

AN ANALYSIS OF DETERMINANTS OF ENTREPRENEURIAL MOTIVATION: EVIDENCED AMONG PRIVATE AND PUBLIC UNIVERSITY UNDERGRADUATES IN SELECTED STATES OF SOUTH WEST NIGERIA

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ABSTRACT

The study was carried out to investigate the differences in the determinants of entrepreneurial motivation among public and private university undergraduates in selected states of southwest, Nigeria.

The study employed proportionate sampling techniques and randomly selected 3,254 respondents. One hypothesis was formulated and the Mann-Whitney U test was used to examine differences and also test the formulated hypothesis.

Findings revealed that there are differences among the entrepreneurial motivation of public University undergraduates in terms of psychological needs ($\mu_R = 18885.92$); socio-cultural influence ($\mu_R = 1788.23$); entrepreneurial education ($\mu_R = 1584.96$); and attitude ($\mu_R = 1913.66$) compared to their counterparts in the private university in terms of psychological needs ($\mu_R = 1609.66$); socio-cultural influence ($\mu_R = 1747.84$); entrepreneurial education ($\mu_R = 2035.35$); and attitude ($\mu_R = 1570.42$). However, overall results showed that the entrepreneurial motivation of students in public Universities is not statistically significantly different from that of their counterparts in private Universities ($U=1506723.500$, $p=0.610$). In view of this result, the formulated hypothesis was hereby accepted.

The study therefore concludes that there exist differences in the determinants of entrepreneurial motivation among private and public university students in Southwest, Nigeria. However, no significant difference was found. The study therefore recommends that private university undergraduates in Southwest, Nigeria should be encouraged so they can be intrinsically motivated to be self-employed; participation in the practical aspect should be made mandatory for public university undergraduates; The Federal government should also contribute towards putting in place infrastructure for entrepreneurship training in private universities.

Key Words: Entrepreneurial Motivation, University Undergraduate, Psychological Neds, Socio-cultural Influence, Entrepreneurial Education

INTRODUCTION

Awasthi (2022) observed that Nigeria is the largest in Africa by economy and population and is therefore critical to Africa's progress. However, one critical challenge hindering Nigeria's development is youth unemployment and underemployment (Sarah & Innocent, 2020). According to Mohammed and Mazhar (2020), large numbers of youth graduate every year but with high preference for paid employment, which gives rise to unemployment in the country.

This has positioned Nigeria as a country lacking a job-growth economy. (Sarah & Innocent, 2020). Sarah and Innocent (2020) went further to explain that fundamental family well-being, poverty reduction, economy-wide productivity growth, and social cohesion are society's

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broader objectives which can be achieved when the youths are engaged in a decent and productive job. It was observed by Maya et. al., (2021) that the development of a nation is largely dependent on self-employed youths and communities at large. This was also recognized by Echono (2022) that creation of entrepreneurs would go a long way in reducing the issue of unemployment and subsequently resolve the socio-economic glitches dominant in the country.

The Global Entrepreneurship Monitor [GEM] (2019) submitted that starting a new business emanates from an individual decision as a product of a person's attitudes, perceptions, and intentions. Ferrante et al. (2016) posit that the powerful tool that can be used to foster new knowledge and strategies in an economy is the creation of new industries by university students and graduates. According to Ferrante et al. (2016), this will further increase productivity, growth, and job creation in an economy. Thus, the university students represent the most proficient section of the future entrepreneurial supply and their reaction may have inspiring policy interpretations hence, motivational factors that drive them into entrepreneurial activities are worth investigating (Ferrante et al., 2016).

In recent years, academic institutions, have been called upon to contribute to the advancement of entrepreneurial programmes through training, skill acquisition and formal education (Matlay 2017). Therefore, in order for the field to gain momentum and develop, considerable academic efforts have been focused upon through entrepreneurship education (Matlay 2017). Richard (2005), affirmed that despite various programmes and schemes by the Nigerian government to make entrepreneurship thrive, which brought about the teaching of entrepreneurship education in colleges and universities from the year 2004, studies have shown that the development of entrepreneurship in Nigeria is still very slow among the young graduates (Diyoke, 2014). According to Bambale and Shika (2016), this has resulted in a high rate of unemployment mostly among the youths, and especially university graduates. Ajufu (2013) also attributed the effects of unemployment among university graduates to dejection and high levels of dependence on family members, frustration, and above all, a negative effect on economic growth and development of the nation.

