

PSYCHOLOGICAL TRAITS AND ENTREPRENEURIAL SKILLS AMONG BUSINESS EDUCATION STUDENTS IN OGUN STATE-OWNED UNIVERSITIES

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ABSTRACT

This study examined psychological traits and entrepreneurial skills as determinants of vocational business intention among business education undergraduate students in Ogun State-owned universities. The objectives were to: examine the relationship between psychological traits and entrepreneurial intentions; determine the relationship between entrepreneurial skills and entrepreneurial intentions; and investigate the difference between male and female entrepreneurial intentions of business education undergraduate students.

A descriptive survey research design was adopted. The population comprised all business education students in Ogun State-owned universities, while a sample of 1,000 students across 100 to 400 levels was selected using simple random sampling. A structured questionnaire was employed for data collection. Three hypotheses guided the study and data were analyzed using regression, Pearson Product Moment Correlation, and independent t-test at 0.05 significance level. Findings revealed that psychological traits had a significant relationship with entrepreneurial intentions of business education students. Similarly, entrepreneurial skills significantly influenced students' entrepreneurial intentions. However, there was no significant difference between male and female students' entrepreneurial intentions.

The study concluded that both psychological traits and entrepreneurial skills are critical determinants of vocational business intentions among business education undergraduate students. It was therefore recommended that universities should create enabling environments that promote entrepreneurial skills acquisition, while also offering mentorship and training programs to build students' confidence, resilience, and creativity. Students should also be encouraged to participate actively in entrepreneurship workshops and training in order to enhance their vocational intentions and future career opportunities.

Keywords: *Psychological Traits, Entrepreneurial Skills, Vocation, Business Intention*

Introduction

In recent years, the promotion of entrepreneurship has become one of the priorities of society. This trend is due to recognition of the creation of businesses as the driving force for economic growth, job creation and innovation. Entrepreneurship is an attitude that reflects an individual's motivation and capacity to identify an opportunity and to pursue it, in order to produce new value or economic success. It plays a key role in economic growth and increases standard of living (Alshebami & Seraj, 2022). Entrepreneurship can give a source of pay when an economy cannot supply sufficient occupations or other choices for creating compensation or compensations, and giving positive social esteem is input. It signifies the total prepare whereby people gotten to be mindful of the openings that exist to enable themselves, create thoughts, and take individual obligation and activity. Entrepreneurship is becoming a very relevant instrument to promote economic growth and development in different regional and national economies (Garavan & OCinneide, 2004).

Azhar, Javaid, Rehman and Hyder (2010) revealed in their study that the factors contributing to this interest in entrepreneurship is the suffering of industrialized countries from economic recession, high unemployment rates and variance in universal exchange cycles which most of these nations have not experienced some time recently. This situation has tended to increase the attention paid to the potential role of entrepreneurs as one of the possible solutions to the problems faced by most of the countries because the growth of entrepreneurial activities can help in creating jobs for

the society and reducing the unemployment rate. According to a wider conception, the intention to become an entrepreneur or to engage in a vocation can be shaped by so many factors among which are the psychological traits and entrepreneurial skills. The psychological traits such as locus of control, self-efficacy, entrepreneurial resilience, risk taking, need for achievement, innovation, and proactivity, are considered as key factors that may direct an individual's decision to initiate entrepreneurial activity (Rawayan, 2017). These psychological features are believed to improve the skills and abilities of individuals both in developing entrepreneurial behaviour and in coping with challenges in adverse times.

