

DRIVES AND CHALLENGES OF ENTREPRENEURS: A CASE STUDY OF UNIVERSITY OF ILORIN STUDENTS' CAMPUS ENTREPRENEURS

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Abstract

Students are often encouraged to embark on entrepreneurial activities while in school because of the gains that usually accompanied such venture while many others are driven away because of the challenges they faced trying to engage themselves in one form of enterprise or another while in school. The aim of this study is to identify factors that propelled students' campus entrepreneurs in University of Ilorin and the challenges they encountered during their entrepreneurial activities. The study is a survey research of all the eighteen campus enterprises owned and operated by University of Ilorin students. The entire student entrepreneurs on campus formed the sample of the study thus the sampling method is purposive. Data were collected with a questionnaire titled "Students' Campus Entrepreneurs Drivers and Challenges Questionnaire" (SCEDACQ). It was validated by experts in the Department of Educational Management, University of Ilorin. Test re-test method was used for the reliability study using Pearson correlation reliability statistics and the reliability coefficient estimated was 0.5. The data collected were subjected to frequency count, simple percentage and mean statistics. The findings of the study revealed that University of Ilorin Students' campus entrepreneurs are driven to campus entrepreneurship by array of factors which include personal drives, financial drives, school related drives and family background factors. Financial challenges, campus environmental challenges, business-school challenges were among other challenges hinder campus entrepreneurship. The study recommended that the University of Ilorin authorities should provide a friendly environment through which student campus enterprises could grow such as low rate of charges for business space leasing.

Keywords: Entrepreneurship, Campus Enterprises, Working capital and Financial drives.

Introduction

Entrepreneur has become a topical issue in the world these days. Policy makers, economists, academics and even university students are talking about it. Seminars,

conferences and workshops are being organized every year across the world emphasizing the importance of entrepreneurship to the economy of a country, society as well as individual. Global Entrepreneurship Monitor (GEM, 2010) defined entrepreneurship as any attempt at new business or new venture creation, such as self-employment, a new business organization, or the expansion of an existing business, by an individual, a team of individual or an established business. In recent time, the subject matter of entrepreneurship has generated (and is still generating) increased interest in the business world. This increased interest is partly due to the belief that entrepreneurship will help in combating unemployment, poverty and underdevelopment and partly to the belief that entrepreneurship will engender economic development (Clausen, 2006; Praas & Versroot, 2007).

In Nigeria, major constraints to the development of entrepreneurship relate to environmental, socio-economic, political and cultural factors that affect both entrepreneurial firms and non-entrepreneurial small businesses (Eneh, Abimbola & Agboola, 2011). Agboola and Ukaegu (2006) cited in Idam (2014) emphasized the devastating effect of road network and inadequate water supply, poor condition of road network on emerging business. There are also the weights of high incorporation costs, legal and professional fees, business permit and licenses add up to other start-up costs to create heavy burden on small businesses face with limited access to credit facilities and high interest rates. Incidence of multiple taxation and levies in different forms at federal, state and local government levels are another obstacles to contend with by emerging business as identified by the authors.

According to Beeka and Rimmington (2011) entrepreneurship is one of the career options for youth and graduates. Sharma and Maden (2014) pointed out that government and local communities worldwide have recognized that youth entrepreneurship is a key to building prosperity and stimulating regional growth in fostering entrepreneurship among their people especially youth. Promoting youth entrepreneurship can help to reduce unemployment (Fatoki, 2014).

Youth and students entrepreneurship can help to improve the low rate of enterprise creation in Nigeria. The number of potential entrepreneurs in Nigeria is below international standards. Potential entrepreneurs are defined by the Global Entrepreneurship Monitor (GEM, 2010) as those who perceive good business opportunity and believe that they have entrepreneurial capabilities. Potential entrepreneurs include students in high schools and universities.

University of Ilorin situated at the ancient town of Ilorin, the capital of Kwara state currently boasts of fifteen faculties in diverse areas of learning. The students' population currently stands at about forty three thousand, two hundred and seventy with staff (both academic and non-academic) strength of more than one thousand five hundred (COMSIT, University of Ilorin, 2018).