STATEMENT OF THE PROBLEM

Understanding motivational factors can enhance undergraduates' entrepreneurial intentions, as motivation is key to transforming intentions into actions that exploit opportunities. (Mmakgabo, 2014). As such, it is imperative to be aware that the personal commitment of the prospective entrepreneur to start a business, which could be driven by factors such as; the psychological needs of the entrepreneur, attitude, entrepreneurship education, and socio-cultural influence, are the major determinants of entrepreneurial intention. This is also in line with repeated calls from scholars (Moses, Ronald & Michael, 2021; Christiana, Daniel & Kere, 2018; Umar & Abubakar, 2015) to investigate the pre-entrepreneurial motivation that influences the entrepreneurship intention of undergraduates to be self-employed after school while also considering the influence of the background of the undergraduates. Hence, the need to do a comparative study among private and public university undergraduates in Oyo State, Nigeria.

Several studies have been conducted on entrepreneurship motivation and entrepreneurship intention, however, many of these studies were not focused particularly on university students but on students from other higher institutions like the Polytechnics (Dedi & Usep, 2018; Adelowo, Egbedokun & James, 2015; and Aliyu, Sirajo & Selim, 2015). Furthermore, some of such studies did not carry out studies from public and private universities (Ayedun & Ajayi,

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2018; Oguntimehin & Olaniyan, 2017; Umar & Abubakar, 2015). Also, earlier studies Dedi & Usep, 2018; Oguntimehin & Olaniyan, 2017; Umar & Abubakar, 2015; Aliyu, Sirajo, & Selim, 2015) only focused on antecedents of entrepreneurial intentions embedded in the Theory of Planned Behaviour. The present study went a step further to examine the intrinsic motivational aspect of psychological needs embedded in Self-Determination theory which has been believed to have significant importance in determining entrepreneurial intentions. Therefore, this study addressed a research gap by integrating the two theories. It also aim to examine the differences in the determinants of entrepreneurial motivation among private and public university undergraduates in selected states of Southwest, Nigeria. It went further to answer a research question on what are the differences in the determinants of entrepreneurial motivation among private and public university undergraduates in selected states of Southwest, Nigeria? In order to ascertain the significant differences, a research hypothesis was formulated:

Research Hypothesis

H₀₁: There are no significant differences in the determinants of entrepreneurial motivation among public and private university undergraduates in Oyo state, Nigeria.

LITERATURE REVIEW

The Concept of Entrepreneurship

The concept of entrepreneurship is being faced with many debates as to the right word to use for its definition (Putari, 2006). According to Croci (2016), entrepreneurship is coupled with autonomous discipline which enables it to operate both independently and interdisciplinary. Barot (2015) views the practice of entrepreneurship as the creation of a new organization that starts with action. It is an explanation that every individual that creates a new business enters into a new paradigm of entrepreneurship (Barot, 2015). Chang (2015) observed entrepreneurship to be an activity that shifted old habits into new ones. Barot (2015) and Hessels (2019) view entrepreneurship under many definitions as a process of a successful organization, as building mindset and skills. Overall, entrepreneurship is defined as generating job opportunities that lead to economic development. It was also observed that entrepreneurship must employ manpower resources with technical and skilled labour and managerial talents (Barot, 2015; Chang, 2015).

Furthermore, Okpara (2000) defines entrepreneurship as the act of identifying opportunities with the zeal and capability of an individual to create and run an enterprise effectively. Also, Nwachukwu (2012) compliments entrepreneurship as a procedure of observing and judging business hope, accumulation the essential possessions to impose upon them, and introducing suitable operation to guarantee achievement. Later precariously studying duplicate definitions, we can recap by concluding that venture capital is a function that includes the manipulation of hope that endure within a retail.

