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Editorial Policy

Ikor is a referred Journal published by the Institute of African Studies, University of Nigeria Nsukka. It is dedicated to the critical study of the fortunes of the Blackman down the centuries, and his contemporary problems and challenges. The interest covers the entire spectrum of African studies, with special emphasis on African indigenous legal system, folk literatures, languages and linguistics, religion, history, philosophy, music, healthcare delivery system, ethno-medicine, ethno-pharmacy, traditional education, arts and crafts, governance, gender and peace studies, conflict management, etc. The Journal publishes original and research-oriented papers based on the objective study and analysis of topics aforementioned. The reported findings of a study should be fully replicable from the information provided, conforming to a stated scientific methodology. Although the Editorial Board welcomes book reviews, research and technical reports, papers with new substantive contribution to knowledge will be preferred over submissions that are principally argumentative, taxonomical or methodological. *Ikor* is published twice in a year and the language of publication is English.

The papers for submission must be typeset double-spaced using MS-Word processing software on A4 paper within a 12-point New Times Roman font and not more than 16 pages including references, tables, graphs, diagrams and appendices. Contributors are required to submit two hard copies of the paper(s), which should include an abstract of not more than 250 words and a certified virus-free CD-ROM with an assessment fee of Two Thousand Naira only (N2,000.00) either in cash or bank draft payable to the Editor. The title of paper, name, and email box, phone of the author(s) are to appear on a separate sheet. Footnotes and endnotes should be numbered serially and typed on separate page(s) at the back of the text. A comprehensive list of references arranged alphabetically (following the current version of APA style of documentation) should appear on separate page(s).

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Editorial Comment

It is with joy that we present this Volume of *Ikor*, the 37-year old Journal of the Institute of African Studies, University of Nigeria Nsukka after taking a break since June 1992. This temporary lull in the regular outings of the Journal was occasioned by circumstances beyond the immediate control of the former Editorial Board. All the same, the current Editorial Board is happy to announce the resumption of production of the Journal. To this effect, the Editorial Board wishes to express its appreciation to the Vice Chancellor of the University of Nigeria, Professor (Venerable) Chinedu Ositadimma Nebo, whose favourable disposition towards the Institute of African Studies and of course the entire University provided the enabling environment for the re-starting and re-positioning the Journal. Also, the Board is grateful to all the contributors, whose research-driven and insightful articles have provided the impetus for the production of this Volume.

In keeping with the Editorial Policy of this Journal, all the papers submitted by contributors were sent out to our assessors for peer-reviews. The papers that were chosen by the Editorial Board for publication in this Volume were selected on the basis of judgment of the assessors. All together, there are seven articles in this Volume, which examine different aspects of related disciplines in African studies. In this regard, the first article, entitled 'Towards Actualizing the Culture Content of the National Policy on Education in Nigeria' by C.U. Agbedo draws attention to the obvious lack of functional strategies for the actualization of the culture component of Nigeria's policy on education. The paper addresses the issue of revisiting Nigeria's Language in Education Policy (LEP) with a view to exploring practical ways of re-inventing the concept of culture teaching and actualizing this all-important component of language teaching curriculum in the nation's educational system. In his paper, entitled 'Petroleum Expolration in Eastern Obolo (Andoni) of Nigeria, 1957-2004,' J.H. Enemugwem gives a historical account of the exploration and exploitation of crude oil reserves in the Eastern Obolo Local Government Area of Akwa Ibom State, Nigeria. The paper examines the role of multinational oil firms and the general impact of their activities on both the people and Government of Akwa Ibom State. The next paper by C. Okafor looks at the influence of personality traits on entrepreneurial activities of male and female students of Covenant University, Ota Ogun State Nigeria. The picture that emerges from this empirical study tends to show that differences in entrepreneurial tendencies are marked by differences in the individuals' social backgrounds. As a result, the paper makes a case for entrepreneurship education programme and curriculum that amply recognize differences in personality traits as an