In fact, concurring to Hmieski and Powell (2018), individual aptitudes are significant to the choice to go into trade. For an entrepreneurial wander to be carried out, two essential components are vital: there must be an opportunity that can be misused financially and the person must have the purposeful and capacity to seek after it. So, identifying the values associated with that intention could serve as a guide for developing training plans. Apart from the factors mentioned above, entrepreneurial skills, such as confidence and the ability to identify an opportunity, are directly related to one's perceived control in executing business intention (Miranda *et al.*, 2017). Skill development is something that needs to be done in entrepreneurship and becomes a challenge for the younger generation along with technological development. Entrepreneurial skills can enhance the ability of entrepreneurs by encouraging one to take risks, identify practical business methods and prepare to make all available opportunities (Kunicina, 2019). Entrepreneurship skills are a person's capacity to be talented and have inventiveness in enterprise. As is the case with research conducted by Reyad (2019), there are four skills as the key to starting own business. These are: risk taking, critical thinking, problem solving and innovation. In this way, entrepreneurial abilities incorporate inventiveness, development and risk taking. These entrepreneurial skills are also considered necessary for the students to have an independent and sustainable life and to contribute to economic and social development as well as to increase competitiveness.

Entrepreneurial skills can be obtained through training, workshops or formal education available in higher education. With entrepreneurship skills, a person will be increasingly motivated to have business intentions and do entrepreneurship. Given that past researchers have carried out several of these variables in far and near, none has been able to ineptly review the research in Olabisi Onabanjo University. therefore, this study intends to investigate psychological traits and entrepreneurial skills as determinants of vocational business intention among business education undergraduate students in Ogun State-Owned University.

Statement of the Problem

Entrepreneurship means much more than starting a new business. It denotes the whole process whereby individuals become aware of the opportunities that exist to empower themselves, develop

ideas, and take personal responsibility and initiative. Entrepreneurial intention of students cannot lead to successful business endeavour if the necessary psychological traits and skills are not there. Engaging in vocational business without these factors could result in failed business endeavour or such business tends to stagger or get too slow to develop which can actually lead to discouragement on the part of the student. Hence, this study intends to investigate psychological traits and entrepreneurial skills as determinants of vocational business intention among business education undergraduate students in Ogun State-Owned University.

Objective of the study

The main objective of the study is to investigate psychological traits and entrepreneurial skills as determinants of vocational business intention among business education undergraduate students in Ogun State-Owned University. Specifically, the objectives of this study are to:

To determine the significant relationship between psychological traits and entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University.

To determine the significant relationship between entrepreneurial skills and entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University.

To investigate the significant difference between male and female entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University.

Hypotheses

The following hypotheses will guide the study

There will be no significant relationship between psychological traits and entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University?

There will be no significant relationship between entrepreneurial skills and entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University?

To investigate the difference between male and female entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University.

Literature Review

Concept of Entrepreneurship

Entrepreneurship is a process where individuals pursue opportunities with resources within their control. This idea resonates with Anjum *et al.* (2021), who state that entrepreneurship is an act that allows an individual to form an enterprise or/and organisation by way of recognising and taking opportunities. In a similar view, Guo *et al.* (2022) argue that entrepreneurship is a process driven

by opportunity and the sense of duty by entrepreneurs to satisfy human needs and wants. Awwad and Al-Aseer (2021) portrayed business as the founding or arrangement of a beenefit or non-profit entity. This idea also corroborates with the Global Entrepreneurship Monitor (GEM) which defines the concept of entrepreneurship as the process of establishing a new business or company. Naor et al. (2021), relate to entrepreneurs as individuals with the ability and determination to convert challenges to opportunities that be taken for the good of mankind. This notion supports the assumption that entrepreneurs cannot be frightened by challenges because they are solution finders, with the capacity to identify investment opportunities.