Importance of Entrepreneurship for Development

The development of the significance of entrepreneurship to world economies cannot be undervalued (Audretsch and Thurik, 2001). In addition to the fact that governments are checking out the field as they endeavor to protect their hailing economies (Audretsch and Thurik, 2001; UN Conference on Trade and Development, 2004), people are likewise turning out to be progressively meticulous about their decisions in regards to their vocations (Spoonley, De Bruin, and Dupuis, 2004).

As revealed by Abdul (2003), the quantity of denied individuals on the earth is developing dramatically and numerical gap lists show that innovation is enraging the issue of imbalance, not assisting with easing it. There are currently 1.2 billion individuals living in contemptible

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destitution out of the six billion in the world. More individuals have lifted themselves out of destitution in the beyond 50 years than in the past 500 years; but since the total populace have developed so significantly, more deny individuals proliferate than any other time in recent memory (Abdul 2003). Governmental disruptions and normal troubles cause destruction, except for those living close to the edge, so do tinier disasters to a degree an extended sickness, dying, or individual season with incompetent rain (Abdul 2003). Bearing an abundant percentage of the people so exposed infuriates the phase of want and leaves national frugalities binding trouble, where a fixed tax base is troublesome to reach and needed foundation troublesome to build or assert (Spoonley, De Bruin, and Dupuis, 2004). Poverty and danger can bring about extremism, that warns the security and stability of all in each corner of the sphere (Spoonley, De Bruin, and Dupuis, 2004). Fostering the growth of SMMEs to help people engage themselves and others grant permission offer highest in rank predict breaking the poverty era in many underdeveloped countries and underprivileged communities. The significance of entrepreneurship should not be minimized, and the needs concerning this important sector must be implicit to frame an active and tenable approach to modern incident aid (Spoonley, De Bruin, and Dupuis, 2004).

Abdul (2003) posits that miscellaneous levels of SMME employment and venture capital are more and more crucial to economic advancement. For example, over ancient times two eras, engagement in the "informal sector " has grown rapidly completely in all regions of the world. The informal segment is outlined as those who engage in small unregistered enterprises, it could be an employer and employee or a family business. It was observed that 93% of new employments in Africa and 83% in Latin America and the Caribbean are as a result of the informal sector contribution. This sector represents a big and increasing slice of the workforce in expanding countries with its own government.

According to the Global Entrepreneurship Monitor (GEM), in the 29 nations scrutinized in 2001, nearly 150 million people are committed in few form of entrepreneurial activities. Sixty-three million individuals reported that they begun their own informal businesses as a result of lack of choice for other work. The Monitor erect that the predominance rate for necessity entrepreneurship was absolutely related to economic advancement, and respectively that can drive change at a large-economic level in underdeveloped countries.

In the United States, working capital-supported companies generated 4.3 million new tasks in 2000, and \$736billion in revenues i.e. 7.4% of the GDP. While most entrepreneurs in underdeveloped countries believe in informal sector from friends and families, completely resulting in the same outcome: entrepreneurial activities makes an important and intrinsic dissimilarity in the economies of evolving (and grown) countries with its own government. The benefits of encouraging entrepreneurship surpass unpolluted economics. As people gain assurance, monetary short respite, and access to facts, they gain governmental will and are less inclined tolerate corrupt governments and unsound living environments. It further follows that they will inquire advanced levels of education for themselves and their children, in addition to enhancement in their home and society history (Opoku, 2004).