essential factor that influences students' decisions on entrepreneurship. C. Akpan's paper x-rays the central role of the information officer in the local government system in Nigeria. The author brings into focus ethical and unethical practices, which pose enormous challenges to the information officer as the image maker of the third tier of government in Nigeria and advocates his inclusion in the management cadre. Such realignment in the bureaucratic structure, argues Akpan, would predispose the information officer to make effective use of his professional skills in actualizing the noble objectives of local government system in Nigeria. The paper by P. Onwochei examines the transformative elements in African-Christian praise worships from socio-moral and biblical perspectives. The author relies on the inner spiritual transformation and social engagement to provide some useful explanations for the questions of what make African-Christian worship so spiritually transformative and how it impacts social justice and social change in the typical African communities. The article by C.U. Ugwuoke examines the public perception of violent crime victims in Enugu State. The study, which focuses on the differences in the level of awareness between urban and rural residents in the area of study, reveals that inadequate information about the plight of crime victims leads to negative attitude of the members of the public towards victims of violent crimes. In the light of this, the author advocates an intensive enlightenment programme for educating the public on the plight of crime victims in Nigeria as a prelude for establishing victim support groups by governments and NGOs. O. Asogwa's paper entitled, 'Fibrearts in Contemporary Nigerian Arts: The Evolutionary Trends' examines the debilitating effects of modernization and the attendant technologies on fibrearts in contemporary times. It takes a historical account of this form of art, from the traditional to the modern, and evaluates its relevance to the socio-cultural life of the people in its renewed form of expression.

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INFLUENCE OF PERSONALITY TRAITS ON ENTREPRENEURIAL ACTIVITY: A STUDY OF MALE AND FEMALE STUDENTS OF COVENANT UNIVERSITY, OTA, OGUN STATE

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Abstract

The importance of entrepreneurship includes employment generation, poverty alleviation, wealth creation and economic vitality. Youths (male and female) need to be equipped with entrepreneurial knowledge and skills for self reliance and independence. As a result, entrepreneurship education has been as the best scheme that will help students to be fulfilled in life. However, empirical evidence has shown that different factors are responsible for entrepreneurial tendencies in individuals. Upon this premise, the researcher decided to carry out this study to examine the influence of personality traits on entrepreneurial activities of male and female students of Covenant University. Both primary and secondary data were used for this study. The study revealed that different personality traits influence male and female students differently towards entrepreneurial action. Based on this finding, it was recommended that entrepreneurship education programme and curriculum should be designed in such a way that the different personality traits that influence students' decisions on issues related to entrepreneurship will be reflected in the programme. Efforts should also be made through organizing trainings and seminars on entrepreneurship in schools in order to encourage more female students towards developing skills that will enhance their entrepreneurial potentials.

1. Introduction

Entrepreneurship has been recognized for its significance in the areas of employment generation, poverty alleviation, wealth creation and economic vitality. As the engine of economic growth, it has been recommended for teaching in both secondary schools higher institutions. The purpose for this is to equip students with business knowledge and skills that will enable them to be self reliant and resourceful in starting and running new business ventures after graduation. The formation and starting of businesses by students is therefore becoming an increasing important phenomenon in

entrepreneurship development. Entrepreneurship commencement by students enhances their lives and stimulates economic development. It also predisposes universities to impact positively on the society as well as in the market industry. Considering the impact of entrepreneurial characteristics on students' entrepreneurial activities, a better understanding of the factors that affect their entrepreneurial intentions would have theoretical and practical implications for policy makers (government and universities). However, empirical evidence has shown that differences exist in the entrepreneurial perception of male and female students and their intentions to venture examine the influence of personality traits on entrepreneurial activities of male and female students of Covenant University, Ota, Ogun State. The paper is structured in such a way that section two that follows the introduction is the literature review, section three is the methodology, section four is the results of the data analysis while section five is the discussion, conclusion and recommendations.

2.1 Entrepreneurial Education and Characteristics

Entrepreneurial education provides insight and prepares students to engage in a self-directed economic future. The major rationale behind entrepreneurial education is the inherent assumption that entrepreneurial characteristics and skill can be developed (Williams, 2004). Researchers such as Gorman, Hanlon & King, (1997); Bechard & Toulouse, (1998) (cited in Rasheed, 2000) suggest that the propensity towards entrepreneurship has been associated with several personal characteristics which can be influenced by a formal programme of education. As Gorman, Hanlon, & King, (1997) opined, education enhances new venture initiatives by transferring knowledge and developing relevant skills that improve the self-efficacy and effectiveness of the potential entrepreneurs in creating and establishing businesses. The personal characteristics as the underlining factors that can motive male students to entrepreneurship have been identified to be slightly different from the factors that can motivate female students (Davidson 1995; Buttner and Moore 1997; Jaimie et al 1998; Vasiliadis and Poulis 2007).

