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Effect of Entrepreneurial Attitude on Business Idea Generation of Final Year Business Administration Students of State Universities in South Eastern Nigeria

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Abstract:

Entrepreneurial attitude plays a key role in ensuring that young people are able to develop business ideas and therefore become self-employed even in the face of acute unemployment. However, studies have shown that adequate education and preparation is lacking in Nigeria educational system to create the right kind of attitude in students. This attitude formation becomes a problem due to unwillingness on the part of the students, weak curriculum and pedagogical approach on the part of the teachers and poor internship programs in the industry. This often has led to poor business idea generation. The study therefore evaluated the effect of entrepreneurial attitude on business idea generation of final year Business Administration students of State Universities in South Eastern Nigeria. The study adopted cross-sectional survey research design. The population comprised 936 final year Business Administration students from the state universities in South East Nigeria. Taro Yamani formula was used to determine the sample size of 364. A validated questionnaire was administered. The Cronbach's alpha reliability coefficients of the constructs ranged from 0.72 to 0.86. The response rate was 94.7%. Data were analyzed using descriptive and inferential statistics. Findings revealed that attitude has a significant effect on business idea generation of final year Business Administration students of state universities in south Eastern Nigeria ($\beta = 0.546$, $t = 11.385$, $R = 0.515$, $R^2 = 0.265$, $F(1, 359) = 129.609$, $p < 0.05$). The study concludes that entrepreneurial attitude has a significant effect on business idea generation of final year Business Administration students of State universities in south Eastern Nigeria. Therefore, students are encouraged to develop a positive entrepreneurial attitude by emulating people who have succeeded in entrepreneurship. The schools also are encouraged to have career programs where successful entrepreneurs and industrialists will be invited to speak to students.

Keywords: Entrepreneurial attitude, business idea generation, entrepreneurship education

1. Introduction

Nigeria is an economy that is blessed with rich and vast natural resources which it can tap from in order to improve its growth and development. Sadly, the story is on the negative as the failure of Nigeria to take advantage of these huge resources has led to decline in growth, development. On the contrary, poverty and youth unemployment have been on the rise. These calls for concern as there are evidences to show that Nigeria has not properly take care of its citizens especially the young ones who leave school and begin to roam the streets in search of jobs.

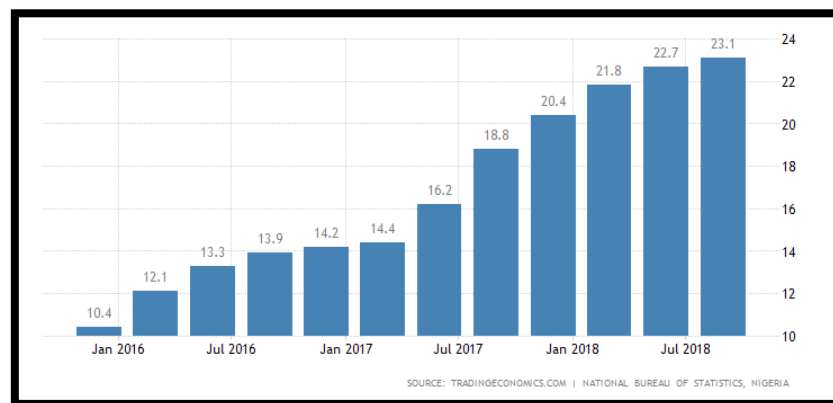


Figure 1: Unemployment Rate in Nigeria
 Source: National Bureau of Statistics, 2019

In 2016, unemployment rate was 13.9%, in 2017 it was 18.8% while in 2018 it rose to 23.1% (NBS, 2019). This creates a source of concern by the government and policy makers on how to reverse the trend and its negative implications in the country. It was also observed that over the years the number of students graduating from tertiary institutions is rapidly skyrocketing. It was alarming that the available number of vacancies or openings do not in any way correspond with the number of graduates. The competition for job in labour market has become very intense to the point that employment is no longer secured on equal opportunity basis rather some people are seen to be more privileged than others due to the connections they seem to have (Odetunde, 2018).