Factors that Determine Entrepreneurial Motivation

Entrepreneurial motivation has been estimated as the critical part to comprehend the new-firm development process (Bird, 1988). It is anyway affected by such countless elements. According to Shook and Bratianu, (2010); Guerrero, et al., (2008); Liñán, et al., (2011), self-efficacy is

the impact or capacity to create the expected result; and is one of the critical elements of innovative expectation. Sánchez (2011) states that self-efficacy is a significant element of positive enterprising ways of behaving. De Noble et. al., (1999) measure enterprising self-efficacy by the six elements: 1) chance and vulnerability the board abilities; 2) advancement and item improvement abilities; 3) relational and organizing the executives abilities; 4) opportunity acknowledgment; 5) acquisition and portion of basic assets and 6) advancement and support of an imaginative climate. Different researchers (McGee, et. al., 2009) characterize self-viability through the five aspects (looking, arranging, marshaling, executing individuals, and carrying out finance). Nonetheless, Zheng-xia and Genshu (2012) also categorised various factors that affect an individual's perceived entrepreneurial motivation into three:

- A. Individual or psychological needs:** These are known as the gender and personality traits such as
- i. Need for achievement – Entrepreneurs are characterized with the willingness to accept responsibilities for their decisions-actions-outcome and sit back to get feedback. Entrepreneurs feel highly motivated when they are presented with a choice of tasks with moderate difficulty which tend to satisfy their higher need for achievement.
 - ii. Risk-taking - As postulated by (Pillis& Reardon, 2007) is the propensity of an individual to take risks. Risk is of two dimensions which are higher risk and lower risk and both dimensions are being inclined to entrepreneurship which could be more or less. This means that the higher the risk taking by an individual, the more inclined such will be to entrepreneurship, while the lower the risk taking by an individual, the less such an individual will be inclined to entrepreneurship. The risk inherent in new ventures are perceived by an entrepreneur differently and possess a natural propensity to take these risks. They believe in external forces such as destiny or good luck that serves as a stimulus in their choices which is far more differently from the rest of the populace (Forlani & Mullins, 2000).
 - iii. Proactiveness - This is otherwise called the inclination to act. It is related with entrepreneurial behavioural intentions. Segal et. al., (2005) recognized this character attribute with risk resistance.
 - iv. Behavioural control – An individual's choice to start a business is measured by a unique mindset known as behavioural control; which creates awareness on how easily and successfully they could establish and run a business (Kautonen, et al., 2011).
 - v. Internal locus of control - This is related with entrepreneurial success. Many a times, people who possess a strong self-control believed that the quality of life they want to acquire largely depends on their actions. Such as acquiring education, hard work, and so forth.
- B. Attitude:** Ajzen (1999) posits that the attitude of an individual triggers the most significant influencing factors of their entrepreneurial intentions. Other factors include:
- i. Strong individual control
 - ii. Endurance
 - iii. Intelligence
 - iv. Self-fulfillment
 - v. Desire for independence
 - vi. Growth
 - vii. Financial gain
- C. Socio-cultural influences:** Economic factors cannot be seen to be the main motivating factors for an individual's entrepreneurial intention. Non-economic factors such as Socio-cultural influences have well been accepted as motivational factors for entrepreneurship

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intention (Shivani et. al., 2006). Studying entrepreneurship intention from the perspective of personality traits or Psychological needs alone will not suffice and as such, it becomes paramount to explore the socio-cultural perspective (Zeffane, 2014). The social system and culture of people are what mix up to form the socio-cultural perspective. According to Yeboah (2014), the most prominent in describing the socio-cultural are factors such as religion, family and friends.

D. Entrepreneurship Education: Entrepreneurship education is being taught in tertiary institutions based on the reality of its important input in entrepreneurs who are believed to have the capacity and ability to solve the nation's socio-economic problems (Ciputra, 2011). It is a basic fact that every human being has the tendency of becoming entrepreneur, entrepreneurship education is assumed to either dampen the motivation of the student in becoming an entrepreneur or arouse their intentions (Gieure et. al., 2019). This however, depends on how the university organizes their entrepreneurship related environment. In order words, entrepreneurship education significantly promote entrepreneurship intentions (Maresch et. al., 2016). The more educational level an individual attain, the more tendency to become Self-employed as the managerial ability of such an individual becomes attractive with an increase in educational level because higher education provides knowledge and competencies for career development (Gieure et. al., 2019). In Nigeria, entrepreneurship education serve the main purpose of equipping undergraduates with entrepreneurial skills, knowledge and also motivate them into becoming entrepreneurs upon graduation (Ojeifo, 2013).

