing entrepreneurial mind set of students (female). Logically, there arises a concern about the capacity of universities to produce students who may select entrepreneurship as their possible future occupation.

Courses in entrepreneurship are also becoming popular at college and university levels. An exponential interest in entrepreneurship studies has increased amongst both undergraduate and graduate female students over the last decade (Solomon, Weaver, & Fernald, 2005). One of the key factors explaining this unparalleled phenomenon is the fact that wages employment or "secure" employment is no longer a guarantee especially in the public sector for university graduates (Collins, Hannon, & Smith, 2004; Kamau-Maina, 2006; Postigo, Iacobucci, & Tamborini, 2006). In addition, the luxury thought of university graduates being the elite and intelligent group in the society who can easily acquire a job upon graduation, has no longer reflected the realities of today's employment world (P. S. Seet & L. C. Seet, 2006).

As a result, many graduates are unable to get a job upon graduation. Students are now apparently searching for a business education that can equip them with the necessary entrepreneurial knowledge and skills to succeed in running businesses or to create a job from seizing existing entrepreneurial opportunities (Henry, 2003). Therefore many universities and colleges around the world have responded to this demand by introducing entrepreneurial courses to students in an effort to promote entrepreneurship as well as a professional entrepreneurship career. For instance, in the United States, there are more than 1,500 colleges and universities that offer courses in entrepreneurship and small business management to some 15,000 students (Scarborough & Zimmerer, 2003). Many dialogues, fora and training programmes organised by educational institutions are all in favour of entrepreneurship development apart from being the subject taught at colleges and universities (Landstrom, 2005). Undoubtedly, all these are being done with one major goal, which is to foster entrepreneurial spirit and expect attitude change in students, after undertaking entrepreneurial courses.

Students are also expected to value entrepreneurship as a personal and future career development alternative (Kantis, Postigo, Federico, & Tamborini, 2002).

A recent review of some entrepreneurship course materials suggests that there is a significant incongruence between course materials and activities associated with teaching entrepreneurship compared to what is actually experienced by entrepreneurs in the course of founding and establishing their new venture (Edelman, Brush, & Manolova, 2008). Recognising this, Fayolle and Klandt (2006) proposed that the paradigm is changing for entrepreneurship education and educators should be focusing their efforts on the culture and state of mind, behaviour, and specific situations involved in the entrepreneurial process, such as opportunity recognition.

Hence, the need for an entrepreneurial, opportunity-focused mindset extends beyond entrepreneurial careers to encompass a broader career perspective, for example, a recent New York Times article argued for a shift from traditional resume building to a more contemporary approach to job creation. Similarly, strategic management education has called for a mindset that requires a constant focus on opportunities, questioning the dominant logic in the face of constant environmental changes. It has been documented that several facets of this entrepreneurial perspective among women can be developed through educational experiences.

Purpose

In this study the main purpose is to examine the entrepreneurial mindset among the female students of the Nigerian universities, with University of Jos as our focus of study.

Objectives of the Study

In line with the issues raised earlier, the following objectives are crafted:

- (1) to determine the extent to which the teaching of entrepreneurship influences university female students' entrepreneurial mind-set;
- (2) to establish the extent to which the concept of entrepreneurship is internalized by the players in the Nigerian universities;
- (3) to ascertain how the identified variables such as: perception of entrepreneurship, role model and university's role to promote entrepreneurship, are translated into female students' entrepreneurial mind-set.

Research Questions

- (1) To what extent does the teaching of entrepreneurship influence university female students' entrepreneurial mind-set?
- (2) To what extent is the concept of entrepreneurship internalized by the players in the Nigerian universities?
- (3) Then how are the identified variables such as: perception of entrepreneurship; role model; and university's role to promote entrepreneurship, translated into female students' entrepreneurial mind-set?