Concept of Entrepreneurial Intention

Intentionality has been defined as a state of mind directing a person's attention, experience and action towards a specific goal. Therefore, an individual will venture out and engage in entrepreneurship activities when the intention is high with respect to a specific opportunity. Interests or intentions are stimulated by a number of factors as identified from theory of planned behaviour, situational, cultural and environmental factors as identified by various authors (Agbim, 2018). Entrepreneurial intention is defined as the intent to start a business and, more specifically, high-growth entrepreneurial intention should be defined as the intent to start a business for the purpose of profitability and growth. Prior research has not consistently defined entrepreneurial intention or applied a consistent measure (Frank, 2017). Entrepreneurship is a process of establishing a business organization, which provides goods and services, creates jobs, and contributes to the national income and the overall economic development. Henley (2017) points out that entrepreneurship is an intentional activity, in that for many, those intentions are formed at least a year in advance of new venture creation. In line with this view, entrepreneurial intention is defined as a cognitive representation of the actions to be implemented by individuals to either establish new independent ventures or to create new value within existing companies. It is certainly true that entrepreneurial ideas begin with inspiration; though intentions are needed in order for them to become manifest (Delmar, 2015). Entrepreneurial intention is the way to create new firms within available resources. Entrepreneurial purposeful is based on social and environmental factors in which individual live. In the opinion of Lin (2016), entrepreneurial intention is frequently considered an effective strategy towards more innovation. It is a key determinant of the action of new venture creation moderated by exogenous variables such as family background, position in one's family, parent(s) occupation, education and training.

Adenipekun (2017) indicated that education and training are one of the factors that contribute immensely to entrepreneurial intention and these factors has become more prominent among young people and graduating students. It constitutes a key source of nascent entrepreneurs who would end up as either intrapreneurs or as owners of their own business or their family businesses. Empirically, intention then has been proved as the best predictor of entrepreneurial behaviour.

According to Lucas (2015), in the simplest form, intention can predict the behavior and, intention itself is predicted by certain specific attitude. He wholes up with the conclusion that the deliberate plays a part as a bridge between commerce venture creating and exogenous impacts. This consider finds a modern approach to pick up a comprehensive picture of entrepreneurship deliberate. Henley (2017) points out that entrepreneurship is an intentional activity, in that for many those intentions are formed at least a year in advance of new venture creation.

Entrepreneurship and Psychological Traits

Psychological traits is defined as the dimension in which individuals differ in their propensity to exhibit stable patterns of thought, emotion and behaviour. Entrepreneurship can be studies from the position of individuals behaviour with a focus on factors or features that identify entrepreneurs from non-entrepreneurs Laouiti, R., Haddoud, M. Y., Nakara, W. A., & Gharbi, S. (2022). Individual personality features and mental attributes are viewed as major subjects based on the arguments that business creation and entrepreneurial success depend on psychological factors.

Zhang, W., Li, Y., Zeng, Q., Zhang, M., & Lu, X. (2022) suggest individual personality and behaviour are key to recognizing opportunities, this is what entrepreneurial spirit and impetus are all about. The mindset of entrepreneurs plays an important role in creating innovations and firms Gish, J., Lerner, D., McKelvie, A., & Wolfe, M. T. (2022)

Need for achievement and entrepreneurial intention

As stated by Anwar and Saleem (2019). McClelland's hypothesis that a primary psychological incentive behind the human activity is the need for achievement has long been cited as an aspect affecting entrepreneurial behaviour. Individuals with a high need for achievement are thought to have an intense desire to succeed and are hence more inclined to behave entrepreneurially. According to its common translation, the require for accomplishment is the refresher that drives an individual to endeavor for triumph until it is gotten (Sagie & Elizur, 1999). It has been watched that the require for accomplishment is the extreme characteristic of entrepreneurs (Anwar & Saleem, 2019)

Locus of Control

People who have an external locus of control believe that events outside of their instant control, such as luck, fate, fortune, and other people, influence how well they carry out a diverse no of jobs. While those with an internal locus of control believe they are in control of the events and outcomes (Chye Koh, 1996). It is commonly believed that entrepreneurs who are in search of fresher business possibilities and developing an inventive mindset should possess the trait of locus of control (Anwar & Saleem, 2019). Moreover, Brockhaus & Horwitz (1986) proposed that locus of control might partitioned effective entrepreneurs from unsuccessful entrepreneurs. In common, it is

expected that entrepreneurs incline toward to require and maintain clear specialist instead of conceding to other impacts. Individuals with an internal locus of control maintain the motivation and spirit required to handle and manage a difficult business.