THEORETICAL REVIEW

Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) is an extension of the theory of reasoned action (TRA). The two antecedent of intention as revealed in the theory of reasoned action propounded by Fishbein and Ajzen (1975) are known as attitude and subjective norm. The theory of reasoned action was further extended by Ajzen to incorporate perceived behavioural control which elaborated not only variance on intention, but also, variance in behaviour. This gives birth to the theory of planned behavior. In the theory of planned behavior, behaviours over which people are able to exert control are explained while also using its key components as behavioural intent. The theory of planned behavior explained deeply three components that are influenced by behavioural intention which are attitude, subjective norm. Attitude is referred to as the expected outcome that will be achieved if a particular behavior is being exhibited while the evaluation of the risk and benefits of the outcome is referred to as the subjective norm. It was also discovered that the theory of planned behavior is one of the most tested theory of behavior world wide in academic history. In general, future behavior tend to spring up from ones intention. Attitude, subjective norms and perceived behavioural control are the three belief-based social cognitive variable known as the antecedents of intention (Ajzen, 2011).

According to Jonathan (2017) a casual reading of TPB uncovers a prevalently extrinsic concentration. The concept of attitude is extrinsic as far as the way things were communicated as an instrumental concentration. Subjective norms, the assessments of significant others, are absolutely extrinsic. Indeed, even perceived behavioural control has an extrinsic style it connects to how an individual can work inside the extended world. Ajzen, (2011) has conceded that the focal point of the theory is goal-oriented behaviour. For behaviours that are not goal oriented, the theory may not offer as much explanation.

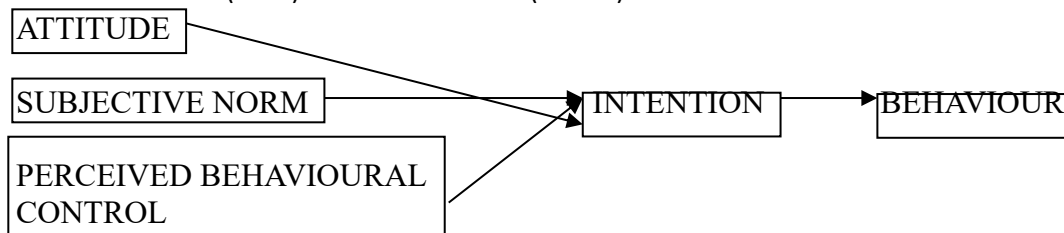


Figure 1.0: Ajzen (2011) Theory of Planned Behaviour

Self-determination Theory

As elaborated by Alex (2011), self determination theory is a motivational theory that tend to reveal the assumption of humans as being intrinsically motivated towards learning, growth and intellectual challenge. It further goes to expanciate an individual goal-directed behavior. Intrinsic motivation is founded on the believe that focuses on personality approach of interplay between individual’s psychological needs and self motivation Ryan & Deci 2000). Expanding more on SDT, Alex (2011)posits that psychological needs fulfillment are paramount and is seen as a motivational paradigm. These three psychological needs are known as autonomy, competence and relatedness.

Autonomy: This is referred to as the liberty of choice. When an individual has the conviction that engagement in a particular task or cause of action is done by choice rather than by pressure, then autonomy is said to be high.

Competence: This is known as a supposed self-belief in one’s aptitude to execute well in an activity. When an individual is convinced that he has the skill and ability to engage and do well in an activity. Being challenged and effective goes a long way to boost ones competence.

Relatedness: This is defined by a sense of shared experience. People need to care and be cared for.

Self-determination theory tends to argue that individuals are inspired from within by interests, curiosity, care by others and ability to care for others. These are intrinsic motivations that are not essentially externally rewarded or buttressed, but nonetheless can withstand passions, creativity and sustained efforts. The interaction between the extrinsic forces acting on a person and the intrinsic motives and needs inherent in human nature is the territory of SDT (Singer, 2016).

