

Attitude And Personality Traits As Determinants Of Entrepreneurial Intentions Among Secondary School Students In Alimosho Local Government Area Of Lagos State

Folashade G. Akinkunmi¹ And Odunola O. Oshodi, Phd².

Department Of Teacher Education, National Teachers' Institute, Kaduna, Nigeria

Department Of Guidance And Counseling, Lagos State University Of Education, Lagos, Nigeria

Abstract

This research examined the influence of attitude and personality traits on entrepreneurial intention among secondary school students in Alimosho Local Government Area of Lagos State. Two research questions and hypotheses were raised. Descriptive survey research design was employed. Population included 1200 students from selected schools in Lagos state. 120 students were sampled using purposive sampling technique. Influence of Attitude and Personality Traits on Entrepreneurial Intention Questionnaire (IAPTEIQ, $\alpha = .826$) was used to collect data. Data were analysed using descriptive and inferential statistics such as Chi-Square. Results showed a significant relationship between student's attitude and entrepreneurial intention ($\chi^2_{12, 0.05} = 214.009, p < 0.05$) and a significant relationship between student's personality traits and entrepreneurial intention ($\chi^2_{12, 0.05} = 55.36, p < 0.05$) in secondary schools. In conclusion, students' attitude and personality traits have significant influence on their entrepreneurial intentions in secondary schools in Alimosho Local Government Area of Lagos State. It was recommended among others that teachers and parents should imbibe positive attitude and inspire personality traits in their students and children towards entrepreneurship.

Keywords: *Attitude, Personality Traits, Entrepreneurial Intention*

Date of Submission: 23-02-2025

Date of Acceptance: 03-03-2025

I. Introduction

In recent times, there have been high concern globally over the increasing rate of unemployment especially in developing nations like Nigeria, where the young ones are mostly affected (Olayinka, 2010, as cited in Ayedun & Ajayi, 2018). This was not so in the past as Nigerian secondary school leavers and graduates were relatively few, in high demand and easily employed after graduation. However, the recent explosion in population and mass production of graduates which were not targeted at the available job opportunities or the creation of new ones whether in public or private sector, resulted to high unemployment rate in the nation (Aduwa, 2020). Statistical report shows that youth unemployment rate in Nigeria increased from 23.1 percent in 2018 to 33.3 percent in 2020. It also increased from 37.7 percent in 2022 to 43.0 percent in 2024 (Egole, 2023). This high unemployment rate thus makes entrepreneurial intention among students beginning from those in secondary schools to be very crucial.

Entrepreneurial intention is viewed as willingness of individuals (in this case, secondary school students) to perform entrepreneurial behaviour, engage in entrepreneurial action, be self-employed, or establish new business. A secondary school student may have the potential of being entrepreneur because of his or her own competency and self-efficacy but may not make the transition into entrepreneurship because of a lack of intention (Ayedun & Ajayi, 2018). It therefore becomes imperative to look into those factors that maybe influencing students' entrepreneurial intention in secondary schools. This study sought to examine the influence of factors such as students' attitude and personality traits on entrepreneurial intention using Alimosho Local Government Area of Lagos State as a case study.

Students' attitude is acquired and psychological variables, mental state achieved through life experience and a series of beliefs that predispose them to behave in a particular way towards entrepreneurship (Krischler, M., & Pit-ten, I. M. C. (2019; Leo'n-Mantero et al., 2020). This attitude could be affective, cognitive and behavioural. Affective attitude has to do with the students' like and dislike of entrepreneurship. A student who likes entrepreneurship will have the intent to become an entrepreneur and vice versa. Cognitive attitude has to do with the students' thoughts on the usefulness and value of entrepreneurship, the difficulty or ease of doing entrepreneurship and beliefs towards entrepreneurship. A student who thinks or believes that entrepreneurship is a difficult process that is not useful will not have the intentions of going into it and vice versa (Zangeneh, 2020).

A student's behavioural attitude is how these internalized systems (emotions, beliefs, thoughts and values) towards entrepreneurship are expressed (Kumar, 2022). These affective, cognitive and behavioural attitudes of students toward entrepreneurship could be positive or negative. A student with positive affective, cognitive and behavioural attitude towards entrepreneurship would likely have the intentions of venturing into entrepreneurship unlike those with negative attitudes. Attitude was shown to have a strong positive influence on the entrepreneurship intention of the graduating students in Bayero University, Kano State, Nigeria (Bayero, 2020). Attitude and perception were found to have a significant positive influence on career decision among secondary school students in Yakurr Local Government Area of Cross River State, Nigeria (Anake et al., 2017). However, the extent of students' attitude and its influence on entrepreneurial intentions in secondary schools in Lagos state, Nigeria remain huge subjects of scholarly debate and inquiry which necessitated this investigation.