Resilience

Smith (2017) defined resilience as an individual's ability to manage and recover from experiencing adversity. Resilience refers to the dynamic process of positive adaptation or growth in the face of significant adversity. It is a positive adaptive or developmental pattern that becomes apparent in the context of adverse experiences. Two conditions are important to this concept. (i) exposure to serious threats or serious illness; (ii) achieve positive adaptation despite major setbacks in the development process. Perceptions of resilience can be viewed as absolute or relative and can change over time. But resilience is better thought of as a developmental process or dynamic capacity rather than a fixed or known outcome.

Alimatus Sahrah, Purnaning Dhyah Guritno, Rani P. Rengganis, & Ros Patriani Dewi (2023) identified several key ingredients of resilience which include: (a) Emotion Awareness and Control, in which resilient individuals have a good understanding of their emotions; (b) Impulse Control, which involves stopping oneself from acting on every impulse and using simple strategies to handle situations better; (c) Realistic Optimism, which entails seeing oneself and situations as optimistically as possible within the bounds of reality; (d) Flexible Thinking, which involves generating different ways to handle a situation and viewing problems from multiple perspectives; (e) Self-efficacy, which refers to a belief in one's own effectiveness and relying on strengths to navigate life's challenges; (f) Empathy, which involves connecting with others and forming strong social relationships; and (g) Reaching Out, in which resilient individuals take risks and try new things, fueled by their optimism and self-efficacy, even when there is a risk of failure.

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Self-Efficacy

Self-efficacy, or self-confidence in a given domain, is based on individuals' beliefs in their skills and abilities. This concept reflects an individual's innermost thoughts on whether they have the abilities perceived as important to perform as an entrepreneur, as well as the belief that they are able to successfully change over those abilities into a chosen result.

As one gather of analysts has famous, we are propelled all through our lives by seen self-efficacy, instead of by objective capacity, and our recognitions profoundly influence both our full of feeling and our behaviors (Markham, 2016). Several other researchers have treated self-efficacy as solely focused on outcome attainment.

For example, Self-efficacy is defined as individual self-belief to attain goal-oriented tasks (Barbaranelli *et al.*, 2019). Self-efficacy is additionally related with the inclination of people to realize their individual objectives (Newman *et al.*, 2019). It reflects an individual's self-assessment as to whether they have the ability to perform a particular task as well as the belief that they convert those skills into a successful outcome.

Hence improving self-efficacy in entrepreneurship enables indigenous entrepreneurs to put more efforts over a longer time, persist the challenges and develop plans and strategies to achieve higher entrepreneurial goals (Collins, 2017). Other more recent studies have documented the theoretical significance of self-efficacy and have convincingly showed that individuals with higher self-efficacy have higher entrepreneurial intentions.

According to Boyd and Vozikis (2016) self-efficacy influences the development of entrepreneurial intentions and hence the probability of venture creation. They argued that few form intentions about engaging in entrepreneurial activities if they believe there is a high probability of failure. By expansion, an individual will have the deliberate to make a modern wander, or act upon an existing entrepreneurial deliberate, as it were when self-efficacy is tall in connection to the perceived requirements of a specific opportunity.

Concept of Entrepreneurial Skills

Ezeami (2016) defined skill as the art of having the power, authority and competency to carry out the required task in a job or profession by individuals. It has to do with acquisition and application of acquired capabilities and competencies to solve problems in a chosen career of profession. Therefore, entrepreneurship skills have to do with the effective application of knowledge, capabilities and competencies required in the dynamic process of creating wealth by an individual who takes the risks that may arise from the production of certain goods and services needed to satisfy human needs and sustainable economic development.