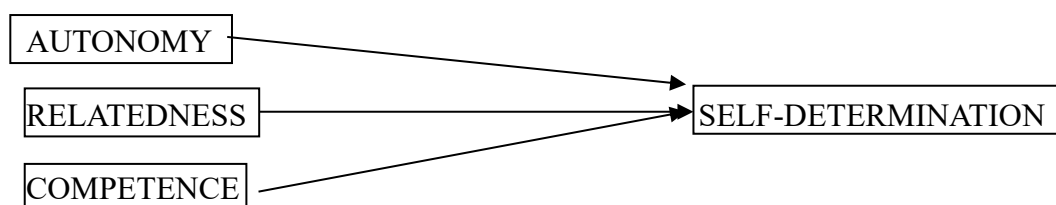


Figure 2.0: Geofery et al., (1997) Self-determination Theory

Integrating the Theory of Planned Behaviour with Self-determination Theory

The theory of Planned Behaviour and Self-determination theory explained motivational factors that influenced entrepreneurship intentions. While the former explained its antecedent, (attitude, subjective norm and perceived behavioural control) the latter tried to posit that while trying to move toward activities to satisfy their inner resources, an individual have the tendency to develop and advance (Ibrahim and Francisco, 2019). Vancouver and Nanaimo, (2016) posits that the self-determination theory provides basis for pre-entrepreneurial intention to become self-employed. Self-determination theory, according to Ibrahim et. al., (2019) considers

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individual with fulfilled psychological needs as inherently inspired and bound to persevere at finishing a responsibility. Motivation could assume a vital part in the development of entrepreneurial intention driven by various motivational factors in terms of psychological needs, attitude, socio-cultural influence, and the involvement in entrepreneurship education which all together influences undergraduates entrepreneurship intentions to be self-employed (Ion et al., 2020).

The self-determination theory is concerned with the motivation of people to accomplish autonomy. Such autonomy happens when people are allowed to take part in self-decided conduct. One of the elements that influence views of autonomy in assessment is depicted as the constructs of informational and controlling events (Jonathan, 2017).

Informational Events: This is an event whereby an individual feels freely to engage in while feeling the sense of self-fulfillment. The individual here enjoys what he or she is doing and freely achieve autonomy as his/her self-fulfillment increases.

Controlled Events: This is an event whereby the individual finds himself doing it but is not happy or does not enjoy doing it. Such individual only does it to fulfill an obligation towards the external forces, such as family desire. Such individual also feels the sense of self-fulfillment but not in high degree.

METHODOLOGY

The Sampling technique for this research work was the proportionate stratified random sampling technique, dividing the population into sub-populations, followed by random sampling. With the use of Australia bureau of statistics calculator, a sample of 3,542 were randomly selected from the total population of 26,898 of the selected three states in Southwest zone of Nigeria. A structured questionnaire was used to gather relevant data by the means of Google form and face-face administration. The Mann-Whitney U test was used to examine differences in the determinants of entrepreneurial motivation among public and private university undergraduates in selected states of Southwest, Nigeria

DEMOGRAPHY OF RESPONDENTS

The demography information shows that 49.9% of the respondents from the public Universities are male while 50.1% are female, while 51.5% of the respondents from the private Universities are male while 48.5% are female. This also implies that the majority of the respondents from private Universities are male. Overall, the result showed that 50.5% of the respondents are male while 49.5% are female. The implication of this is that there were more male respondents in the study than female. This tend to deviate from the works of Roberta, et al (2018); Riaheen (2018); and David (2016) who only had female students as their respondents. This was used as a limitation to their studies.

RESULTS AND DISCUSSION

Four determinants of entrepreneurial motivation were identified in the study which are psychological needs (PN), socio-cultural influence (SI), entrepreneurial education (EE) and attitude (AT). The Mann-Whitney U test of difference for non-parametric tests was used to achieve this objective.

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The results in Table 1.0 showed that students in public universities demonstrate higher entrepreneurial motivation in terms of psychological needs ($\mu_R = 18885.92$) compared to students in the selected private Universities ($\mu_R = 1609.66$). From the result, it can be concluded that the psychological needs level of students in public University is statistically significantly different from that of their counterparts in private University ($U=1284599.000$, $p<0.000$). The distribution of the students in terms of their psychological needs towards entrepreneurial motivation is not the same across the two categories of schools (Public and private). This indicates that the public university undergraduates are intrinsically motivated than their counterparts in the private university.