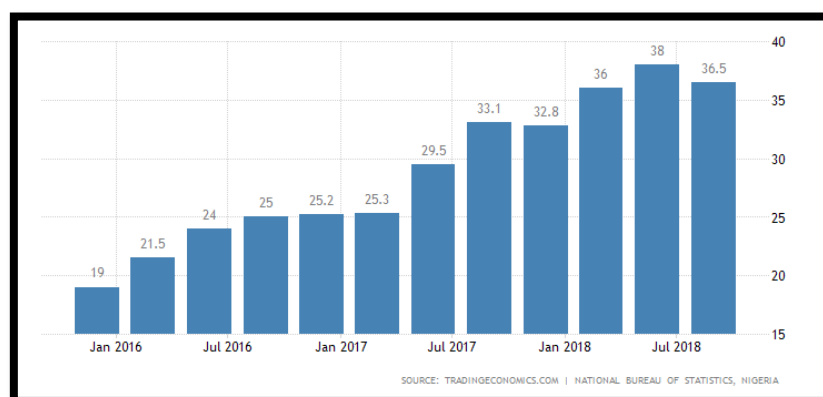


Figure 2: Youth unemployment Rate in Nigeria
 Source: National Bureau of Statistics, 2019

Youth Unemployment Rate in Nigeria decreased to 36.50% in the third quarter of 2018 from 38% in the second quarter of 2018. Youth Unemployment Rate in Nigeria averaged 23.63% from 2014 until 2018, reaching an all-time high of 38% in the second quarter of 2018 and a record low of 11.70% in the fourth quarter of 2014 (NBS, 2019).

Based on the statistics, above, different individuals, old and young have resorted to looking for alternative means to earn a living and improve their standard of living. Entrepreneurship has been seen to thrive in Nigeria however for some the right entrepreneurial attitude was not or has not been inculcated right from the university. This failure to inculcate the right entrepreneurial attitude in students at the university level also contributed to their inability to spot business opportunities thereby increase the rate of youth unemployment in the country.

Entrepreneurial attitude toward entrepreneurship is a challenge in recent times as graduates develop interest in white collar jobs due to different reasons. One of such reasons is that university administrators pay lip service to proper development of entrepreneurship education (Osho, 2015). Processes and facilities are not provided as at when due and in the right form to assist the students in developing the right entrepreneurial attitude. It is even observed that students taking entrepreneurship practical in schools are forced to contribute money to get certain items that will be used for practical and other related activities. The trainers or tutors of entrepreneurship most times are not qualified. They also are doing it just to keep busy. Thus, the students suffer unduly due to a failed system. This poor entrepreneurial attitude towards entrepreneurship in Nigeria coupled with the fear of failure on the part of the students, lack of government support and the unclear type entrepreneurship education offered in the university has affected negatively the interest of students towards engaging in entrepreneurship after school. The entrepreneurial attitude of most Nigerian undergraduate is geared toward paid employment and working in conglomerates like MTN, Shell, Chevron and Coca-Cola. What then must be done to change the entrepreneurial attitude of undergraduates in Nigeria Higher Education Institution? (Asiyai, 2013). This will be evident in the type of entrepreneurship education and training at the disposal of undergraduate. With the increasing number of graduates seeking paid employment it is evident that entrepreneurial attitude toward entrepreneurship must be investigated and if possible, altered to create a positive one (Odetunde, 2018).

2. Literature Review

2.1. Entrepreneurial Attitude

The term Entrepreneurial attitude derived from the latin word 'aptus' means a subjective or mental preparation for action. Entrepreneurial attitude means a pattern of thinking or feeling about something. It indicates the inner beliefs of an individual towards environment. Entrepreneurial attitude also reflects the outward and visible human beliefs. Entrepreneurial attitudes decide the individual way of observing, receiving, thinking and doing towards particular phenomenon (Juturu, 2018). Entrepreneurial attitude may have a tendency to respond positively or negatively to an object say person or group or environment etc. These are learned predisposition to respond in a consistently favorable or unfavorable manner. Entrepreneurial attitudes are learnt, they are dynamic with experience of the stimulus objects. Entrepreneurial attitude influences the behaviours of the individuals, in fact they affect action more than knowledge (Fabrigar, Petty, Smith & Crites, 2006).