To this end, there are certain entrepreneurship skills for sustainable economic development as maintained by Saidu, Dahiru and Suleiman (2017) to include technical skills, business management skills and personal entrepreneurial skills. Technical skills according to Alison (2019) are the abilities, capabilities and expertise needed in the performance of specific tasks. They are practical and are related to information technology, mathematics, scientific tasks etc. It includes technical writing, project management, big data analysis and social media experience.

Also, Neil (2016) maintained that entrepreneurs need to have technical skills which will assist in promoting their business in the present electronic business world. These skills according to the author include conversion rate optimization which is abilities to turn website visitors into customers, search engine optimization, content marketing which has to do with marketing business

contents and is capable of making successful entrepreneurs, user experience which has to do with providing improvement in the usability, accessibility and pleasure in the interaction between user and the product, infact, facebook, uber and many other organizations have used this skills to achieve remarkable growth in their business.

Other technical skills according to Craig (2018) include e-mail marketing, data analytics social media (facebook, twitter, etc), writing which enables entrepreneurs to think critically in other to make sound and profitable business decisions. The authors concluded by stating that out sourcing or delegation is another technical skill needed in business because one cannot do it all alone hence there is need for finding talented and well-trained employees and put them to work in other to achieve success.

Empirical Review

Sahrah *et al.* (2023) uncovered possible determinants that could impact the desire to engage in digital entrepreneurship, with a specific focus on personal traits, resilience, and the level of educational services. The participants in the study are university students as they represent the potential future workforce and potential digital entrepreneurs. A total of 517 sample data (212 Malaysian, 305 Indonesian) were collected through online surveys towards students in Malaysia and Indonesia. The study used a brief version of The Big Five Personality Traits, CD-RISC resilience scale, Liñán & Chen entrepreneurship intention scale, and Parasuraman, Zheitaml, Berry SERVQUAL to gather data. To analyze the data, the study employed structural equation modeling. The results suggested that the intention to pursue digital entrepreneurship is affected by both an individual's openness to experience and their resilience. Additionally, the study revealed that service quality is a factor that affects both digital entrepreneurship intention and resilience.

Wang (2021) investigated the direct influence of entrepreneurial education, entrepreneurial mindset, and creativity on the entrepreneurial intention with the indirect role of entrepreneurial self-efficacy. This study applied the structural equation model technique using AMOS software to verify the hypothesis relationships. This study collected self-administered survey data from 365 university students of Jiangsu and Zhejiang province of China. The findings indicated that entrepreneurial education, entrepreneurial mindset, and creativity have a positive and significant influence on entrepreneurial intention. Moreover, results revealed that entrepreneurial self-efficacy partially mediates in the relationship between entrepreneurial education, entrepreneurial mindset, and creativity on entrepreneurial intention.

Khalifa and Dhiaf (2016) examined the impact of entrepreneurship education on entrepreneurial intention: the UAE Context. The study used the relationship between entrepreneurial education (EE) programs and students' entrepreneurial intentions using the Theory of Planned Behaviour (TPB). The aim of this research is to explore the impact of entrepreneurial education on

Entrepreneurial intention in the UAE context using the Theory of Planned Behavior. 400 students constitute the sample. Results of Structural Equations Modeling show that EE does not affect entrepreneurial intention. Results show that the entrepreneurial intention is very low among students of the UAE. Entrepreneurial Education is not working well to generate high entrepreneurial intention in the UAE context. We can explain this phenomenon by the very remarkable lack of academic programs totally dedicated to entrepreneurship and by the comfortable economic and social level of the UAE citizens.

Sohu et al. (2022) explored the entrepreneurial intentions among university students. It has been observed that the reason behind this inclination is the outstanding potential the university students possess and their ambition to try new things and risk-taking tendencies. The work is conducted on a Pakistani youth segment from the Quaid-i-Azam University Islamabad, which has a diverse pool of students belonging to various regions of Pakistan. Data analysis and findings demonstrate that the students of Quaid-i-Azam University, Islamabad, not only possess a positive attitude toward entrepreneurial intention, but they also face ambiguities and difficulties in taking initiatives. Business assistance is required by them, in the form of financial and moral support, as well as professional guidance for understanding the business background.