Table 1.0: Mann-Whitney U Test of Difference between the Groups(Psychological Needs)

Variable	Institution	N	Mean Rank	Sum of Ranks
Institution	Public	2075	1885.92	3913276.00
	University			
	Private	1467	1609.66	2361377.00
	University			
	Total	3542		
Test Statistics	PN			
Mann-Whitney U	1284599.000			
Wilcoxon W	2361377.000			
Z	-8.089			
Asymp. Sig. (2-tailed)	.000			

Source: SPSS Output, (2021)

The results in Table 2.0 showed that public Universities ($\mu_R = 1788.23$) students have more of entrepreneurial motivation in terms of socio-cultural influence compared to students in the selected private Universities ($\mu_R = 1747.84$). From the result, it can be concluded that the socio-cultural influence of students in public University is not statistically significantly different from that of their counterparts in private University ($U=1487300.000$, $p<0.245$).

Table 2.0: Mann-Whitney U Test of Difference between the Groups (Socio-cultural Influence)

Variable	Institution	N	Mean Rank	Sum of Ranks
Institution	Public	2075	1788.23	3710575.00
	University			
	Private	1467	1747.84	2564078.00
	University			
	Total	3542		
Test Statistics	SI			
Mann-Whitney U	1487300.000			
Wilcoxon W	2564078.000			
Z	-1.163			
Asymp. Sig. (2-tailed)	.245			

Source: SPSS Output, (2021)

The results in Table 3.0 showed that public Universities ($\mu_R = 1584.96$) students have more of entrepreneurial motivation in terms of entrepreneurship education compared to students in the selected private Universities ($\mu_R = 2035.35$). From the result, it can be concluded that the

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level of entrepreneurial education of students in public Universities is statistically significantly different from that of their counterparts in private Universities ($U=1134941.500$, $p<0.000$). Despite the infrastructure put in place in the private universities and despite that the private universities under this study made it mandatory for all its students to participate in the practical aspect of entrepreneurship, it was discovered that they are not motivated by entrepreneurial education. This could relate to the finding that private university undergraduates lack intrinsic motivation. Therefore, it may be assumed they attend entrepreneurial education courses out of obligation rather than genuine interest. Lack of interest in entrepreneurial education will have a long way in affecting the decision made by the private university undergraduates in terms of entrepreneurship just as revealed in the works of Luca et al (2019) that higher level of education is more likely to increase entrepreneurship success. The result also shows that they are not extrinsically motivated in terms of entrepreneurial education.

Table 3.0: Mann-Whitney U Test of Difference between the Groups (Entrepreneurial Education)

Variable	Institution	N	Mean Rank	Sum of Ranks
Institution	Public University	2075	1584.96	3288791.50
	Private University	1467	2035.35	2985861.50
	Total	3542		
	Test Statistics	EE		
Mann-Whitney U	1134941.500			
Wilcoxon W	3288791.500			
Z	-12.992			
Asymp. Sig. (2-tailed)	.000			

Source: SPSS Output, (2021)

The results in Table 4.0 showed that public Universities ($\mu_R = 1913.66$) students have shown more attitude towards entrepreneurship compared to students in the selected private Universities ($\mu_R = 1570.42$). From the result, it can be concluded that the attitude level of students in public University is statistically significantly different from that of their counterparts in private University ($U=1227022.000$, $p<0.000$).