Kabuoh, Ogbuanu and Okeowo (2019) described entrepreneurship attitude as entrepreneur's ability to apply new sales markets, new processes, new sources of supply, new products and new organization types and substitute old one with the new one. De Souza and Lopez Jr, (2005) defines this as an evaluation of an object of stimulus, influenced by beliefs. According to De Souza and Lopez Jr, (2005) people's entrepreneurial attitudes spontaneously and consistently follow beliefs accessible in memory and then guide the corresponding behaviour. Entrepreneurial attitude, according to Minello, Kruger, Johan & Burger, (2019) is defined as the predisposition learned, or not, to act in an innovative, autonomous, planned and creative way, establishing social networks. The entrepreneur is anchored in the ability of individuals to create their own businesses, taking risks, capitalizing on results, and taking advantage of the opportunities that arise. According to Minello *et al.*, (2019), The Entrepreneurial Action Measurement Instrument was based on four characteristics which are planning, innovation, realization and power. With the exception of the 'innovation' feature, the others were based on McClelland's entrepreneurial behavioural characteristics (Marinho&Minello, 2017).

According to Varghese and Hassan (2012) Entrepreneurial behaviour/ entrepreneurial attitude can be looked at from either internal or external viewpoints of an individual. The internal viewpoint looks at the personality traits of an individual such as, locus of control, risk taking, need for achievement, problem solving, innovation, creativity perception and work values in relation to entrepreneurial activity (Bonnett & Furnham, 1991) and the external viewpoint examines things like, culture, role models, work experiences, education and environment. David McClelland (1961) argued that some societies have cultural entrepreneurial attitudes which translate into primary socialization practices that foster entrepreneurial individuals. Timmons (1978) refers entrepreneurial behaviour as a way of thinking, reasoning, and acting that is opportunity-directed, and leadership-balanced. He further Stated that the entrepreneurship personality can be either acquired or inborn.

Entrepreneurial attitude has the following advantages and disadvantages: future opportunity seeking with the open-minded hopefulness usually possessed by start-ups and young ventures. Such an entrepreneurial attitude is hard to continue over time, because expansion is commonly conveyed by the occurrence of bureaucratic procedures, complex structures, and rigid cultures (Ketchen, Ireland & Snow, 2007), as human, we are limited in our ability to take in and process information. Thus, we are regularly challenged by the complexity, doubt, and drive of the information environment around us. This challenge is addressed through a process of alteration. We are selective in what we take in and prejudiced in how we interpret it. Our entrepreneurial attitude is a product of our histories and evolves through an interactive process. Our current mindset guides the collection and interpretation of new information (Bosman & Fernhaber, 2018).

2.2. Business Idea Generation

Pam (2013) defined a business idea as one that is feasible and viable which can be translated into a venture. Long (2010) argued that from an entrepreneurship point of view, idea generation as an intention-based action, involves either the discovery of a business idea or the development of a feasible business concept over a period of time. Arenius and Declerq (2005) posited that the quality of information an entrepreneur gets increases the chances of generating an idea. Therefore, in the context of entrepreneurship education as asserted by Morais (2001) the development of creative business ideas by students as a result of exposure to an entrepreneurship programme affirms that idea generation can be taught and learnt. The common approach for idea generation activities in entrepreneurship education is referred to as brain storming. The very first unclear thought about a business opportunity that needs to be developed into a business is a very good business idea (Jaraskog, 2017). Scholars and practitioners are more and more recognizing the significance of the opportunity recognition and idea generation process. Pursuant to the somewhat extensive work on the subject, there are a number of different theories and concepts. Even though the joint efforts of the business practitioners and scholars have not yet produced a workable universal model, there are a number of framework variables that are very relevant and useful (Wurim, 2013).

Okkonen and Suhonen (2010) assert that the value of the extent and information sharing of the social network in the opportunity identification process is entrepreneurial alertness. In addition, there are research findings asserting the role of available information from the field in question. In other words, a better-informed entrepreneur would have better chances at recognizing emerging opportunities (Dragan, 2012). This is an indication that in order for central Nigerian entrepreneurs to come up with sound opportunity recognition variables for solid entrepreneurial development, they must be involved in social networking with similar ventures. This will avail them better chances of recognizing emerging opportunities.

Wouter (2010) has discussed the role of information asymmetry and the importance of previous field related experience as part of the opportunity recognition process. To him, entrepreneurs will find it easier to identify opportunities in fields where they have previous experience and can analyze important information. However, Ardichvili and Cardozo (2000) have separated the dimension encompassing previous experience into three subdivisions namely: knowledge of markets, sector marketing and current consumer issues and problems. Central Nigerian entrepreneurs can also take the opportunity of learning from their failed business. They can look at reasons for past failures while at the same time, look at their strengths and opportunities. This suggests the application of SWOT analysis that outlines strengths, weaknesses, opportunities and traits.