Statement of the Problem

The high level of unemployment and its associated social ills have been traced to poor entrepreneurship and skills development among students in tertiary institutions. This is manifested in a number of deficiencies that these graduates exhibit in their work places such as: lack of analytical and ICT skills; lack of entrepreneurial and problem solving/decision making skills; inadequate technical skills; and ignorance in the use of modern equipment. Now that government, as the sole provider of the means of production and labor, is

handicapped, it has become imperative to embark on competency based education and entrepreneurship awareness as a means through which graduates can convert their education into an intellectually productive venture. With increased information generation and usage in this information age, the roles for librarians as well as their job market have expanded. This requires female students to acquire knowledge and have a mindset in the 21st century in the various aspects of entrepreneurship which will empower them to offer quality services and reap the numerous entrepreneurship opportunities.

However, not all entrepreneurship programs facilitate entrepreneurship as a career option for female students; some programs may actually have the opposite effect of reducing the entrepreneurial intentions and motivation among them, for example, a recent survey of undergraduate entrepreneurship students indicated that, despite being highly motivated to own their own business, most do not have a business idea at the beginning of the course and only a small percentage of them develop a viable idea during the course of the semester. A similar phenomenon exists in the marketplace among those who start new ventures. Of those who express sincere intent and motivation, only a few actually possess a viable business “opportunity”, resulting in premature business closures, for example, in 2007, a survey of Australian businesses reported that new businesses experience a 40% exit rate over the first three years in business (Australian Bureau of Statistics, 2007). Thus an opportunity gap appears.

It is upon this backdrop that this paper seeks to link theoretical arguments in entrepreneurship research to the development of practical pedagogical tools that cognitively prepare female students of the University of Jos with an entrepreneurial mindset for their careers.

Literature Review

Theoretical Framework

To become an entrepreneur is not a one-day game. Intentions are the state of mind which motivates individuals to attain some specific goal. The entrepreneurial mind set directs towards risk taking over the fear of loss with efficacy. Therefore, entrepreneurial intention models have been developed in preceding studies. As indicated by Peterman and Kennedy (2003), most models of entrepreneurial intention focus on the pre-entrepreneurial event and make use of attitude and behavior theory (Ajzen, 1991), self-efficacy and social learning theory (Bandura, 1997).

More and more theorists explain entrepreneurial intentions as a variable within larger psychological models developing a so-called economic-psychological model of factors influencing individuals. Those intentions toward entrepreneurship are a concern of psychology in nature. “Psychologists have proven that intentions are the best predictors of any planned behavior, particularly when the behavior is rare, hard to observe, or involves unpredictable time lags”. Entrepreneurial inclinations are psychological in nature. Psychologists have proven that inclinations are the good forecasters of any planned behavior, mainly when the behavior is exceptional, difficult to study, or includes irregular intervals. While new ventures are not established in a day, entrepreneurship could be observed as a sort of planned behavior. In order to know the behavior of individuals, Ajzen (1991) purposed the “Theory of Planned Behavior” (TPB). The TPB of Ajzen (1991) assists to know how the behavior of learners can be transformed. The essential feature in Ajzen’s TPB (1991) is the persons’ inclinations to demonstrate a certain type of behavior. Inclinations are understood to be the stimulus of a specific behavior. Thus, the stronger the inclination to carry out specific behavior, the more possibly it will be demonstrated.

Entrepreneurship Education

Entrepreneurship education is not synonymous with vocational education, nor does it mean the same thing as business education. Over the years people have erroneously linked entrepreneurship education with these two areas of study. It is the acquisition of knowledge, skills, and attitude to enable the learner to apprehend life's challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. The major goal of entrepreneurship education is to promote creativity, innovation, and self-employment among the citizens through the inculcation of entrepreneurial knowledge, competences and attitudes in the learners. The goal of entrepreneurship education is for learners to acquire entrepreneurial capacities and skills that will make them to be self-reliant and self-employed. Entrepreneurial capacities include the ability to take risks, create opportunities and resources, manifest undaunted commitment to a goal, cope with change, and generally act with entrepreneurial mindset.