Table 4.0: Mann-Whitney U Test of Difference between the Groups (Attitude)

Variable	Institution	N	Mean Rank	Sum of Ranks
Institution	Public University	2075	1913.66	3970853.00
	Private University	1467	1570.42	2303800.00
	Total	3542		
	Test Statistics	AT		
Mann-Whitney U	1227022.000			
Wilcoxon W	2303800.000			
Z	-9.986			
Asymp. Sig. (2-tailed)	.000			

Source: SPSS Output, (2021)

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Moreover, the overall result for the determinants of entrepreneurial motivation is shown in Table 5.0. The difference in the entrepreneurial motivation among public and private universities students in Southwest, Nigeria was examined. From the mean ranks, public Universities students exhibit more entrepreneurial motivation towards entrepreneurship than their private Universities counterpart. The implication is that public Universities ($\mu_R = 1778.87$) students are motivated towards entrepreneurship compared to students in the selected private Universities ($\mu_R = 1761.08$).

Nevertheless, the Mann-Whitney U test result showed that the entrepreneurial motivation of students in public Universities is not statistically significantly different from that of their counterparts in private Universities ($U=1506723.500$, $p<0.610$). Therefore, the distribution of students in terms of their entrepreneurial motivation is the same across the two categories of schools (Public and private).

This statistics result was used to test the hypothesis which states that there are no significant differences in the determinants of entrepreneurial motivation among public and private university undergraduates in selected states of Southwest, Nigeria. Therefore, with this result, we cannot reject the null hypothesis and the study concludes that there is no statistically significant difference in the entrepreneurial motivation of students in public Universities and private Universities.

Table 5.0: Mann-Whitney U Test of Difference in the Entrepreneurial Motivation between the Groups

Variable	Institution	N	Mean Rank	Sum of Ranks
Institution	Public University	2075	1778.87	3691151.50
	Private University	1467	1761.08	2583501.50
	Total	3542		
Test Statistics	EM			
Mann-Whitney U	1506723.500			
Wilcoxon W	2583501.500			
Z	-.510			
Asymp. Sig. (2-tailed)	.610			

Source: SPSS Output, (2021)

CONCLUSION AND RECOMMENDATIONS

Based on the findings, the study concludes that there are differences in the entrepreneurial motivation of public University undergraduates in terms of psychological needs, sociocultural influence, entrepreneurial education, and attitude as compared to their counterparts in private universities. However, overall results showed that the entrepreneurial motivation of students in public Universities is not statistically significantly different from that of their counterparts in private Universities. Given this result, hypothesis one is hereby accepted.

Based on the conclusion above, the following recommendations were arrived at:

- i. Private university undergraduates in Southwest, Nigeria should be encouraged so they can be intrinsically motivated to be self-employed, because despite the infrastructure put in place in their universities, they do not have personal interest to be self-employed.

Personal interest has been found to be the most vital tool needed to succeed in entrepreneurship.

- ii. In addition to the theoretical aspects of entrepreneurial education, participation in the practical aspect should be made mandatory for public university undergraduates. This will enable them to fully derive the benefits of the entrepreneurship centres put in place in the universities by the Federal government. This will also go a long way in increasing their motivation and creating higher level of entrepreneurship intentions.
- iii. The Federal government should also contribute towards putting in place infrastructure for entrepreneurship training in private universities. It was revealed by Deborah (2022) that the main source of income to TETFUND is the two percent education tax paid from assessable profit of registered companies (private institutions inclusive). However, it was further revealed by Deborah (2022), that as of 2019, a total of 223 public tertiary institutions benefited from TETFUND intervention (private institution exclusive). Apart from that, parents of both private and public university undergraduates through their tax also contribute to the income generated by the government. It is important to note that both private and public universities produce graduates for the labor market annually. It is therefore expected for fair treatment between public and private universities in terms of infrastructure, especially the establishment of entrepreneurship training center through TETFUND. Doing this will go a long way in boosting the entrepreneurial intentions of the graduates contribution to unemployment reduction in the country.

CONTRIBUTION TO KNOWLEDGE

This study contributes to existing knowledge in the following ways:

- i. The study was carried out on university undergraduates from both public and private universities which is in contrary with the works of earlier researchers (Dedi & Usep, 2018; Adelowo, Egbedokun & James, 2015; and Aliyu, Sirajo & Selim, 2015) which did not carry out their studies on University undergraduates but other tertiary institutions. Therefore, this study has contributed to knowledge by providing a comparison of public and private universities.

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