2.3. Theoretical Underpinning

2.3.1. Ajzen's Theory of Planned Behaviour Model

The theory of planned behaviour (TPB) (Ajzen, 1991) has emerged as one of the most dominant and popular conceptual frameworks for the study of human action (Ajzen, 2001) and in particular the individual's tendencies to engage in various activities. TPB belongs to the large family of tendency models and has repeatedly been applied in the field of entrepreneurship, providing validated research results (Fayolle, et'al 2006, Krueger et'al, 2000). The central construct of the TPB is the individual's tendency to perform a given behaviour (Ajzen, 1991).

Ajzen's (1991) Theory of Planned Behaviour suggests that the immediate antecedent of behaviour is the intention to perform a given behaviour. Intention is an express forebear of real behaviour; and the stronger the intention for behaviour, the better the success of behaviour prediction or actual behaviour. Krueger et al. (2000) and Kolvereid & Isaksen (2006) assert that intentions are the single best predictor of most planned behaviour, including entrepreneurial behaviour. Pillis and Reardon (2007), in their view describe entrepreneurial intention 'the intention to start a new business.' The decision to become an entrepreneur and create a new business is a conscious and mindful decision (Wilson et al. 2007) that requires time, significant planning and a high degree of cognitive processing. Therefore, an entrepreneurial career decision can be considered as a planned behaviour that can be explained by intention models. In order to understand the entrepreneurship phenomenon, studying individuals' entrepreneurial intentions based on socio-cognitive models has been a suitable approach to analyze new venture creation (Zhao et al. 2005).

According to Ajzen's (1985) TPB model, intentions are determined by subjective norms, personal attraction or entrepreneurial attitude and perceived behavioural control. In context of entrepreneurship, subjective norms refer to the insight of what a person's 'reference group' such as family, friends or significant others would think about performing entrepreneurial behaviour or whether they approve or disapprove of the entrepreneurial decision. In general, subjective norms tend to contribute less on intention depending on the individuals' propensity to conform and personality characteristics (Armitage & Conner 2001). Entrepreneurial attitude toward the behaviour or personal attraction refers to the degree to which the individual holds an overall positive or negative personal valuation about being an entrepreneur. Ajzen (1988) argue that people develop entrepreneurial attitudes based on the beliefs they hold about the consequences of performing the behaviour. Such consequences include both intrinsic and extrinsic rewards as financial rewards, independence/autonomy, personal rewards and family security, all of which do influence favorably the intention to start a business (Choo & Wong 2006; Vanevenhoven & Liguori 2013). Negative or costly outcome expectancies such as perceiving risk associated with entrepreneurial activities impact unfavorably the intent to start own business.

Perceived Behavioural Control refers to an individual's conviction and confidence in his/her capability in performing as an entrepreneur and realizing control and success in entrepreneurial activity (Ajzen, 2002). In context of entrepreneurial activity, it can also be called entrepreneurial self-efficacy. Krueger et al. (2000) argued that entrepreneurial self-efficacy greatly influences entrepreneurial behaviour. To summarize, the research of many scholars supports the roles of entrepreneurial attitudes, subjective norms and perceived behavioural control in predicting entrepreneurship behaviour (Krueger et al. 2000; Li 2007; Engle et al. 2010; Pihie & Bagheri 2011). Shapero and Sokol (1982) in the Entrepreneurial Event Model (SEE) assumes that intentions to start a business derive from a propensity to act and perceptions of desirability and feasibility which are products of cultural and social environments and determine personal choice. Propensity to act on an opportunity refers to the innate disposition to act upon one's decisions and depends on one's control perceptions.

Perceived desirability is described by Krueger (1993) as the degree to which one finds the prospects of starting a business to be attractive; in essence, it reflects one's affection toward entrepreneurship. Such willingness to carry out entrepreneurial activity can be considered as a combination of personal entrepreneurial attitude and social norms in the TPB model. Shapero and Sokol (1982) examine the concept of desirability using data on the family (particularly the father or mother), peer groups, educational and professional contexts and cultural values held by potential entrepreneurs. Perceived feasibility is defined as the degree to which individuals consider themselves personally capable of performing entrepreneurial activity. Perceived feasibility can be influenced by the presence of role models or partners, obstacles, financial and social support, education, confidence in one's ability to perform entrepreneurial tasks, or perceived availability of resources needed to create a business (Gasse & Tremblay 2011). We can see that perceived feasibility corresponds quite well with perceived behavioural control in Ajzen's TPB model.