Students' personality trait is a characteristic pattern of thinking, feeling, or behaviour that tends to be consistent over time and across relevant situations. These traits include; conscientiousness, agreeableness, neuroticism, extraversion and openness to experience (Godfrey et al., 2024). Conscientious students excel in their ability to delay gratification, work within the rules, plan and organize effectively (Shabahang & Malahat, 2016). Students with agreeableness trait excel in leadership positions, dogged and determined in their pursuit of goals. However, those high in neuroticism are usually prone to anxiety and sadness, have low self-esteem, self-conscious and unsure of themselves which could be detrimental to their entrepreneurial intention. Extrovert students seek out opportunities for social interaction, are comfortable with others, gregarious, and prone to action rather than contemplation (Lebowitz, 2016). Students opened to experience are willing to try new things, have ability to be vulnerable, and capability to think outside the box (Douglas et al., 2016).

Studies have shown that these personality traits (conscientiousness, agreeableness, neuroticism, extraversion and openness to experience) significantly influence entrepreneurial intention among students of selected Nigerian Tertiary Institutions (Ayedun & Ajayi, 2018; Badejo & Korede, 2019; Ladokun et al., 2022); and on career decision among secondary school students in Yakurr Local Government Area of Cross River State, Nigeria (Anake et al., 2017). However, there remained significant lacuna in our understanding of the role of these personality traits on secondary school students' entrepreneurial intention in Lagos state which also necessitated this investigation. Thus, this study aimed to investigate whether attitude and personality traits are predictors of entrepreneurial intention among secondary school students in Alimosho Local Government Area of Lagos State.

Statement of the Problem

In recent times, thousands of secondary school leavers join the labour market in search of limited and/or unavailable jobs which makes entrepreneurship crucial. However, despite these limited job opportunities, it has been observed that some secondary school students in Nigeria including those in Lagos state do not have intentions of venturing into entrepreneurship. Their thoughts seem to be centred on getting jobs that are insufficient for the increased population and mass production of graduates. Hence, there was need to examine factors such as the students' attitude and personality traits that may be influencing their entrepreneurial intention. Besides, a thorough search of literature indicated scarcity of scholarly works on students' attitude and personality traits as predictors of entrepreneurial intention among secondary school students. Hence, this study was carried out to investigate the extent to which students' attitude and personality traits predict entrepreneurial intention among secondary school students in Alimosho Local Government Area of Lagos State so as to close this identified gap in knowledge.

Aim and Objectives of the Study

The aim of this study was to examine the influence of attitude and personality traits on entrepreneurial intention among secondary school students in Alimosho Local Government Area of Lagos State. The objectives were to:

1. ascertain the relationship between students' attitude and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State; and
2. examine the relationship between students' personality traits and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State.

Research Questions

1. Is there any relationship between students' attitude and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State?
2. Is there any relationship between students' personality traits and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State?

Hypotheses

The null hypotheses below were tested at 0.05 level of significance.

H₀₁: There will be no significant relationship between students' attitude and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State.

H₀₂: There will be no significant relationship between students' personality traits and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State.

Significance of the Study

The study is significant in that it would provide awareness on the influence of attitude and personality traits on entrepreneurial intention among secondary school students in Alimosho Local Government Area of Lagos State. The findings of this study would therefore be of immense benefit to students, parents, teachers, counselors and researchers. The students could use the findings of this study to examine their attitude and personality traits and how they could be affecting their entrepreneurial intentions. They could use the findings to ensure that they imbibe positive affective, cognitive and behavioural attitudes that help their intentions and choice in the field of entrepreneurship.