It is in this regard that the European Commission (2007) presents entrepreneurship as an individual's ability to turn ideas into action. UMSOBOMVU (2002) affirmed that apart from using the word "entrepreneurship" to refer to innovative business, the term is also associated with individuals who create or seize business opportunities and pursue them without regard to resources under their control. They build something from practically nothing and usually reinvest earnings to expand their enterprise or to create new enterprises.

Entrepreneurship is often associated with such words and phrases as innovative, self-motivated, confident, creative, dynamic, resourceful, ingenious, endurance, risk daring, pressure management ability and willingness to accept both positive and negative results of life ventures. Other entrepreneurial skills are verbal and non-verbal expression skills, problem solving skills, team skills, as well as listening and empathy skills, self-awareness and self-confidence, personal responsibilities, flexibility and adaptability, orientation to opportunity, pro-activity and persistence.

According to Krueger, Reilly, and Carsrud (2000), personal attitude towards entrepreneurship is set out by extraneous factors such as previous experience. These factors have not been yet researched, especially impact of entrepreneurship education on attitude, perceived behavioral control and subjective norms. Prior studies explored that entrepreneurship education helps to develop a person's level of self-efficacy (Wilson, Kickul, & Marlino, 2007).

The University's Role in Promoting Entrepreneurship

University plays a functional role in promoting entrepreneurship education to develop regional and society's economies (Binks, Starkey, & Mahona, 2006; Co & Mitchell, 2006). Mahlberg (1996) agreed with the remarks by stating that schools and universities have a key role to play in promoting entrepreneurship since educational institutions are ideally considered the place in shaping entrepreneurial cultures and aspirations among students while they are studying to survive in today's robust business milieu. This could probably be because universities are seedbeds of entrepreneurship to teach their students the way to think and behave entrepreneurially as a provider of entrepreneurship training programmes. Autio, Keeley, Klofsten, and Ulfstedt (1997) in their study on entrepreneurial intentions of technology and sciences students across four countries consistently concluded that university teaching environments are the most influential factors that affect students' perceptions towards entrepreneurial career and entrepreneurial convictions. Hence, it is important to present a positive image of entrepreneurship as career option to draw students' attentions within the university

environment by providing the resources and other facilities available to them. As people have to always remember that even though individuals have the relevant entrepreneurial knowledge and skills, if they do not possess positive image about entrepreneurship, they might eventually not venture into the field.

Towards this end, universities, by creating an entrepreneurial culture across campus, are expected to influence students' decision to create businesses with its considerable influential factor on students. This may be due to students' (female) preferences towards careers that are easily influenced by the environmental conditions in which they are interacting with as they are young and always looking for appropriate models (Gnyawali & Fogel, 1994; Fayolle & Degeorge, 2006).

The Entrepreneurial Curriculum and Content

Being exposed to entrepreneurship seems to be a key factor to develop and foster entrepreneurialism (Charney & Libecap, 2003; Hannon, 2005). It appears to be an unfinished debate from little uniformity concerning "How", "Who", and "What" to teach entrepreneurship with regards to its contextual and conceptual understandings since entrepreneurship education has increasingly gained the attention from academia (Falkang & Alberti, 2000; Raichaudhuri, 2005). This happens largely due to the four possible viewpoints held by different people when developing the entrepreneurship programmes, such as from the educators' viewpoints, the student-entrepreneurs, and those who design the programmes and the evaluators. Entrepreneurial curriculum is developed differently across universities, either as an optional module within business courses or a specific course on entrepreneurship. Levie (1999) in his study on entrepreneurship education in England found that entrepreneurship teaching and courses are generally classified into two approaches: courses for entrepreneurship and courses about entrepreneurship. The decisions on teaching methodologies in entrepreneurship courses therefore, could be influenced by the aim of the educational objective. Thus, the major challenge of entrepreneurship in relation to education is the appropriateness of curriculum and teaching methods in developing students' entrepreneurial competencies and skills (Garavan & O'Cinneide, 1994). With regard to the content of the entrepreneurial courses, Brown (1999) indicated that the entrepreneurship course content should be informal with an emphasis more on hands-on teaching methods. He then outlines that the core structure of which teaching entrepreneurship courses should draw on critical thinking, reliance on experience—successful courses access students' skills and needs, thinking about entrepreneurship as a career and use guest speakers who are experienced entrepreneurs.