Perceived behavioural control actually differs from Rotter (1966) concept of perceived locus of control. PBC can usually vary depending on the situation. However, locus of control is an expectancy that stays stable across situations. Hence people may believe that their actions are determined by their own behaviour (internal locus of control). They might also believe that their chances -for instance- of becoming a commercial airplane pilot, are very low (low perceived behavioural control (Ajzen, 1991). Perceived behavioural control is most in accordance with Bandura (1977) concept of

perceived self-efficacy which is concerned with judgments of how well one. Notwithstanding, in order to avoid misunderstandings in the interpretation, Ajzen (2002) redefines the concept of perceived behavioural control. He suggests that this term should be read as perceived control over performance of a behaviour.

Therefore, research provides significant evidence of the distinction between measures of self-efficacy (ease or difficulty of performing a behaviour) and measures of controllability (belief of having a control over the behaviour or about the extent to which performing the behaviour is up to the actor) (Ajzen, 2002). The five studies used questions that concerned controllability or self-efficacy alone, as well as a mixture of self-efficacy and controllability items. It is noted that perceived self-efficacy improves prediction of tendencies and only in two cases the prediction of behaviours. On the contrary, perceived controllability has no significant effects on tendencies and only in one case significantly improves the prediction of behaviour. The combination of perceived self-efficacy and perceived controllability appears to improve the prediction of tendencies. However, regarding the purpose of the research, researchers can either treat perceived behavioural control as a unitary factor, or make distinction between self-efficacy and controllability by entering discrete indices into the prediction equation (Ajzen, 2002).

Despite the importance of this theory when it comes to behavioural intention or tendencies, there are certain limitations or criticisms that make the theory worth reviewing in light of current trends of events in the society today. Ajau and Azman (2016) in their study criticized the theory of planned behaviour as not giving preference to unconscious moves which may lead to behavioural changes and tendencies. Their criticisms are discussed thus. Factors such as personality and demographic variables are not taken into consideration, there is much ambiguity regarding how to define perceived behavioural control and this creates measurement problems, assumption is made that perceived behavioural control predicts actual behavioural control. This may not always be the case, TPB only works when some aspect of the behaviour is not under volitional control, the longer the time interval between behavioural intent and behaviour, the less likely the behaviour will occur, the theory is based on the assumption that human beings are rational and make systematic decisions based on available information. Therefore, unconscious motives are not considered. Ajzen (2005) refined the Theory of Planned Behaviour model by expanding or adding new variables; namely, personal, demographic, and environmental factors which can be antecedents of entrepreneurship behaviour. Shapero (1982) and Bird (1989) also emphasized the predictive role of personal characteristics and contextual factors in entrepreneurial behaviour. In line with these arguments we included personality, social, environmental and cultural factors in our model to investigate how they contribute to entrepreneurship intention and behaviour.

In considering entrepreneurship, the tendency to perform a given behaviour is the tendency towards entrepreneurship (entrepreneurial tendency). Furthermore, the three predictors of tendencies are defined as follows: 'Entrepreneurial attitude towards entrepreneurship' is the degree to which the respondent has a favorable or unfavorable evaluation of being an entrepreneur. Hence, high entrepreneurial attitude towards entrepreneurship indicates that the respondent is more in favor of entrepreneurship than other occupational options. Subjective norm refers to perceptions of what important people in respondents' lives think about their decision to become an entrepreneur. Finally, 'perceived behavioural control' indicates the perceived ability to become an entrepreneur (Kolvereid, 1996) and more specifically, it refers to the perceived ease or difficulty of becoming an entrepreneur and the confidence in their ability to succeed.

2.4. Empirical Review

Different empirical studies on entrepreneurial attitude and business idea generation have been carried out and thus will be discussed here. Wurim, (2013) focus his study on opportunity recognition and business idea generation as a foundation for entrepreneurial businesses in central Nigeria. The survey investigation method was used in collecting primary data for the study from a sample of 150 central Nigeria entrepreneurs and found that opportunity recognition contributed to business idea generation. Furthermore, according to Mudashir, Rozilah and David (2014) in their study on entrepreneurial idea development to business start-up: teaching methodological approach, this study adopted pilot study research aimed to find out the appropriateness and challenges of the team project collaboration for encourage entrepreneurial idea generation and possibility of impacting entrepreneurial self-employment intent on the students of two majors (real estate management and project management). It was observed that entrepreneurial idea development had positive contributions to the inception and growth of business start-ups.