Furthermore, parents could use the findings to ensure that their children or ward develop the right attitude towards entrepreneurship and self-reliance. They can provide counselling, support and guidance for them with the sole aim of ensuring that they build positive attitude towards entrepreneurship. Teachers especially those that teach entrepreneurship and business related subjects could use this findings to develop their students' attitude and personality traits towards entrepreneurial intention. As they teach their subjects, they can also ensure that they teach the students the need for entrepreneurship so that the students build positive attitudes toward it. Counsellors can use this information in providing counselling and guidance to the students on the vital role of imbibing positive attitudes and traits toward entrepreneurship. Lastly, these findings can be significant to researchers as they could use it as a point of departure for further studies in the line of endeavour.

Scope of the Study

The scope of this study basically focused on the influence of attitude and personality traits on entrepreneurial intention among secondary school students in Alimosho Local Government Area of Lagos State. The variable scope covered two independent variables (students' attitude and personality traits) and one dependent variable (entrepreneurial intention). Attitudes which included affective, cognitive and behavioural attitudes were treated as a single variable. Personality traits which included conscientiousness, agreeableness, neuroticism, extraversion and openness to experience were also treated as a single variable. Entrepreneurial intention was also treated as a single variable. The geographical scope covered all the public senior secondary schools in Alimosho Local Government Area of Lagos State. The population scope covered all the year three students public senior secondary schools in Alimosho Local Government Area of Lagos State, equivalent to the twelfth grade.

II. Literature Review

Theoretical Framework

This study was hinged on the "Theory of Planned Behaviour (TPB)" and "Trait Theory."

Theory of Planned Behaviour (TPB)

Theory of Planned Behaviour (TPB) by Ajzen (1991) states that, an individual's intention is shaped based on certain factors such as behaviour, attitude, subjective norm, and perceived behaviour. The attitude towards a behaviour refers to the degree to which a person has positive or negative feelings about their behaviour of interest. Subjective norm relates to an individual's perception of the social environment surrounding the behaviour, while perceived behavioural control refers to the individual's perception of the extent to which performance behaviour is determined (Faloye & Olatunji, 2018; Odor et al., 2019; Odiya & Anuolowapo, 2019) The attitude towards a behaviour determines the individual's circumstances towards producing a favourable or unfavourable evaluation of a particular behaviour. Attitudes are grouped into two: perceived feasibility and perceived desirability. Perceived feasibility is concerned with the degree to which individuals think they are prepared to initiate and undertake a successful entrepreneurial activity. Perceived desirability is seen as how attractive the process and idea of establishing entrepreneurial activity are. The relevance of TPB is that it links students' attitude with their intent to engage in entrepreneurship.

Trait Theory

In the trait theory, personality traits are seen as the determining factors of behaviour that make a person perform in a relatively consistent way across various circumstances. (Bird, 1988) observed that traits are significantly associated with entrepreneurial motivation and intentions. The traits models rely on the assumption that entrepreneurs possess certain traits that distinguish them from others. These personality traits include conscientiousness, agreeableness, neuroticism, extraversion and openness to experience. These traits go a long

way in determining whether individuals will embark on an entrepreneurial journey or not. The relevance of TPB is that it links students' personality traits with their intent to engage in entrepreneurship.

Conceptual Model

The conceptual model for the study showed the relationship between the independent variables (students' attitude and personality traits), and dependent variable (entrepreneurial intention) as illustrated in figure 1:

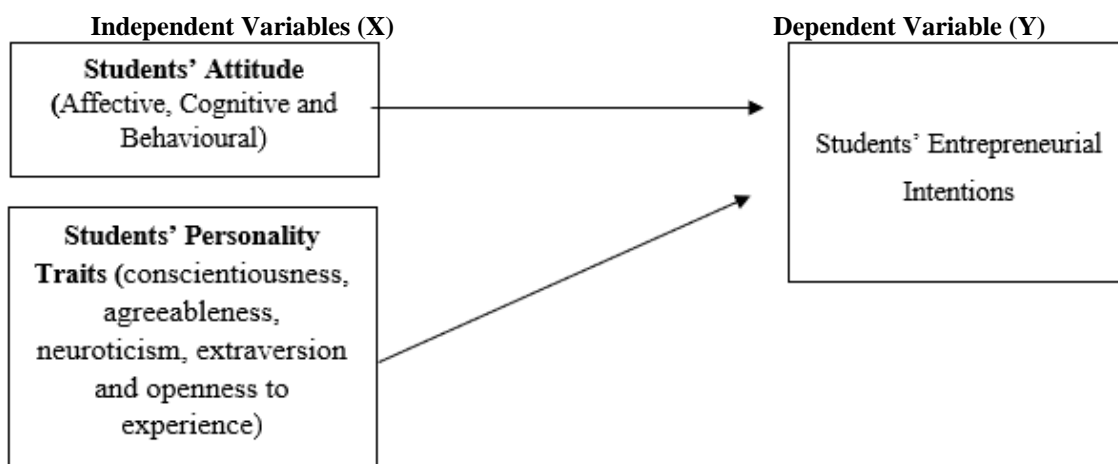


Figure 1: Conceptual Model (Source: Researcher, 2022)