2.2 Personality Traits as a Motivation of Entrepreneurial Activities

Jaimie et al (1998) argue that entrepreneurial motivation differs by gender because female face different situations in their environments which motive them to start a business. Gelin 2005 attributes this reason to the fact that male and female have different expectations in starting and running their own businesses. Shane (2004) also claimed that both male and female students are motivated to be involved in entrepreneurship because they are of different entrepreneurial types. With evidence in entrepreneurial literature, Shane (2004)

in support of his claim showed that male and female student have entrepreneurial intentions that differ from other non-entrepreneurial students in their psychological attributes. These attributes have been identified to include; desire for achievement; risk taking propensity; desire for independence; internal locus of control, creativity and innovation etc. According to Davidsson (1995); Vasiliadis and Poullos (2007) characteristics such as age, peer pressure, risk taking propensity, family position and family occupation have been identified to be peculiar to male students in terms of their entrepreneurial motivation. While Buttner and Moore (1997) identified variables such as; desire for independence, achievement, flexibility, confidence, innovative and creativity to be motivating factors peculiar to female students. As a result, the researcher decided to view the factors that motivate entrepreneurs to start their own business as the same factors that could influence entrepreneurship among students whether male or female.

3. Methodology

The objective of this study is centered on examining the influence of personality traits and entrepreneurial education on student' entrepreneurial activities. This paper focused on testing the two hypotheses postulated in this study.

3.1 The sample

The sample size for this research majored is the entrepreneurial students of Covenant University in Ogun State Nigeria. The students, class representatives were used in administrating the questionnaires. The questionnaires were randomly distributed at the end of a general class. A total number of 302 questionnaires were distributed and 302 or 94.6% was retrieved back.

3.2 Measures

The demographic data of the students which include age, gender, position in their family, the occupation of their parents, their faculty and programme were obtained through the instrument of questionnaire and a three sectional questionnaire and a three sectional questionnaire with twenty –eight items designed selected. The students were made to indicate the degree of their agreement with the statement on the questionnaire about themselves. They were required to select from a five-point likert scale which include a category of scale which include a category of strongly agree, agree, undecided, disagree and strongly disagree. Using structured interviews, respondents were asked to select either yes or no options on their prior attempt to run an entrepreneurial venture before their exposure to entrepreneurial education.

Thirteen items relating to aspects which include exposure to seminar/training, skill for running business, ability to identify business opportunity, involvement in entrepreneurial activity in the school, ability to work with less supervision, desire to own a business, their readiness to start up an entrepreneurial activities in ten years time and prior business experience were seen as important indicator for entrepreneurial intention and activity. To be able to test the hypotheses of this study, which contain dependent and independent variables, regression analysis model was employed.

3.3 Data Collection and Variables

Variables relating to entrepreneurial characteristics, environment and motivation that could influence students' entrepreneurial action were used. These variables include ability to set goals, need for achievement, risk taking, desire for independence, creativity and innovation, family background, parental occupation, passion for business of mention but a dew.

3.4 Hypotheses

The following null hypotheses were postulated for this study;

H01: There is no significant difference between male female students' personality traits toward entrepreneurial activity.

H02: There is no significant difference between the effect of entrepreneurial education on male and female students' entrepreneurial intention.

4.0 Survey Result

To analyze the data collected, the demographic, personal characteristics and other aspects related to the research questions were considered. The results of these are showed below.