As expected, academic community of such magnitude should have commercial activities thriving well on the campus. A visit to the campus will reveal business activities

ranging from transportation, cybercafés, eateries, stationeries stores, grocery stores, computer and mobile phone repairs, photography, and host of other businesses that serves the need of the community. Most of these businesses are operated by people who brought their businesses down to the campus while a handful are owned by the students of the same university who combined being students to entrepreneurs. These students are better known as students' campus entrepreneurs. Campus Entrepreneurship explores the entrepreneurial opportunities and activities that exist in and around colleges and universities (Campus entrepreneurship, 2014). Marchand and Sood (2014) remarked that student entrepreneurs are not students merely attending entrepreneurial classes but conduct either a business on/near campus or lead a campus enterprise. Fatoki (2014) quoted that Vermont Agency for Education (2014) stated that students' entrepreneurship, "Student entrepreneurship is a program or activity that takes students through the process of learning what it takes to become a successful small business owner or manager. From a school-to-work standpoint, it represents preparing someone to understand all aspects of running a business and learning about being their own boss.

Student entrepreneurship may take the form of school-based businesses that students help to set up and run, curricula that guides students through the process of creating business plans, working with local entrepreneurs and other community resources to plan and run enterprises, or any combination of these activities. Entrepreneurship offers students an interdisciplinary experience in understanding small business.

Students' campus entrepreneurship is an important phenomenon within the overall entrepreneurial dynamics. Students' entrepreneurship is defined as venture creation activities of people who are currently studying at a university or college. University students benefit from access to broad knowledge and networks and enjoy freedom and opportunity for learning and experimenting that will rarely repeat after entering 'real life' with all its duties and responsibilities. However, as in the general population, while some students get engaged in enterprising effort, other remains distance. The pro-entrepreneur group dubbed students' campus entrepreneurs are motivated to embark on entrepreneurship activities on campus while studying by a number of factors ranging from extrinsic rewards, quest for independence or autonomy, intrinsic reward, family security, occupational experience among others.

Students' campus entrepreneurs especially in university of Ilorin have a lot of challenges to contend with as they go about in their entrepreneurship quests. Insufficient capital has been a thorn in their flesh in running their business as well as the problem of balancing their enterprise with their classes among other challenges.

Statement of the Problem

In this competitive modern society especially, Nigerian society, youth unemployment is becoming a norm. Many graduates roam about the streets idly without a job to lay their hands on. White collar jobs which our faulty educational system prepared the students for have faded away. The national bureau of statistics revealed that the unemployment rate in Nigeria increased to 14.2 percent in the last quarter of 2016 from 10.4 percent a year

before. It declared it the highest jobless rate since 2009 as the number of unemployed went out by 3.5 million to 11.59 million. The most worrisome of the revelation is that unemployment rate was higher for people between 15-24 years (25.2%). This constitutes the youth segment of the population, especially, the student! This ugly situation has resulted in poverty, criminal activities, dependence on parents, and usage as political jobbers and touts among other ills.

The fear of the above couple with insufficient or absence of financial support from home and the need for financial autonomy have made a sizeable number of students to turn to entrepreneurship by identifying opportunities on campus and set up enterprises to take advantage of such opportunities, hence, assuming the title 'Students' campus entrepreneurs'. Student entrepreneur according to Marchand, Julian and Hermeng(2005) is an individual attending award classes at university and conducting innovative and revenue generating entrepreneurial activities.

Moreover, while some university of Ilorin students venture into entrepreneurship, others do not, despite the prospects of venturing into it. Many businesses run on campus by students have suffered many setbacks. Some of them closed down while others are struggling to stand. This is worrisome and discouraging.

Purpose of the Study

In the course of this study, the researcher seeks to find out the drives that propelled students to engage in entrepreneurship on campus as well as the challenges they encountered during their entrepreneurial quests.