III. Methodology

This research employed the descriptive survey research design. The target population consisted of one thousand, two hundred (1,200) students in five selected schools (Lagos State Model College, Meiran, Command Secondary School, Ipaja, Lagos, State High School, Alimosho, Lagos, Alimosho Grammar School, Alimosho, Lagos and Meiran Community Senior High School, Meiran, Lagos) in Alimosho Local Government Area of Lagos state, Nigeria. Purposive sampling technique was used to sample 10% of the total of 1,200 students to make one hundred and twenty students (120) for the study. The students were selected at random.

Primary source of data was obtained through the use of a questionnaire titled: "Influence of Attitude and Personality Traits on Entrepreneurial Intention Questionnaire (IAPTEIQ)". This questionnaire consisted of three (3) sections. The first section contained demographic variables such as gender, age, and class of the students. The second section consisted of five items on the influence of attitude on entrepreneurial intention of the students. The rating technique was a four scale Likert type of Strongly Disagree (1) to Strongly Agree (4). The third section also consisted of five items on the influence of personality trait on entrepreneurial intention of the students. The rating technique was also a four scale Likert type of Strongly Disagree (1) to Strongly Agree (4).

The questionnaire was validated using content and face validity and subjected to test-re-test method of reliability. This means that the questionnaire was administered to same set of students within an interval of two weeks and the values were correlated using Pearson product moment correlation. A reliability value of .826 was obtained which meant that the questionnaire is stable (that is, reliable). The instrument was made into several copies and administered to the sample number (120) of students. Demographic variables of students were analysed using frequency and percentage. Research questions and hypotheses were analysed and tested using frequency counts, percentages and Chi-square statistics at 0.05 level of significance.

IV. Results

Demographic Data Presentation

Table 1: Frequency Distribution of Students' Demographic Variables (n = 120)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	48	40.0
	Female	72	60.0
Age (Years)	13 – 14	30	25.0
	15 – 16	36	30.0
	17 – 18	54	45.0
Class	SSS1	24	20.0
	SSS2	36	30.0
	SSS3	60	50.0

Source: Field Work, 2022

Table 1 showed that that 40.0% of the students are males while 60.0% are females. It also showed that majority of the students (45.0%) are within 17-18 years of age which implies that they are young adolescents. Most of the students (50.0%) are in senior secondary school three.

Research Questions and Hypotheses

Research Question One: Is there any relationship between students’ attitude and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State?

H₀₁: There will be no significant relationship between students’ attitude and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State

Table 2a: Relationship between students’ attitude and their entrepreneurial intention (n =120)

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	I have interest in starting entrepreneurship now or later in future	26 (21.7%)	73 (60.8%)	7 (5.8%)	14 (11.7%)	120
2	I enjoy and look forward to having my own entrepreneurial venture	17 (14.2%)	19 (15.8%)	24 (20.0%)	60 (50.0%)	120
3	I believe entrepreneurship is useful to me	26 (21.7%)	72 (60.0%)	7 (5.8%)	15 (12.5%)	120
4	I perceive I have the ability to start and grow a business outfit which makes me intend to start entrepreneurship	10 (8.3%)	25 (20.8%)	18 (15.0%)	67 (55.8%)	120
5	I am willing to work hard to ensure I become a very successful entrepreneur	57 (47.5%)	44 (36.7%)	9 (7.5%)	10 (8.3%)	120
	Total (O_{ij})	136	233	65	166	600