4.1 Demographic Characteristics of the Respondents

Table 1 shows that out of the 303 of sample size of the respondents, 150 or 49.50% are male while 153 or 50.49% of the respondents are female. In terms of their family position, while 24.2% of the first position in their family 33.3% of the family belong to the 2nd position in their family, 36 of them belong to the third position, 30% of them belong to the fourth position while 28% of them are in the 5th position and above. Looking at the age of the respondents, 36 of them belong to the age range of 16-19 years, 172 of them are in the age range of 20-23 years, 27 of them are in the age range of 24-27 years, while only 2 of them belong to the age range f 28 years and above. In terms of the respondents' enrolment status, table 1 also revealed that they were drawn from

the three colleges of the University (College of Business and Social Sciences, Human Development and Science and Technology). 172 or 72.3% of them are from the college of the business and social sciences, 28 or 12% of them were from college of human development while of 37 or 16 of them were from college of science and technology. Also looking at the occupation of the parents of the respondent, table 1 revealed that 130 or 55% of the respondents has parents who either owned their business or were self employed, 85 or 36% of the respondents had parents who were not self employed, while 17 or 7% of the respondents refused to disclose if their parents are self employed or not.

Table 1 Respondents' Demographic Characteristics.

Variables	Items	Frequency		Percentage	
		Male	Female	Male	Female
Sex	Gender	150	153	49.50	50.45
Age of the Respondent	16-19	17	11.1	23	15.3
	20-23	116	75.8	108	72.0
	24-27	12	7.8	19	12.7
	28-above	2	1.3		
Faculty of the students	CBS	129	108	84.3	72.7
	CHD	7	21	4.6	14.0
	CST	17	20	11.1	13.3
Position in the family	1 st	37	50	24.2	33.3
	2 nd	84	33	54.9	22.0
	3 rd	11	25	7.3	16.7
	4 th	8	22	5.3	14.7
	5 th and above	10	18	6.7	12.0
Parents employment status	Self employment	111	72.6	84	56
	Employment	32	21.0	53	35.4
	Undecided	6	3.9	11	7.3
Years or Teaching Entrepreneurship	1 year	25	45	16.3	303.7
	2 years	18	31	11.8	20.7
	3 years	14	22	9.2	14.7
	4 years and above	94	48	61.4	32.2
Entrepreneurship As Important Factor	Yes	147	98.0	149	97.4
	No	3	2.0	4	2.6
Teaching Entrepreneurship	Yes	147	150	98.0	98.0
	No	3	3	2.0	2.0

Source: Field Survey, 2008

4.2 Entrepreneurial Characteristics of the Respondents

To identify the entrepreneurial characteristics possessed by the respondents, five characteristics variables which are usually considered by researchers as peculiar to entrepreneurs were used for the selection. Their responses were done at more than one selection. Table 2 showed that 955% male and 93% female of the respondents considered creativity and innovation as the most important characteristics of an entrepreneur possess by them, 95.6% and 94.6% of male and female students respectively saw emotional stability and confidence as the next important antecedent variable for an entrepreneur, while 94.7% of the male respondents agreed that they can work with less supervision, 91.1% of the female accepted that they have they have the ability to seize opportunity. 90.7% and 90% of male and female respondents respectively see desire for independence as one of their major characteristics and 90.5% and 89.3% of the male and female respondents respectively enjoy risk taking.

Tables 2 Entrepreneurial Characteristics of the Respondents

Variables	Frequency		Percentage%		Mean		Std Deviation	
	Male	Female	Male	Female	Male	Female	Male	Female
Tolerance of Ambiguity	60	92	39.3	61.4	3.4636	3.7286	.7981	.9659
Risk taking	140	109	90.5	72.0	4.4706	3.8188	.7614	.9936
Independence	139	130	90.9	86.6	4.5658	4.1946	.7605	.9836
Creativity	146	140	95.4	93.3	4.2092	4.3733	.6140	.6081
Pursuit of goal	135	120	68.3	80.0	4.4314	4.0342	.9785	.9714
Achievement	133	134	86.9	89.3	4.4631	4.4150	1.0235	.8668
Internal locus of control	136	119	88.9	79.4	4.4379	4.054	.8571	1.0991
Ability to recognize opportunity	145	135	94.7	90.0	4.1776	4.2886	.5532	.6292
Emotional Stability	145	138	94.8	92.0	4.1373	4.3581	.5856	.7096
Passion for a dream	146	142	95.4	94.6	4.6732	4.5676	.5830	.6190
Work with less Supervision	137	137	91.6	91.1	4.5695	4.4324	.6482	.7206
Competitiveness	116	116	87.0	77.4	4.0066	4.000	.7233	.9580

4.3 Entrepreneurial Education

Table 3 shows that the students were motivated into entrepreneurship through their exposure to entrepreneurial education. Both male and female respondents agreed that they have taken entrepreneurship as a course.