The specific purposes of the study are:

1. To find out the factors that drive university of Ilorin students campus entrepreneurs to start a business on campus.
2. To examine the challenges confronting university of Ilorin students campus entrepreneurs as they carry on their business.
3. To investigate the sources by which students' campus entrepreneurs in university of Ilorin derive their start-up capital from?
4. To investigate the different forms of students' campus entrepreneurs that can be found in university of Ilorin

Research Questions

The study sought to provide answers to the following research questions;

1. What are the motivational drives for university of Ilorin students' campus entrepreneurs?
2. What are the challenges facing university of Ilorin students campus entrepreneurs?
3. What are the sources of funds for university of Ilorin student's campus entrepreneurs?
4. What are the different forms of students' campus entrepreneurs that can be found in university of Ilorin?

Methodology

The research design adopted for this study was a descriptive survey. The descriptive design as used in this research is a case study. A case study involves collecting data or observations of a person or small group through observation, interview and documentary evidence.

The study population constitute the entire students' campus entrepreneur in the University of Ilorin. There are eighteen students' campus entrepreneurs in University of Ilorin that constitute the population for this study.

All the eighteen students' campus entrepreneurs are selected as sample using total population sampling. Total population sampling is a type of purposive sampling techniques that involves examining the entire population that have a particular set of characteristics.

The instrument used in the study was a thirty four points questionnaire titled 'Students' Campus Entrepreneurs Drivers and Challenges Questionnaire (SCEDACQ). The questionnaire has two broad section; section A and B.

Section A asked questions on personal data of the respondents. Thus, questions like the name of the business venture, line of business, source of capital, year of study, year of being in business and number of employee were asked. The second part of the questionnaire asked questions on the research questions. In this part, questions on what drives university of Ilorin students' campus entrepreneurs as well as the challenges that confront them were asked.

A 4 point Likert Scale format of SA, A, D, SD (representing Strongly Agreed, Agreed, Disagreed, Strongly Disagreed respectively) were used. Participants were required to respond by placing a tick at the appropriate column representing their opinions.

The questionnaire was given to experts in the field of entrepreneurship and business education where critical appraisals of the instrument were made to guarantee his content validity. The suggestions and corrections of the experts were incorporated into the final draft that was administered on the respondents.

To test for reliability of the instrument, the researcher embarked on pre-testing of the instrument using five students' campus entrepreneurs from Kwara state polytechnics, Ilorin. The test re-test method was adopted; it was administered twice at the interval of a month. The result of the two tests was subjected to Pearson correlation reliability statistics and the reliability coefficient estimated was 0.5. This showed that the instrument used was of high degree of reliability. The data collected were subjected to frequency count, simple percentage and mean statistics and they were arranged in tabular form around each variable tested.

The value of the respondent's assessment of their drives was aggregated as variable A while their corresponding assessment of their challenges was aggregated as variable B. Both were analyzed using descriptive statistics of mean and mean rating.

Result and Discussion of Findings

Research Question 1: What are the motivational drives for University of Ilorin students' campus entrepreneurs?

Table 1: Motivational Drives for University of Ilorin

S/N	Statement	A	D	$\bar{x}$	Mean Rank-ing
Family Background					
1	Continuity of Family Business	6 (33.3%)	12 (66.7%)	2.66	
2	Taking after parent practices	8 (44.4%)	10 (55.6%)	2.88	
3	Desire to be a successful entrepreneur	15 (83.3%)	3 (16.7%)	3.66	
4	The need for better financial ability	15 (83%)	3 (16.7%)	3.66	
	Overall Mean:			3.25	4th
Personal Drives					
1	Previous experience in business from home	12 (66.7%)	6 (33.3%)	3.33	
2	Need to be financial independent	14 (77.8%)	4 (22.2%)	3.55	
3	Need to take risk	15 (83.3%)	3 (16.7%)	3.66	
4	Fear of unemployment after graduation	16 (88.9%)	2 (11.1%)	3.77	
5	Passion for Entrepreneurship	12 (66.7%)	6 (33.3%)	3.33	
	Overall Mean:			3.52	1st
Financial Drives					
1	I have access to investment fund	9 (50%)	9 (50%)	3.11	
2	Need to manage extra money properly	10 (55.6%)	6 (44.4%)	3.42	
3	Friends and colleagues encourage-	13 (72.2%)	5 (27.8%)	3.44	
	Overall Mean:			3.35	3rd
School Relationship Drives					
1	Presence of large student population	13 (72.5%)	9 (27.5%)	3.44	
2	Entrepreneurship friendly environment	12 (66.7%)	6 (33.3%)	3.33	
3	Need to put course of study into practice	14 (77.8%)	4 (22.2%)	3.55	
4	Fewer number of people in the business line	12 (66.7%)	6 (33.3%)	33.3	
	Overall Mean:			3.41	2nd

