

attitude play an important role in establishing entrepreneurial activity within a population. The attitude relevant to entrepreneurship includes willingness to bear the level of risk that individuals might be willing to bear and individual's perceptions of their own skills, knowledge, and experience in business creation. Attitude towards entrepreneurship are important because they express the general feelings of an individual toward entrepreneurship.

Role model and Attitude towards entrepreneurship

Role model and attitude towards entrepreneurship is a recurring theme in the literature which established have divergent results (Munawaroh, 2017; Saeid, Harm, Biemans, Thomas, Mohammad, Martin & Karim, 2015). Empirically, the nexus between role model and attitude towards entrepreneurship has been documented in literature such as Abdullatif, Sawsen, Sami, & Younes, 2016; Alexander, Francis, Hudu, Goddana & Elvis, 2015; Amouri, Sidrat, Boudabbous, & Boujelbene, 2016; Chlosta, 2015; Fellnhofner & Puumalainen, 2017; Jean, Beneditcte, Servane, & Veronica, 2015; Katharina & Kaisu, 2017; Lafortune, Jlio, & Tessada, 2017; Niels, Jolanda, Veronique, Mirjam, & Ingrid, 2014; Nnditsheni & Willem, 2011; Rafaela & Hector, 2018; Rahman & Dag, 2014 Saeid, Harm, Biemans, Thomas, Mohammad, Martin & Karim, 2015; Phillip, 2015; Zozimo, Jack, & Hamilton, 2017). According to the study of Fellnhofner and Puumalainen (2017) who investigated role model and attitude toward entrepreneurship there is a positively significant effect of role model on attitude towards entrepreneurship. Niels, Jolanda, Veronique, Mirjam, and Ingrid (2014) also found that role model enhances entrepreneurship attitude development in students. Among the predisposing factors that influences students' attitude towards entrepreneurship Nnditsheni and Willem (2011) confirmed that students with entrepreneurial role model have stronger attitude towards entrepreneurship than students without entrepreneurial role model moreover, they found a positive relationship between between role models and attitude towards entrepreneurship.

Contributing to the discourse, from the perspective of gender, Saeid, Harm, Biemans, Thomas, Mohammad, Martin and Karim (2015) assessed understanding role models and gender influences on attitude towards entrepreneurship among college students in Botswana. The study revealed that entrepreneurial role models indirectly influenced entrepreneurial. This issue is supported by the study of, Abdullatif,

Sawsen, Sami, and Younes (2016) who investigated the effects of role models on developing attitude towards entrepreneurship among undergraduate students in Tunisia the study found that the roles of parents, gender, family, and reference group important in fostering Tunisian students' attitude towards entrepreneurship. In the same context, (Amouri, Sidrat, Boudabbous, and Boujelbene, 2016; Jean, Beneditcte, Servane, & Veronica, 2015) looked into role model from family entrepreneurial role models and the result of their studies show significantly higher attitude to become entrepreneur than the students without family entrepreneurial role models. This was re-investigated by (Alexander, Francis, Hudu, Goddana & Elvis, 2015; Zozimo, Jack, & Hamilton, 2017; whose studies revealed that students with family entrepreneurial role models show significantly higher attitude to become an entrepreneur than those without family entrepreneurial role model. This position is not different from that of Chlosta (2015) who investigated the influence of parental role models, attitude towards entrepreneurship, and the decision to become self employed. The study shows that influence of role model is positively significant to attitude to attitude towards entrepreneurships. According to Katharina and Kaisu (2017) who investigated how role models boost attitude towards entrepreneurship the study found that role model has a significant positive influence on attitude towards entrepreneurship through perceived entrepreneurial desirability and feasibility. Furthermore, Rafaela and Hector (2018) investigated role model from the perspective of teachers.

The study on teachers as entrepreneurial role models: The impact of a teacher's entrepreneurial experience and students learning styles in attitude towards entrepreneurship. The study found that major constructs of role model are teachers furthermore teachers as role model have influence on attitude towards entrepreneurship of students. On the contrary some scholars (Lafortune, Jlio, & Tessada, 2017; Phillip, 2015; Rahman & Dag, 2014) emphasized examined the involving effect of the entrepreneurial role model a possible development for entrepreneurship education. The studies show major constructs of parents, entrepreneur and teachers have influence on attitude towards entrepreneurship of students. Lafortune, Jlio, and Tessada, 2017; Phillip, 2015) found that role model has negative effect on attitude towards entrepreneurship.