Source: Fieldwork, 2022

Chi-square formula for goodness of fit and to test the hypothesis is shown below:

$$\text{Chi Square value } (X^2) = \frac{(O_{ij}-E_{ij})^2}{E_{ij}}$$

Where O_{ij} = Observed Value

E_{ij} = Expected Values

Expected values were calculated as follows:

$$\text{Expected value for (SA)} = \frac{136 \times 120}{600} = 27.2$$

$$\text{Expected value for (A)} = \frac{233 \times 120}{600} = 46.6$$

$$\text{Expected value for (D)} = \frac{65 \times 120}{600} = 13.0$$

$$\text{Expected value for (SD)} = \frac{166 \times 120}{600} = 33.2$$

Level of significance of this study was 0.05 (5%). Degree of freedom (df) is 12 calculated using the formula: (r-1)(c-1), where “r” and “c” means row and column in the contingency table. Hence, Df = (5-1)(4-1) = 4x3 = 12

$$\text{Tabular value } (x^2) = 21.026$$

Test Statistics = The Chi Square value (χ^2)

Table 2b: Chi – Square value calculated table

Items	SA	A	D	SD	DF	SL	χ^2 -cal	χ^2 -tab	Decision
1	26(27.2)	73(46.6)	7(13)	14(33.2)	12	0.05	214.0	21.02	rejected
2	17(27.2)	19(46.6)	24(13)	60(33.2)					
3	26(27.2)	72(46.6)	7(13)	15(33.2)					
4	10(27.2)	25(46.6)	18(13)	67(33.2)					
5	57(27.2)	44(46.6)	9(13)	10(33.2)					

Key: SL = Significant Level

$$\text{Chi Square value } (X^2) = \frac{(O_{ij}-E_{ij})^2}{E_{ij}} = 214.009$$

$$X^2 \text{ cal} = 214.009 \text{ and } X^2 \text{ tab} = 21.026$$

Since the calculated chi-square ($X^2 \text{ cal}$) value (214.009) is greater than the table chi-square ($X^2 \text{ tab}$) value (21.026) at 0.05 level of significance, the null hypothesis is rejected. This shows that there is a significant relationship between student’s attitude and entrepreneurial intention in secondary schools in Alimosho LGA in Lagos state.

Research Question Two: Is there any relationship between students’ personality traits and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State?

H₀₂: There will be no significant relationship between students’ personality traits and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State

Table 3a: Relationship between students’ personality traits and their entrepreneurial intention (n =120)

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	My ability to take responsibility for my actions influences my desire to go into entrepreneurship	38 (31.7%)	42 (35.0%)	27 (22.5%)	13 (10.8%)	120
2	My extreme ability to organize and efficiently handle my affairs influences my mind to venture into entrepreneurship	29 (24.2%)	19 (15.8%)	37 (30.8%)	35 (29.2%)	120
3	My ability to seek out opportunities for social interaction spurs my mind to venture into entrepreneurship	31 (25.8%)	37 (30.8%)	32 (26.7%)	20 (16.7%)	120
4	My willingness to consider new ideas influences my intent to go into entrepreneurship	30 (25.0%)	19 (15.8%)	30 (25.0%)	41 (34.2%)	120
5	My ability to be flexible to changes in the environment influences my intent to go into entrepreneurship	37 (30.8%)	38 (31.7%)	9 (7.5%)	36 (30.0%)	120
	Total	165	150	135	145	600

Source: Fieldwork, 2022

Chi-square formula for goodness of fit and to test the hypothesis is shown below:

$$\text{Chi Square value } (X^2) = \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Where O_{ij} = Observed Value

E_{ij} = Expected Values

Expected value were calculated as follows

$$\text{Expected value for (SA)} = \frac{165 \times 120}{600} = 33$$

$$\text{Expected value for (A)} = \frac{150 \times 120}{600} = 30$$

$$\text{Expected value for (D)} = \frac{135 \times 120}{600} = 27$$

$$\text{Expected value for (SD)} = \frac{145 \times 120}{600} = 29$$

Level of significance of this study was 0.05 (5%). Degree of freedom (df) is 12 calculated using the formula: $(r-1)(c-1)$, where “r” and “c” means row and column in the contingency table. Hence, $Df = (5-1)(4-1) = 4 \times 3 = 12$

Tabular value $(x^2) = 21.026$

Test Statistics = The Chi Square value (χ^2)

Table 3b: Chi – Square value calculated table

Items	SA	A	D	SD	DF	SL	χ^2 -cal	χ^2 -tab	Decision
1	38 (33)	42 (30)	27 (27)	13 (29)	12	0.05	55.36	21.02	rejected
2	29 (33)	19 (30)	37 (27)	35 (29)					
3	31 (33)	37 (30)	32 (27)	20 (29)					
4	30 (33)	19 (30)	30 (27)	41 (29)					
5	37 (33)	38 (30)	9 (27)	36 (29)					