Table 1 presented the motivational drives for University of Ilorin students' campus entrepreneurs. Analysis of the table showed that minority of the respondents 33.3% supported the view that continuity of family business; 83% agreed that there need for better financial ability to cater for dependents attached to them drove them to campus

entrepreneurship. The table further showed that a large number of respondents 66.7% supported that previous experience in business from home motivated them to campus entrepreneurship. On the question of passion for entrepreneurship, a sizeable number of respondents 66.7% indicated positive support to this. To this, averagely of the respondents 50% supported the view that they have access to investment fund. The tendency of campus environment offering opportunities for cheap loans and investment funds was confirmed by 72.2% of the respondents, with 72.5% also supporting the view that presence of large student population drove them to entrepreneurship. Last but not the least, 66.7% of the respondents agreed that fewer number of people on campus doing the line of business they are engaged in while 33.3% disagreed. In conclusion, the results showed that personal drives, school related drives, financial drives and family are the motivational drives for University of Ilorin students' campus entrepreneurs and are ranked 1st, 2nd, 3rd, and 4th respectively. The implication of this is that personal drives are the most motivational drive for University of Ilorin students' campus entrepreneurs.

Research Question 2: What are the challenges facing University of Ilorin students' campus entrepreneur?

Table 2: Challenges Facing University of Ilorin Students

S/N	Statement	A	D	$\bar{x}$	Mean Ranking
Financial Challenges					
1	Low working capital	13(72.2%)	5(27.8%)	3.44	2nd
2	Difficulty of securing loan facilities	13(72.2%)	5(27.8%)	3.44	
3	Getting collateral security	15 (83.3%)	3 (16.7%)	3.66	
4	Using part of capital for academic needs	12 (66.7%)	6 (33.3%)	3.33	
5	Insufficient capital for expansion	14(77.8%)	4(22.2%)	3.35	
Overall Mean:				3.48	
Campus Environment Challenges					
1	Unstable power supply	13(72.2%)	4(22.2%)	3.55	1st
2	Getting good shop	13 (72.2%)	5 (27.8%)	3.44	
3	High cost of shops on campus	15(83.3%)	3(16.7%)	3.66	
4	High operation levies by university authority	14(77.8%)	4(22.2%)	3.55	
Overall Mean:				3.55	
Combining Business with Schooling					
1	Problem of mixing lecture with business	13(72.2%)	5 (27.6%)	3.44	3rd
2	Cost of hiring shop assistant during lectures	12(66.7%)	6(33.3%)	3.33	
3	Lost of customers during lecture attendance	14(77.8%)	4(22.2%)	3.55	
4	Loss of sales during holidays	13(72.2%)	5(27.8%)	3.44	
Overall Mean:				3.44	
Other Challenges					
1	Lack of support from parents	14(77.8%)	4(22.2%)	3.55	4th
2	Competition from non student entrepreneurs	13(72.2%)	5(27.8%)	3.44	
3	Lack of business experience	13(72.2%)	5(27.8%)	3.44	
4	Lack of market information	11(61.1%)	7(38.9%)	3.22	
Overall Mean:				3.41	

Table 2 indicated the challenges facing University of Ilorin students' campus entrepreneur. Result of table showed that majority of the respondents 72.2% supported the view that low working capital is a problem to campus entrepreneurship; 77.8% agreed that lack of sufficient capital to expand constitute a problem. The table further showed that a large number of respondents 77.8% supported that unstable power supply is a problem. On the high fees imposed by the university authority on campus business owners as a constraint, a sizeable number of respondents 77.8% indicated positive support. To this, majority of the respondents 72.2% supported the view that difficulty to mix lecture with business constituted a problem. Loss of sales during long holidays was confirmed by 72.2% of the respondents as a challenge, with 77.8% also supporting the view that lack of support from parent is a challenge. Last but not the least, 61.1% of the respondents agreed that lack of market information is a problem while 38.9% disagreed. In summary, the results

showed that campus environmental challenges, financial challenges, business- school challenges and other challenges are the challenges facing University of Ilorin students' campus entrepreneurs and were ranked 1st, 2nd, 3rd, and 4th respectively.