Tentama and Adussalam (2020) aimed to empirically test the relationship between internal locus of control and entrepreneurial intention on vocational high school students. The population in this study was all students of class XII at Vocational High School 5 Yogyakarta as many as 392 students and research participants in total was 171 students. The sampling technique used was cluster random sampling. Data collection was conducted by using the scale of entrepreneurial intention and internal locus of control scale. Data analysis was done using product moment analysis technique. The results of data analysis showed a significant positive relationship between internal locus of control with entrepreneurial intention, with a significance level (p) of 0.030. Internal locus of control contributed 2.1 percent to entrepreneurial intention so that the remaining 97.9 percent was influenced by other variables. It could be concluded from this study that students' internal locus of control can predict student's entrepreneurship intention.

Methodology

For the purpose of this research work, a survey research design was adopted. This was because the survey research design allowed the researcher to measure the opinion, behaviour, perception of the students on psychological traits, entrepreneurial skills and vocational business intention among business education undergraduate through the use of questionnaires

The population of the study comprised 100L -400L Business Education undergraduates in Ogun State-Owned University. A sample of 1000 undergraduates was used for this study using random sampling technique to select two hundred and fifty (250) undergraduates each from 100L -400L

to make a total of one thousand respondent. A structured questionnaire on personality traits, entrepreneurial characteristics and vocational business intention was used for this study. Section A will contain questions on demographic variables of the respondents, Section B contained questions on Personality Traits. This section contained 24 items of 4 Likert while Section C contained questions on Entrepreneurial Characteristics. This section contained 15-item of 4 Likert. The response from this questionnaire ranged from Strongly Agree (SA) to Strongly Disagree (SD). Section D contained 8 items on bordering on Vocational Intentions of the students

In an attempt to determine the validity of the instrument, the researcher submitted the copy of questionnaires that was used for this study to the supervisor to ascertain its face and construct validity. The questionnaires were personally administered by the researcher to the respondents in Olabisi Onabanjo University, Ago-Iwoye campus and Tai-Solarin University of Education and it was collected back after completing the filling immediately. The students were assured that the information that was supplied was meant only for research purpose and none of it was published or revealed to the public. The statistical methods that were used in answering the research questions were Pearson Product Moment Correlation and Independent t-test analysis at 0.05 level of significance.

Results

This chapter comprised the analysis of collected data, presentation of results and discussion of findings. A total of 1000 questionnaires were administered to the respondent that were selected for the study, out of which 995 was completed and retrieved. This translates to a response rate of 99.5%.

Research question 1: To determine the significant relationship between psychological traits and entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University

Table 1: Socio-demographic characteristics of respondents

Variables		Frequency	Percentage (%)
Sex	Male	482	48.4
	Female	513	51.6
	Total	995	100
Age Group	< 25	936	94.0
	26 years and above	59	6.0
	Total	995	100

Table1: shows the demographic distribution of respondents according to gender and age group. The Table shows that the majority of the respondents are female (513) representing (51.6%) of the sample while males (482) represented (48.4%) of the sample. The implication of the above result revealed that female respondents constituted the larger percentage of the sample for this study. The table also showed that 936 (94%) of the respondents were less than 25 years of age while the rest of the sample (59), represented only (6%) were 26 years of age and above. This implies that majority of the respondents were less than 25 years of age.

Table 2: Test of Hypotheses

H₀₁: There will be no significant relationship between psychological traits and entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University?