Key: SL = Significant Level

$$\text{Chi Square value } (X^2) = \frac{(O_{ij} - E_{ij})^2}{E_{ij}} = 55.36$$

$$X^2 \text{ cal} = 55.36 \text{ and } X^2 \text{ tab} = 21.026$$

Since the calculated chi-square ($X^2 \text{ cal}$) value (55.36) is greater than the table chi-square ($X^2 \text{ tab}$) value (21.026) at 0.05 level of significance; Hence, the null hypothesis is rejected. This shows that there is a significant influence of other personality traits on entrepreneurial choice making in secondary school.

V. Discussion Of Findings

This research work was carried out to examine the influence of attitude and personality traits on entrepreneurial intention among secondary school students in Alimosho Local Government Area of Lagos State. The finding from research question one and hypothesis one revealed that there is a significant relationship between students' attitude and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State. This result completely agrees with that of Bayero (2020) who revealed that attitude has a strong positive influence on the entrepreneurship intention of the graduating students in Bayero University, Kano State, Nigeria. The similarities in the results could be because they were both carried out in Nigeria and on school students. This finding also corroborates that of Anake et al. (2017) who showed that attitude and perception have a significant positive influence on career decision among secondary school students in Yakurr Local Government Area of Cross River State, Nigeria. The similarities in the results could be because they were both carried out in Nigeria and on secondary school students.

The finding from research question two and hypothesis two revealed that there is a significant relationship between students' personality traits and their entrepreneurial intention in secondary schools in Alimosho Local Government Area of Lagos State. This result agrees with that of Ayedun and Ajayi (2018) which showed that personality traits significantly influence entrepreneurial intention among students of selected tertiary institutions in Ondo state. This finding is also in line with that of Badejo and Korede (2019) who revealed that personality traits significantly influence entrepreneurial intention among undergraduates in Nigerian universities. This finding also corroborates that of Anake et al. (2017) who showed that personality traits have a significant positive influence on career decision among secondary school students in Yakurr Local Government Area of Cross River State, Nigeria. The similarities in the results could be because they were all carried out in Nigeria and on secondary school students.

VI. Conclusion

It can be concluded that students' attitude be it affective, cognitive or behavioural and personality traits significantly influence their entrepreneurial intentions in secondary schools in Alimosho Local Government Area of Lagos State.

VII. Recommendations

1. Teachers during teaching and learning activities should emphasise the need and importance of entrepreneurship in the society with the sole aim of building positive attitude and intention towards entrepreneurship in the students
2. Parents should also motivate their children or ward with the beliefs, efficacy and/or confidence in entrepreneurship. This will help to inspire and build in the children right attitudes and personality traits towards entrepreneurship