Research Question 3: What are the sources of funds for University of Ilorin student's campus entrepreneurs?

Table 3: Sources of Funds for University of Ilorin students' Campus Entrepreneurs

S/N	Sources of Funds for Student Campus Entrepreneurs	Frequency	%
1.	Parents	3	16.7
2.	Personal Savings	12	66.7
3.	Loan from friends	1	5.6
4.	Other sources	2	11.1

Table 3 indicated the sources of funds for University of Ilorin students' campus entrepreneurs. The result showed that three respondents representing 16.7% were of the opinion that sources of funds to their campus business is through parent, 12 respondents representing 66.7% said that their sources of funds were from personal saving, one respondent representing 5.6% was of the opinion that loan from friend was one of the sources of funds of students' campus entrepreneurs while two respondents representing 11.1% said that one of the sources of funds of university is from others. In summary, findings showed that personal saving is the major sources of funds of university of Ilorin Students' campus entrepreneurs based on the fact that the number of respondents that supported the source is the highest.

Research Question 4: What are the different forms of students' campus entrepreneurs that can be found in University of Ilorin?

Table 4: Forms of Students' Campus Entrepreneurs

S/N	Forms of Students' Campus Entrepreneurs	Frequency	%
1.	Business Centres	5	27.8
2.	Photography	2	11.1
3.	Saloon	1	5.6
4.	Fashion Designing	7	38.9
5.	Phone/computer repairs	2	11.1
6.	Others	1	5.6

Table 4 presented the different forms of students' campus entrepreneurs that can be found in University of Ilorin. Analysis of the findings showed that five respondents representing 27.8% were of the opinion that forms of students' campus entrepreneurs is business centre, two respondents representing 11.1% said that one of the forms of students' campus entrepreneur is photograph, one respondent representing 5.6% was of

the opinion that saloon is one of the form of students' campus entrepreneur, seven respondents representing 38.9% were of the opinion that fashion designing is one of the forms of students' campus entrepreneur, two respondents representing 11.1% said that phone/computer repair is one of the forms of students' campus entrepreneur while one respondent representing 5.6% was of the opinion that the forms of students' campus entrepreneurs is through others. In conclusion, finding showed that fashion designing is the most forms of students' campus entrepreneurs in University of Ilorin.

Conclusion

Drawing conclusions from the study findings, it was found that there was a moderate presence of Students Campus Entrepreneurs at University of Ilorin who other than attending classes engage in campus entrepreneurship. The findings of the study revealed that University of Ilorin Students' campus entrepreneurs are driven to campus entrepreneurship by array of factors which include personal drives, financial drives, school related drives and family background factors. All these factors were found to have direct bearing to the entrepreneurial intention of university of Ilorin Students' campus entrepreneurs.

The findings also identified the constraints University of Ilorin students' campus entrepreneurs are faced. These include financial challenges, campus environmental challenges, business-school challenges and a host of other challenges.

Those aforementioned challenges hinder campus entrepreneurship and could explain the reason for the low number of students engaging in entrepreneurial activities in the University of Ilorin.

The findings further revealed personal saving as the major source of funds to University of Ilorin Students Campus Entrepreneurs and equally found out that fashion designing and business centres are the two most common form of University of Ilorin Students Campus Entrepreneurs.

Recommendations

In the light of the findings of this study, the following recommendations were made:

- i. Parents and guardians should support their children drives to personally own a business by providing financially and morally supports to set up business in school.
- ii. University authorities should provide the necessary support to student entrepreneurs by addressing the challenges they face on campus while doing business.
- iii. As part of the university effort to promote students campus entrepreneurship, successful entrepreneurs should be encouraged by providing zero loan facilities for them and standing as guarantor if they need to access bank loan facilities.
- iv. University authorities should encourage student entrepreneurs to go beyond service related businesses and look at possibility of engaging in little manufacturing such as recycling of waste plastics which are available in large quantity within the campus.

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