In their own study, Varghese and Hassan (2012) investigated the perceptions of Omani youth towards entrepreneurial activity, with the view to extend entrepreneurial policies towards youth. Survey research design was adopted and the study used a structured questionnaire and interview approaches to investigate youth perceptions on entrepreneurship in Oman. The sample survey conducted during March-April 2012. The study sample consists of 250 students from 5 universities/colleges in Oman. The study incorporated descriptive and inferential statistics for data analysis. The study revealed that the perception of Omani youth towards entrepreneurial activities was positive thus they had a positive entrepreneurial attitude which helps to predispose them to great opportunities for growth in entrepreneurship. Furthermore, Aderoba, and Babajide (2015) focused on determining the influence of entrepreneurship practices on business enterprise culture in Nigeria. Survey research design was adopted and data was sourced from primary sources using questionnaire as the main instrument of data collected. The questionnaire was self-administered among entrepreneurs selected randomly in Ile-Ogbo, Iperindo and Ilobu represented the three senatorial districts in Osun State. The study found that entrepreneurial attitude played a significant role as one of the factors in entrepreneurship practices that encouraged business enterprise culture in Nigeria.

3. Methodology

The study adopted cross-sectional survey research design. The population comprised 936 final year Business Administration students from the state universities in South East Nigeria. Taro Yamani formula was used to determine the sample size of 364. Stratified and random sampling techniques were used to select the required samples of the study. The method of data collection was the primary method. A validated questionnaire was administered. The Cronbach's alpha reliability coefficients of the constructs ranged from 0.72 to 0.86. Data were analyzed using descriptive and inferential statistics.

4. Results and Discussion

The data for this study was analyzed with descriptive and inferential tools. The descriptive tools used are frequencies, means and standard deviation.

Entrepreneurial Attitude	VH	H	MH	ML	L	VL	MSN	Total	
	F %	F %	F %	F %	F %	F %	F %	Mean	Standard Deviation
Uniqueness	103 28.53 %	145 40.17 %	98 27.15 %	13 3.60 %	1 0.28 %	0 0.00 %	1 0.28 %	4.92	.89
Assertive	69 19.11 %	121 33.52 %	138 38.23 %	27 7.48 %	4 1.11 %	0 0.00 %	2 0.55 %	4.60	.98
Tendency to care less about what other people think	61 16.90 %	109 30.19 %	141 39.06 %	42 11.63 %	5 1.39 %	2 0.55 %	1 0.28 %	4.47	1.01
Proactiveness	61 16.90 %	92 25.48 %	144 39.89 %	56 15.51 %	3 0.83 %	1 0.28 %	4 1.11 %	4.37	1.09
Calculated risk taking	56 15.51 %	102 28.25 %	131 36.29 %	39 10.80 %	29 8.03 %	3 0.83 %	1 0.28 %	4.29	1.17

Table 1: Descriptive Analysis of Entrepreneurial Attitude
Source: Researcher's Survey (2020)

Table 1 shows the descriptive analysis of the respondent's opinion on entrepreneurial attitude. It is shown from the table that uniqueness level of 28.53% is very high, 40.17% were high, 27.15% were moderately high, 3.60% were moderately low, 0.28% were low, while none were very low. There were 0.28% missing responses. The mean and standard deviation therefore is given as 4.92 and 0.89 respectively. On the average, the respondents had high uniqueness. Still from the table, we can see that 19.11% of the respondents, had very high assertiveness, 33.52% were high, 38.23% were moderately high, 7.48% were moderately low, 1.11% were low, while none were very low and the missing responses are 0.55%. The mean value and standard deviation are given as 4.60 and 0.98 respectively. This implies that on the average, the respondents had high assertiveness. The table further reveals that 16.90% of the respondents had very high tendency to care less about what other people think, 30.19% were high, 39.06% were moderately high, 11.63% were moderately low, 1.39% were low, while 0.55% were very low and the missing responses were 0.28%. The mean and standard deviation value is thus given as 4.47 and 1.01 respectively. Therefore, on the average, the respondents had moderately high tendency to care less about what other people think. The table also show that 16.90% of the respondents had very high proactiveness, 25.48% were high, 39.89% were moderately high, 15.51% were moderately low, 0.83% were low while 0.28% were very low and 1.11% were missing responses. The mean value and standard deviation is given as 4.37 and 1.09 respectively. This shows that on the average, the respondents had moderately high proactiveness. Finally, the table reveals that 15.51% of the respondents had very high calculated risk taking, 28.25% were high, 36.29% were moderately high, 10.80% were moderately low, 8.03% were low while 0.83% were very low and 0.28% were missing responses. The mean and standard deviation value for the item is given as 4.29 and 1.17 respectively. Based on the average value, the respondents had moderately high calculated risk taking.