References

- [1] Aduwa, J. (2020). Population Explosion In Nigeria: Causes, Its Effects On Educational Sector And The Ways Forward. *International Journal Of Educational Research*, 8(1), 139-145. Eissn: 1595-8485
- [2] Ajzen, I. (1991). The Theory Of Planned Behaviour. *Organizational Behaviour And Human Decision Processes*, 50(2), 179-211. DOI:10.1016/0749-5978(91)90020-T
- [3] Anake, P. M., Adigeb, P. A., & Bassey, P. O. (2017). The Influence Of Personality Traits On Career Decision Among Secondary School Students In Yakurr Local Government Area Of Cross River State, Nigeria. *European Journal Of Alternative Education Studies*, 2(1), 139-151. Doi: 10.5281/Zenodo.1049001 V
- [4] Ayedun, T. A., & Ajayi, M. O. (2018). Entrepreneurial Intention Among Students Of Selected Tertiary Institutions In Ondo State. *International Journal Of Development Strategies In Humanities, Management And Social Sciences*, 8(1), 1-16. ISSN Print: 2360-9036 Online: 2360-9044
- [5] Badejo, A. O., & Korede, D. O. (2019). Predictors Of Entrepreneurial Intention Among Students In The Nigerian University: Counselling Implications. *LASU Journal Of African Studies*, 7, 63-71. <https://Lasujournalofafricanstudies.Org.Ng/Storage/Publications/1660392589.Pdf>
- [6] Bayero, S. A. (2020). Influence Of Entrepreneurial Education And Attitude On Entrepreneurial Intention Of Graduating Students In A Nigerian University. *International Journal Of Academe And Industry Research*, 1(2), 26-55. ISSN 2719-0617 (PRINT) 2719-0625 (ONLINE)
- [7] Bird, B. J. (1988). Implementing Entrepreneurial Ideas: The Case Of Intention. *Academy Of Management Review*, 13(3), 442-453
- [8] Douglas, H. E., Bore, M., & Munro, D. (2016). Openness And Intellect: An Analysis Of The Motivational Constructs Underlying Two Aspects Of Personality. *Personality And Individual Differences*, 99, 242-253. Doi:10.1016/J.Paid.2016.05.030
- [9] Egoles, A. (2023). Nigerian Unemployment Rate To Hit 41% In 2023 – KPMG. Available At <https://Punchng.Com/Nigerian-Unemployment-Rate-To-Hit-41-In-2023-Kpmg/11th April, 2023>
- [10] Faloye, D. O. & Olatunji, O. D. (2018). Entrepreneurship Education And Self-Employment Intentions Among Fresh Graduates In Nigeria. *Journal Of Economics And Sustainable Development*, 9(12), 146-158. ISSN 2222-1700 (Paper) ISSN 2222-2855 (Online)
- [11] Godfrey, T. U., Uwa, K. L., & Akpan, A. (2024). Personality Traits And Academic Performance Of Students In Akwa Ibom State University, Nigeria. *International Journal Of Business And Management Review*, 12(1), 21-38. Print ISSN: 2052-6393(Print) Online ISSN: 2052-6407(Online)

- [12] Krischler, M., & Pit-Ten, I. M. C. (2019). Pre- And In-Service Teachers' Attitudes Toward Students With Learning Difficulties And Challenging Behaviour. *Front. Psychol.*, 10(327), 1-10. Doi: 10.3389/Fpsyg.2019.0032
- [13] Kumar, M. (2022). The Relationship Between Beliefs, Values, Attitudes And Behaviour. Available At <https://owlcation.com/social-sciences/teaching-and-assessing-attitudes> June 25, 2022
- [14] Ladokun, I. O., Onimole S. O., & Olowu A. U. (2022). Personality Traits And Entrepreneurial Intention Among Undergraduate Students In Selected Tertiary Institutions In Southwest, Nigeria. *African Journal Of Management And Business Research*, 3(1), 94–104. Retrieved From <https://publications.afropolitanjournals.com/index.php/ajmbr/article/view/74>
- [15] Lebowitz, S. (2016). The 'Big 5' Personality Traits Could Predict Who Will And Won't Become A Leader. Available At <http://www.businessinsider.com/big-five-personality-traits-predict-leadership-2016-12>
- [16] Leo N-Mantero, C., Casas-Rosal, J. C., Mazmachado, A., & Rico, M. E. V. (2020). Analysis Of Attitudinal Components Towards Statistics Among Students From Different Academic Degrees. *Plos ONE*, 15(1), 1-13. <https://doi.org/10.1371/journal.pone.0227213>
- [17] Odia, J. O. & Anuoluwapo, O. A. (2019). Entrepreneurship Education And Entrepreneurial Intention Of Undergraduate Students In Nigeria. *International Journal Of Business Management*, 4(2), 30-40
- [18] Odor, H. O., Martins-Emesom, J. N. & Bakwuye, C. O. (2019). Entrepreneurship Education And Entrepreneurial Intention Among Students Of Delta State Polytechnic, Ogwashi-Uku, Delta State Of Nigeria. *European Journal Of Business And Management*, 11(20), 66-75. DOI: 10.7176/EJBM
- [19] Shabahang, M. J., & Malahat, A. (2016). The Relationship Between Personality Factors And Organizational Commitment Of Iranian Primary School Principals. *International Journal Of Psychology And Educational Studies*, 3(3), 50-59. [Doi.Org/10.17220/ijpes.2016.03.006](https://doi.org/10.17220/ijpes.2016.03.006)
- [20] Zangeneh, H. (2020). Teachers' Attitudes Toward Teaching-Learning Methods Of Entrepreneurship Education In Elementary Education. *Educ Strategy Med Sci.*, 12(6), 1-7. URL: <http://edcbmj.ir/article-1-1746-en.html>