In response, Vesper (2004) categorized four kinds of knowledge useful for entrepreneurs and hence the entrepreneurship course content should be developed according to them:

- (1) business-general knowledge—it applies to most firms, including the new ventures,
- (2) venture-general knowledge—it applies to most start-ups, but not so much to going firms,
- (3) opportunity-specific knowledge—it is about the knowledge on the existence of a market not served and about how the resources need to be ventured in,
- (4) venture-specific knowledge—it is about the knowledge on how to produce a particular product or goods.

In terms of teaching methods, different researchers propose different approaches in delivering entrepreneurial knowledge and skills to students (Fiet, 2000). Hence, there seems to be lots of approaches to teaching entrepreneurship ranging from the conventional approach such as textbooks, examinations to unconventional like business plan, life histories of working entrepreneurs (McKenzie, 2004), guest lecturers

(Klandt & Volkmann, 2006) and field study or visiting to business organizations (Cooper, Bottomley, & Gordon, 2004). Notwithstanding the differences in curriculum and delivery approach, the ultimate aim of entrepreneurial programmes is to stimulate entrepreneurship awareness among female students which, in turn, would increase their interest in entrepreneurship.

Role Models

According to Hisrich, Peters, and Shepherd (2005), role models are individuals influencing an entrepreneur's career choice or styles. They further accentuated that role models have vital influence on individuals in determining entrepreneurial careers as they would provide the useful business-related information, guidance as well as moral supports. Role models, in this context, are very imperative because they provide individuals training for socialization (Postigo et al., 2006). It is more credible for individuals to act on becoming a successful entrepreneur by having a good example that they can relate to (Bygrave, 2004). Given the importance of role models, the role of educators and friends of university students are examined as to how they might influence students' inclination towards entrepreneurship (Wong & Lena, 2005).

The role of the teachers is indispensable in education as they "prepare, encourage, and cultivate students". Hence, educators are a critical element to the development of effective enterprise education initiatives. The role played by educators, in this instance, is to actively guide and inspire students' interest towards entrepreneurship by providing real-life business experiences (Hannon, 2005). This is because educators are given the responsibility to mould the personality and characters of students, apart from imparting knowledge in the class. Educators' role, in the profession stance, as knowledge disseminators, has significant effects on students' minds as they tend to absorb whatever an educator delivered and taught (Bligh, 1998). On the other hand, friends are also found to influence individual's inclination towards entrepreneurship. Dillard and Campbell (1981) pointed out that, white American students seem to be influenced more by non-parental factors such as peers when deciding on their career development. This might be due to the students' belief that friends are the best source and place to seek advice and even capital. Nanda and Sorensen (2006) acknowledged the role of peers in influencing one's decision to become entrepreneurs. The so-called "peer effects" who have had previous experiences in self-employment do have an impact on individual's decisions to consider entrepreneurship during their transitional career from present occupation. Similarly, a survey on young Australians' attitudes towards entrepreneurship conducted by Sergeant and Crawford (2001) agrees that friends can significantly influence their decision to start a business.

Methodology

The study was undertaken to evaluate entrepreneurial mind-set among female students of Nigerian universities (a study of University of Jos' female students). One may wonder why the researcher chooses this population. It is simply because the concept of women entrepreneurship is now a subject of great interest all over the world and women are becoming more inclined in running and managing ventures. This is possible through preliminary interactions before administering the data collection instrument. About 400 questionnaires were distributed to the respondents (i.e. female students of the Faculties of Natural Sciences, Management Sciences and Social Sciences of University of Jos). Data collected were presented by using simple descriptive statistical methods such as percentage and charts and the hypothesis tested used *z*-test of population proportion.