However, the study revealed that 50% of the female respondents agreed that they have gone for entrepreneurship training.

Table 3 Entrepreneurial Education of the Respondents

	Frequency		Percentage%				Std Deviation	
	Male	Female	Male	Female	Male	Female	Male	Female
Done the course Entrepreneurship	152	150	99.3	100	.9935	1.000	.08502	.0000
Training/Seminar on Entrepreneurship	40	75	24.2	50	.5267	3.000	1.2675	1.5527
Acquire knowledge/ skill for Business	133	114	86.9	76	.9404	4.0548	.7415	.9158

Source: Field Survey, 2008

4.4 Regression Analysis

HOI: There is no significant difference between male and female students' personality traits towards entrepreneurial activity.

Table 4 and 5 show the result analyses of the male female students' relationship between their personality traits and their entrepreneurial actions. Table 4 shows that out of the five variables chose to measure the relationship between male students' personality traits and their entrepreneurial activity, tolerance for ambiguity, desire for independence and competitiveness were found to be significantly correlated based on .0.1, .0.5 and .10 significant level. The table also revealed that the male students' personality traits' relationship with their entrepreneurial activity has the t and better score of 4.619 and .335, 1.806 and 1.33 and 2.603 and .182 indicating the existence of strong positive relationship with dependent variable entrepreneurial activity. On the other hand, Table 5 revealed that among all the female students independent variables used in testing the relationship between their personality traits and entrepreneurial activity, none of these variables was significantly correlated with the dependent variable. Although the revealed that the female students' personality trait relationship with entrepreneurial action are not significant but the t and beta scores show the value of .280 and .026, 1814 and 1.54, 1594 and .143 and 1.641 and .142 indicating the existence of strong positive relationship with the dependent variable (entrepreneurial activity).

Table 4 Coefficient of the male respondents

		Unstandar- dized Coefficients		Standardized Coefficient	t	Sig.
Model		B	Std. Error	Beta		
1	Constant	7.920E-02	.336	.335		
	Tolerance for ambiguity is very high	.199	.043	4.619	.236	.818
	Enjoy taking risks a lot	-.120	.56	-.187	-1.146	.34
	Desire for independence and freedom is high	-.181	.057	-.282	-3.159	.002
	Highly creative and innovation	.80	.060	.133	1.806	.75
	Am highly competitive in nature	.123	.047	.182	2.603	.010

A dependent Variable: I am involved in entrepreneurial activity in my school.

Source: Field survey, 2008

Table 6 Coefficients of the female respondents

		Unstandardized coefficient		Standardized coefficient	.t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.897	.609		4.759	.000
	Tolerance for ambiguity is very high	2.105E-02	.075	.026	.280	.780
	Enjoy taking risks a lot	-.129	.080	-.154	- 1.606	
	Desire for independence and freedom is high	.136	.075	.154	- 1.814	.072
	Highly creative and Innovation	.190	.119	-.143	1.594	.113
	Am highly competitive in nature	.123	.075	.142	1.641	.103

A dependent Variable: I am involved in entrepreneurial activity in my school.

Source: Field Survey, 2007

H02: There is no significant different between the effect of entrepreneurial education on male and female students' entrepreneurial intention.

Table 6 and 7 show the results of regression analysis model of the relationship between the independent variable and dependent variables. Table 6 revealed that the relationship between independent variable (gone for training / seminar on business) is significantly correlated toward the dependent variable (venturing into business in the next ten years) at a significant of p value =005. The result of analysis in table 7 also shows that the independent variable (knowledge and skill acquisition) indicated the existence of significant influence towards entrepreneurial intention for the female respondents at p value = .001. This means that there is no significant different between the effect of entrepreneurial education on male and female students on their entrepreneurial intention. We therefore accept the null hypothesis and reject the alternative hypothesis.