Table 3: Relationship between students' psychological traits and entrepreneurial intentions of business education undergraduates

		Psychological Traits	Entrepreneurial Intentions
Psychological Traits	Pearson Correlation	1	.142*
	Sig. (2-tailed)		.045
	N		995
Entrepreneurial Intentions	Pearson Correlation	.142*	.045 1
	Sig. (2-tailed)	995	
	N		

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

The results in Table 1 above revealed that there is a positive relationship between psychological traits and entrepreneurial intentions of business education undergraduate students ($r_{(995)} = .142$; $p < 0.05$); this implies that there is a significant relationship between psychological traits and entrepreneurial intentions of business education undergraduate students. Therefore, null hypothesis one which states that there is no significant relationship between psychological traits and entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University is hereby rejected.

From this result, it can be inferred that only 14.2% of the total value of psychological traits account for entrepreneurial intentions. This means that psychological traits alone does not guarantee entrepreneurial intentions. Other factors (e.g. motivation, capital, family enterprise

culture and environment) in the society can also influence entrepreneurial intentions of undergraduate students in Ogun State-Owned University.

H₀₂: There will be no significant relationship between entrepreneurial skills and entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University?

Table 2: Relationship between entrepreneurial skills and entrepreneurial intentions of business education undergraduate students

		Entrepreneurial Skills	Entrepreneurial Intentions
Entrepreneurial Skills	Pearson Correlation Sig. (2-tailed) N	1 995	.282* .000 995
Entrepreneurial Intentions	Pearson Correlation Sig. (2-tailed) N	.282* .000 995	1

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

The results in Table 2 above revealed that there is positive relationship between entrepreneurial skills and entrepreneurial intentions of business education undergraduate students ($r_{(995)} = .282$; $p < 0.05$); this implied that there is a significant relationship between entrepreneurial skills and entrepreneurial intentions of business education undergraduate students. Hence, the hypothesis that there will be no significant relationship between entrepreneurial skills and entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University is rejected.

From this result, it can be inferred that only 28.2% of the total value of entrepreneurial skills account for entrepreneurial intentions. This result shows that only entrepreneurial skills cannot ensure entrepreneurial intentions of business education undergraduate students.

H₀₃: There will be no significant difference between male and female entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University.

Table.4: T-test showing significant difference between male and female entrepreneurial intentions of business education undergraduates

Sex	N	Mean	Std	Df	t	Sig	Remarks
Male	482	63.8380	13.78596	995	1.020	.313	Not Significant
Female	513	63.3678	12.56347				

The result in Table 4.4 revealed a non-significant outcome ($t = 1.020$, $P > 0.05$). This outcome implied that there was no significant difference between male and female entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University. The mean score (63.83) recorded by male students is not significantly different from the mean score (63.36) recorded by female students at 0.05 level of significance. To some extent, the difference is not statistically significant. Hence, the null hypothesis which stated that there will be no significant difference between male and female entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University is retained. Therefore, there is a significant difference between male and female entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University.

Conclusion

The study concluded that psychological traits had a significant relationship with entrepreneurial intentions of business education undergraduate students. The result further revealed that there is a significant relationship between entrepreneurial skills and entrepreneurial intentions of business education undergraduate students. The study further revealed that there was a significant difference between male and female entrepreneurial intentions of business education undergraduate students in Ogun State-Owned University. In synopsis, psychological traits and entrepreneurial skills were determinants of vocational business intention among business education undergraduate students in Ogun State-Owned University.

Recommendations

Based on the findings in this study the following recommendations were made in order to improve the psychological traits and entrepreneurial skills as determinant of vocational business intention among business education undergraduate students in Ogun state-owned universities:

Students should be confident and believe in themselves in order to be successful in their entrepreneurial endeavours.

The students should endeavour to acquire all necessary entrepreneurial skills while they are in school in order to increase their entrepreneurial intentions.

Male and female students should be advised by parents, teachers and counsellors on necessary entrepreneurial activities they can involve themselves while in school in order to provide employment for themselves after graduation.

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