Research Hypothesis

Hypothesis I

Ho: There is no significant relationship between the teaching of entrepreneurship and university female students' entrepreneurial mind-set

Data Analyses and Results

The questionnaires distributed were 400 (female students of the Faculties of Natural Sciences, Management Sciences and Social Sciences of University of Jos). However, only 350 were properly filled and returned.

Table 1

Results of the Responses of Female Students of University of Jos

Questions	Options	Responses		(%)	% +	% –
		+	–			
<i>Entrepreneurial mindset</i>						
Level of innovativeness of an entrepreneur is as a result of knowledge acquired (+)	Agree	230	120	65.7	65.7	34.3
Seriously considered entrepreneurship as a highly desirable career option (+)	Agree	180	170	51.4	51.4	48.6
Seek employment after national youth service(+)	Strongly agree	190	160	54.3	54.3	45.7
Aspire to be self-employed (–)	Disagree	150	200	57.1	42.9	57.1
Depending on fate because no business opportunities in my locality (–)	Agree	205	145	58.6	58.6	41.4
Average		191	159		54.6	45.4
<i>Perception of entrepreneurship</i>						
Entrepreneurship is about job creation (+)	Agree	188	162	53.7	53.7	46.3
Entrepreneurship is an honourable profession and i respect people who are entrepreneurs (–)	Strongly disagree	125	225	64.3	35.7	64.3
Admire those who succeed in running their own business (+)	Agree	280	70	80	80	20
Average		198	152		56.5	43.5
<i>Role model</i>						
Lecturers are main source of business-related information (+)	Agree	300	50	85.7	85.7	14.3
Friends are main source of business-related information (–)	Disagree	30	320	91.4	8.6	91.4
Care what lecturers think about my employment decision (–)	Disagree	160	190	54.3	45.7	54.3
Average		163	187		46.7	53.3
<i>University's role to promote entrepreneurship</i>						
Entrepreneurial or business related examples are included in classroom teaching (+)	Strongly agree	337	13	96.3	96.3	3.7
University has infrastructure in place to support the start-up of new businesses (–)	Strongly disagree	10	340	97.1	2.9	97.1
Entrepreneurship courses should be made compulsory in order to stimulate entrepreneurial spirit in campus (+)	Agree	178	172	50.9	50.9	49.1
There are no student clubs on campus which promote entrepreneurship (–)	Strongly agree	348	02	99.4	99.4	0.6
Average		218	132		62.3	37.7
Total average		192	158		55	45

Entrepreneurial mind-set: From the Table 1, Table 2, and Figure 1 above, 230 (65.7%) of the respondents agreed that the level of innovativeness of an entrepreneur is as a result of knowledge acquired, while 34.3% strongly disagreed; 180 (51.4%) seriously considered entrepreneurship as a highly desirable career option, while

48.6% disagreed; 190 (54.3%) strongly agreed that they will seek employment after National Youth Service, while 45.7% disagreed; 200 (57.1%) disagreed that they aspire to be self-employed, while 42.9% agreed; 205 (58.6%) agreed that they are depending on fate because there are no business opportunities in their localities, while 41.4% disagreed. On the average, the positive response is 54.6%, while the negative response is 45.4%. It could be hence deduced here that the entrepreneurial mind-set of female students of University of Jos is positive.