Table 6 Coefficients for male respondent

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
	(Constant)	3.983	.280		14.247	.000
	Gone for training/seminar on business.	.118	.041	.236	2.865	.005
	I have acquired The knowledge and skill required for a business.	-3.109E-02	.71	-.036	-.439	.661

A dependent variable: I can see myself venturing into business in the next ten years.

Source: field survey, 2008

		Unstandardized Coefficients		Standardized Coefficients		Sig.
Model		B	Std. Error	Beta		
I	(Constant)	3.582	.298			.000
	Gone fore training/seminar on business	-4.852E-02	.095	-.095	1.161	.248
	I have acquired The knowledge and skills required for a business	.229	.071	.267	3.247	.001

A dependent variable: I can see my self venturing into business in the next ten years

Source: Field Survey, 2008

5. Discussion, Conclusion and Recommendations

The objective of entrepreneurship education is different from a typical business education. This is because entrepreneurship addresses the equivocal nature of business entry which is far more different from managing a business and as a result its programme must be designed in such a way that it will be able to communicate business related skills and knowledge that will lead to formation of entrepreneurial attribute either male or female (Gartner, Bird and Starr, 1992; Gartner and Vesper, 1994). Existing research explains why some students are motivated into business while others are not. It is largely based on anecdote with little systematic theory evidence to support the conclusion (Shane, 2004). Again, most of the current literatures on students' motivation into entrepreneurial actions are based on retrospective accounts which are subject to post hoc rationalization and may be coloured by outcomes of the decision (Villanueva et al, 2005; Vasiliadis and Poullos 2007). Certain variables have been identified by different researchers as characteristics that can be used to distinguish entrepreneurial students from non entrepreneurial students. These cover psychological attributes, personality, attitudinal and behavioral variables that can be used to describe an entrepreneur whether students, non students, graduates, young or old and they include risk taking. The endowment of female is therefore subject to circumstantial factor and variable such as their position in the family, educational background, family business, financial constraints etc. Researchers such as Kourilsky and Walstad (1998); Walstad, and Kourilsky (1999) have also tried to look at the relationship between these attributes and education and have come to a conclusion that entrepreneurship education can create and reinforce a strong sense of these attributes (autonomy, proactiveness, creativity and innovation) can lead student to take responsibility towards entrepreneurial activities and outcomes. As predictors, entrepreneurial attributes identified to have been served as good measure for determining students action toward pursuing entrepreneurship and this can be developed or learned (Stewart, Watson, Carland, 1999). Contrarily, Boyd and Vozikis (1994) are of the opinion that personality traits cannot totally and adequately explain entrepreneurial activity. Vasiliadis and Poullos, (2007) in their study of entrepreneurial behavior among graduating students also found no relationship between students' characteristics and entrepreneurial activities. They supported their argument by saying that entrepreneurial action models go beyond situational factors and entrepreneurial traits focusing on the conscious and intended art of new venture formation.

Looking closely at the result of the study especially the student entrepreneurial characteristics and activity in table 4 and 5, it shows that there is tendency that male students have the personality traits that are more strongly

motivated toward entrepreneurship than the female students. This can easily be understood from the entrepreneurial antecedents and intervening variables (personality traits and education) identified with the male respondents. The result show strong support for variable such as desire for tolerance for ambiguity, desire for independence and freedom, competitiveness, risk taking, creativity and innovation as determinant of entrepreneurial activity among male students as opposed to female students. This confirmed the assertion of Jaimie et al (1998) that entrepreneurial motivation differs by gender.

To ensure that students both male and female are highly motivated towards entrepreneurship, this study therefore recommend that sound entrepreneurial curriculum should be designed to contain information that will help students (male and female) realize and recognize their potential so as to: (i) recognize business opportunities in there immediate environment (ii) write business plan to address such opportunity; (iii) source the necessary resources required to take to take advantage of the identified market opportunity. (which require both conceptualization skill and marketing abilities); (iv) establish organizations and enterprises that will be involved in the production, marketing and distribution of product and services that addresses the marketing opportunity (Williams 2004). Also entrepreneurship education program and curriculum should be designed in such a way that the different possibility traits that influence male and female students into entrepreneurship will be captured. Effort should also be made through organizing trainings and seminars on entrepreneurship in schools in order to encourage more female students towards developing their characteristics that will enhance there entrepreneurial activity.

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