Business Idea Generation	VH	H	MH	ML	L	VL	MSN	Total	
	F %	F %	F %	F %	F %	F %	F %	Mean	Standard Deviation
Generation of solutions to existing problems	99 27.42 %	120 33.24 %	90 24.93 %	38 10.53 %	12 3.32% %	1 0.28% %	1 0.28% %	4.69	1.12
Product improvement	39 10.80 %	117 32.41 %	140 38.78 %	51 14.13 %	8 2.22% %	5 1.39% %	1 0.28% %	4.30	1.03
New product creation	40 11.08 %	115 31.86 %	133 36.84 %	61 16.90 %	8 2.22% %	2 0.55% %	2 0.55% %	4.29	1.04
Spotting of gaps	33 9.14 %	91 25.21 %	122 33.80 %	92 25.48 %	20 5.54% %	2 0.55% %	1 0.28% %	4.04	1.09
New markets creation	37 10.25 %	97 26.87 %	125 34.63 %	68 18.84 %	26 7.20% %	6 1.66% %	2 0.55% %	4.07	1.18

Table 2: Descriptive Analysis of Business Idea Generation
Source: Researcher's Survey (2020)

Table 2 shows the descriptive analysis of the respondent's opinion on business idea generation. It is shown from the table that 27.42% of the respondents had very high generation of solutions to existing problems, 33.24% were high, 24.93% were moderately high, 10.53% were moderately low, 3.32% were low, while 0.28% were very low. There were 0.28% missing responses. The mean and standard deviation therefore is given as 4.69 and 1.12 respectively. On the average, the respondents had high generation of solutions to existing problems. Still from the table, we can see that 10.80% of the respondents, had very high product improvement, 32.41% were high, 38.78% were moderately high, 14.13% were moderately low, 2.22% were low, while 1.39% were very low and the missing responses are 0.28%. The mean value and standard deviation are given as 4.30 and 1.03 respectively. This implies that on the average, the respondents had moderately high product improvement. The table further reveals that 11.08% of the respondents had very high new product creation, 31.86% were high, 36.84% were moderately high, 16.90% were moderately low, 2.22% were low, while 0.55% were very low and the missing responses were 0.55%. The mean and standard deviation value is thus given as 4.29 and 1.04 respectively. Therefore, on the average, the respondents had moderately high new product creation. The table also show that 9.14% of the respondents had very high spotting of gaps, 25.21% were high, 33.80% were moderately high, 25.48% were moderately low, 5.54% were low while 0.55% were very low and 0.28% were missing responses. The mean value and standard deviation are given as 4.04 and 1.09 respectively. This shows that on the average, the respondents had moderately high spotting of gaps. Finally, the table reveals that 10.25% of the respondents had very high new markets creation, 26.87% were high, 34.63% were moderately high, 18.84% were moderately low, 7.20% were low while 1.66% were very low and 0.55% were missing responses. The mean and standard deviation value for the item is given as 4.07 and 1.18 respectively. Based on the average value, the respondents had moderately high new markets creation.

From table 4.2 and 4.3 above which addresses entrepreneurial attitude and Business idea generation of the respondents respectively, we can see that there is no observed divergence in the pattern of responses. This implies that there are similar patterns of responses to the items under entrepreneurial attitude and well as that of business idea generation. This implies that entrepreneurial attitude has a significant effect on business idea generation of final year students of the State universities in South Eastern Nigeria.