Table 2

Positive and Negative Entrepreneurial Mindset

Entrepreneurial mindset index (average)	% of positive responses	% of negative responses
Entrepreneurial mindset	54.6	45.4
Perception of entrepreneurship	56.5	43.5
Role model	46.7	53.3
University's role to promote entrepreneurship	62.3	37.7
Total average	49.2	50.8

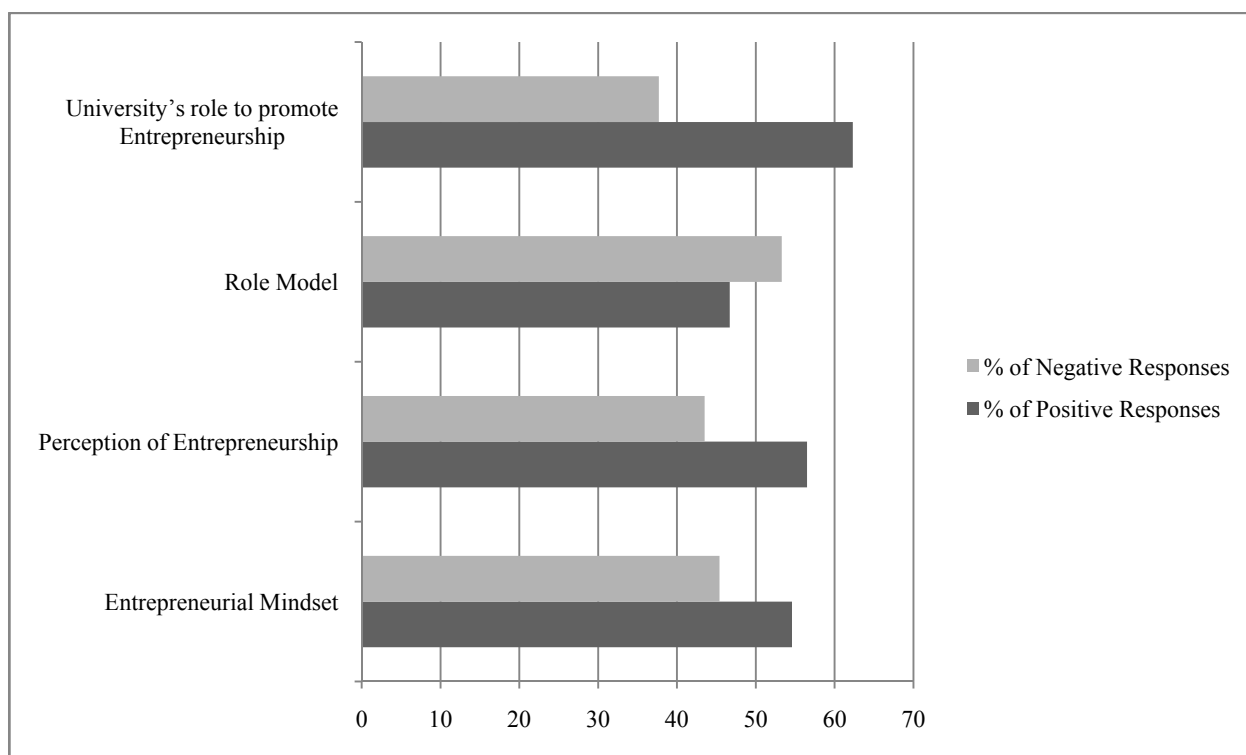


Figure 1. Positive and negative entrepreneurial mind-set. Source: field survey, 2012.

Perception of entrepreneurship: From Table 1 above, 188 (53.7%) of the respondents agreed that entrepreneurship is about job creation, while 46.3% disagreed; 225 (64.3%) strongly disagreed that entrepreneurship is an honourable profession and they respect people who are entrepreneurs, while 35.7% agreed; 280 (80%) agreed that they admire those who succeed in running their own business, while 20% disagreed. On the average, the positive response is 56.5%, while the negative response is 43.5%. It could be hence concluded from our analysis that female students of University of Jos have good perception towards entrepreneurship.