Entrepreneurial Attitude on Business Idea Generation					
Model One $y_1 = \alpha_0 + \beta_1 x_1 + \mu$	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			
1	(Constant)	9.030	1.104	8.181	.000
	ENTREPRENEURIAL ATTITUDE	.546	.048	11.385	.000
a. Dependent Variable: BUSINESS IDEA GENERATION.					
R = 0.515, R ² = 0.265, F (1, 359) = 129.609, p < 0.05					

Table 3: Regression Analysis of Entrepreneurial Attitude on Business Idea Generation
Source: Researcher's Survey (2020)

Table 4.4 shows the result of a regression test to establish the effect of entrepreneurial attitude on business idea generation. The unstandardized coefficients reveal that entrepreneurial attitude ($\beta = 0.546$, $t = 11.385$, $p < 0.05$) have a positive and significant effect on business idea generation of final year Business Administration students of State universities in South Eastern Nigeria. The results obtained for this analysis include (R = 0.515, R² = 0.265, F (1, 359) 129.609, P < 0.05). The R = 0.515 shows the level at which the relationship between entrepreneurial attitude and business

idea generation can be measured. By this, the result shows that high positive relationship exists between entrepreneurial attitude and business idea generation. This implies that as entrepreneurial attitude is improved upon, it leads to a proportionate rise or increase in business idea generation. The R^2 which is referred to as coefficient of determination is given as 0.265. This signifies that the effect of entrepreneurial attitude on business idea generation is given as 26.5%. The implication here is that 26.5% units of the changes or variation in business idea generation can be accounted for by entrepreneurial attitude dimension while the remaining 73.5% changes that occurs is due to other variables not captured in the model. The simple regression model is thus expressed as:

$$BIG = 9.030 + 0.546ATT + \mu_1 \text{-----Eqn. i}$$

Where:

BIG = Business Idea Generation

ATT= Entrepreneurial attitude

The regression model shows that when entrepreneurial attitude is at constant zero, business idea generation would be 9.030 implying that irrespective of the individual's entrepreneurial attitude, there will still be a level of business idea generation as shown by the positive constant value. However, when entrepreneurial attitude is improved by 1 unit, it has an increase of 0.564 units in business idea generation. The $F_{(1, 359)}$ value shows the fitness of the model and it is given as 129.609, accompanied by a p value of 0.000 indicated thus that the overall model is statistically significant. Therefore, we have to reject the null hypothesis and conclude that entrepreneurial attitude has a significant effect on business idea generation.

The test of hypothesis revealed that entrepreneurial attitude has a significant effect on business idea generation of the final year students used in the study. In line with provisions of extant findings, Krueger, Reilly and Carsrud (2013) contended that entrepreneurship is a typical example of planned behaviour and the study of entrepreneurial attitudes towards behaviour is thus a relevant route of enquiry for researchers. Since personality traits are more static and tend to change little over time, the research evolved to an assessment of entrepreneurial attitudes of individuals. Entrepreneurial attitudes are either positive or negative, and can change depending on the exposure to outside influences (Robinson, Stimpson & Huefner, 2014). Therefore, research with a particular focus on entrepreneurial education and training was done to examine entrepreneurial attitudes and how they might be influenced by training and classroom experiences (Heriot *et al.*, 2012; Packham *et al.*, 2010).

Theoretically, the finding aligns with the self-efficacy theory which is the theory adopted for this study. Self-efficacy is widely recognized as a key construct in social learning theory (Bandura, 1977). Self-efficacy refers to people's judgments regarding their ability to perform a given activity (Bandura, 1977, Bandura, 1982, Bandura, 1986) and is proposed to influence individual choices, goals, emotional reactions, effort, ability to cope, and persistence (Gist, Stevens, & Bavetta, 1991). Given that, self-employment as an entrepreneur is a career that must be given attention as an alternative for graduates alongside those employed in facing the volatile limited job market and high retrenchment rate (Mazdan, 2015).

5. Conclusion and Recommendations

Based on the finding of the study, entrepreneurial attitude has a significant effect on business idea generation of final year Business Administration students of State universities in south Eastern Nigeria. Based on the findings and conclusions of study on the effect of entrepreneurial education on entrepreneurial intention of students in State universities in South east Nigeria. Theoretically, Ajzen's Theory of Planned Behaviour Model reviewed with its implications on entrepreneurial attitude business idea generation of students serve as theoretical contributions. This theory was adopted based on the perceived implications that they have towards the outcome of the study. The justification for the selection of this theory is based on the fact that the theory provides to a great extent the theoretical underpinning for the evaluation of entrepreneurial education and entrepreneurial intention.

It is understood that entrepreneurial attitude is an important factor in the generation of business idea. Therefore, students are encouraged to develop a positive entrepreneurial attitude by emulating people who have succeeded in entrepreneurship. The schools also are encouraged to have career programs where successful entrepreneurs and industrialists will be invited to speak to students. Mentorship clubs should also be formed to ensure that students develop the right entrepreneurial attitude.

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