Role model: Table 1 above revealed that 300 (85.7%) of the respondents agreed that lecturers are the main source of business-related information, while 14.3% disagreed; 320 (91.4%) disagreed that friends are main source of business-related information, while 8.6% agreed; 190 (54.3%) disagreed that they care what lecturers think about their employment decisions, while 45.7% agreed. On the average, the positive response is 46.7% while the negative response is 53.3%. It could hence be inferred here that the issue of role model in promoting entrepreneurial mindset among female students of University of Jos is poor.

University's role to promote entrepreneurship: From Table 1 above 337 (96.3%) of the respondents strongly agreed that entrepreneurial or business related examples are included in classroom teaching, while 3.7% disagreed; 340 (97.1%) strongly disagreed that the university has infrastructure in place to support the start-up of new businesses, while 2.9% strongly agreed; 178 (50.9%) agreed that entrepreneurship courses should be made compulsory in order to stimulate entrepreneurial spirit in campus, while 49.1% disagreed; 340 (99.4%) observed that there are no student clubs on campus which promote entrepreneurship, while 0.6% said there are. On the average, the positive response is 62.3%, while the negative response is 37.7%. It could therefore be concluded from the analysis that the university's role in promoting entrepreneurship is good.

Restatement of Hypothesis

Ho: There is no significant relationship between the teaching of entrepreneurship and university female students' entrepreneurial mind-set.

Table 3

Averages From Table 1 and 2

Variables	Positive Responses	Negative Responses	% of positive Responses	% of negative Responses
Entrepreneurial Mindset of female students	191	159	54.6	45.4
University's role to Promote entrepreneurship	218	132	62.3	37.7
Average responses and Percentages (%)	204	146	58.5	41.5

Note. Source: Table 1 and 2.

To test the hypothesis above, z-test of population proportion is used to analyze the summary of the average responses of Table 1 and 2 as presented in Table 3 above.

Given the formula:

$$Z = \frac{x - np}{\sqrt{npq}}$$

Where:

n = sample size (400)

p = proportion of event in the sample (0.585)

q = $(1 - p)$ proportion of non-event in the sample (0.415)

x = number of events in the sample (350)

When substituted in the formula, it then becomes

$$Z = \frac{350 - 400 \times 0.585}{\sqrt{400 \times 0.585 \times 0.415}}$$

$$Z = 1.3$$

Interpretation Result

The computed Z is 1.3 which is less than the table value 2.8. Hence, the null hypothesis can be accepted which states that there is no significant relationship between the teaching of entrepreneurship and university female students' entrepreneurial mindset. This is in line with a recent review of some entrepreneurship course materials suggested by Edelman et al. (2008), that there is a significant incongruence between course materials and activities associated with teaching entrepreneurship compared to what is actually experienced by entrepreneurs (female) in the course of founding and establishing their new ventures.

Conclusions

Entrepreneurship mind-set is now global phenomenon in the world filled with challenges of unemployment among university graduates. Thus the move by all institutions to teach entrepreneurship is a welcomed idea. Security is ensured when female students' inclination is boosted to the level that they would become successful entrepreneurs. Many scholars, whose works have been cited, have immensely contributed to the development of this area of study. It is now left to all stake holders in this field to explore all possible means to promote entrepreneurship studies at all levels with keen attention on the female folks.

Recommendations

(1) As providers of entrepreneurship trainings, universities must create entrepreneurship supportive environment that could encourage entrepreneurial activity which would in turn help develop an enterprise culture among university students (female).

(2) There is a common saying that: "When a woman is trained, a whole generation is also trained". Therefore, exclusive sessions should be held for female students because they are more prone to uncertainties after graduation.

(3) Universities, when developing the curriculum should allot more time for practical entrepreneurship as against theory to the ratio of 70:30, as it would give the students an insight about the real world of entrepreneurship.

(4) Universities should not only invite successful older entrepreneurs, but also young successful entrepreneurs for interactive sessions. This would spur the students' interest and also create in them a positive mindset towards entrepreneurship.

(5) Teachers handling the entrepreneurship programmes should be continuously sent on training and also motivated adequately.

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