METHODOLOGY

This research adopted survey research design which facilitated the use of a structured research instrument in obtaining data for the analysis that is to collect detailed and factual information that describes an existing phenomenon. The adoption of this design is consistent with the studies of Alexander, Francis, Hudu, Goddana & Elvis, 2015; Amouri, Sidrat, Boudabbous, & Boujelbene, 2016; Chlosta, 2015; Fellnhofner & Puumalainen, 2017; Jean, Benedicte, Servane, & Veronica, 2015; Katharina & Kaisu, 2017). The population of the study was 400 level students of federal universities in South-West, Nigeria which was 24,282 as at 2018 February. The study employed table of sample size determination developed by Krejcie and Morgan in 1970 and obtained from Research Advisor (2006). At 0.05 margin error and 95% confidence level for each of the universities for the study. This table helps the researcher to determine the required sample size for this study which amounts to one thousand six hundred and seventy three (1673) respondents as the sample size. Stratified random sampling techniques has been chosen for this study because it brings categorization into focus and it is more superior to other random sampling and for good representation and yields more efficient result. Primary data was collected through questionnaires. The justification of using questionnaire is for its high response rate and minimum intervention bias from the researcher also for an efficient and accurate accessing of information. The results of Kaiser-Meyer-Olkin measures (KMO) on the instrument for the variables were found to be greater than 0.5 and not above 1, hence acceptable indices. On the other side, the Bartlett's Test of Sphericity had p-values = 0.000 for all the variables which are less than 0.05. From the results of Bartlett's Test of Sphericity, it can be concluded that the factors were valid and suitable as there would be high significant correlation between the variables in the study. KMO and Bartlett's Test is a condition for carrying out. Data treatment as a pre-diagnostic test shows that no collinear relationship exist among the explanatory variables, the Kolmogorov-Smirnov test conducted shows that the series was normally distributed, and there is a linear relationship between the independent variable and the dependent variable.

Model Specification

Following the objectives of this study the dependent and independent variables were factored into a functional equation. Attitude toward entrepreneurship is the dependent variable while role model is the

independent and the following equation was established and tested.

$$ATTENT = \alpha_0 + \beta_1 RM + \mu_i \dots \dots \dots (1)$$

Where: ATTENT-Attitude toward entrepreneurship

α_0 = Intercept

β_1 = Coefficient of the explanatory variable

RM = Role Model

μ = Error Term

MEASURES

INDEPENDENT VARIABLE: In this present study the appropriateness of role model used a scale to measure of the work of Dryler (2016) which are as follows pedestal for business start up, sources of business related information, successful career choice, provision of motivation, provision of support, and psychological positioning. The six-item scale has six-point likert-type response scale of very high (6) to very low (1).

DEPENDENT VARIABLE: Dependent variable of the study is attitude towards entrepreneurship. Three items will be used at six point Likert scale to measure the attitude of undergraduates towards entrepreneurship using the scale of the model of Adapted from Bonnie, Dianne, Yuchin, and William (2015) using 6 likert scale with three constructs which are cognitive attitude, affective attitude and behavioral attitude.

APRIORI EXPECTATION

In this study negative or positive effect is expected between role model and attitude toward entrepreneurship.

Linear Regression Results on the Effect of Role model on Attitudes towards Entrepreneurship among students of Federal Universities in South-West, Nigeria

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Standard Error	Beta		
1	(Constant)	23.116	.754		30.674	.000
	Role Model	.721	.027	.553	27.136	.000

$R = 0.553; R^2 = 0.306; F (1/1671) = 736.375$

a. Dependent Variable: Attitude towards Entrepreneurship

Source: Researcher’s Field Results (2019)

Results of regression analysis conducted on the effect of role model on attitudes towards entrepreneurship among students of federal universities in South-West, Nigeria. According to Table above, role model has a significant effect on attitudes towards entrepreneurship among students of federal universities in South-West, Nigeria ($\beta = 0.721$, $t = 27.136$, $p < 0.05$). The t-statistic and corresponding p-value are 27.136 and 0.000 respectively implying that role model has a significant effect on attitudes towards entrepreneurship among students of federal universities in South-West, Nigeria. The results also shows that role model explains about 30.6 percent of the variations in attitudes towards entrepreneurship among students of federal universities in South-West, Nigeria ($R^2 = 0.306$, $p < 0.05$), which is also statistically significant. However, regression model did not explain 69.4 percent of the variation in attitudes towards entrepreneurship among students of federal universities in South-West, Nigeria, signifying that there are other factors associated with attitudes towards entrepreneurship among students of federal universities in South-West, Nigeria, which were not captured in the current model. From the results, the established linear regression equation is as follows:

$ATTE = 23.116 + 0.721RM \dots\dots\dots (Eq. 1)$

Where:

ATTE = Attitudes towards entrepreneurship
RM = Role Model

The regression equation indicates that taking all factors constant at zero, attitudes towards entrepreneurship among students of federal universities in South-West was 23.116. From the result, the regression coefficient of role model was 0.721, which implies that for every unit change in role model actions and attitude, there is a 0.721 increase in attitudes towards entrepreneurship among students of federal universities in South-West, Nigeria. This implies that attitudes towards entrepreneurship among students of federal universities in South-West increase significantly when role model of the students increased. The level of confidence for the analysis was set at 95%.

Discussion of Results

The objective five was to investigate the effect of role model on attitudes of students towards entrepreneurship among students of federal universities in South West Nigeria. The study revealed that role model has significant effect on attitudes towards entrepreneurship among students of federal universities in South West Nigeria. There are a lot of studies that supported our finding that role model has positive and significant effect on attitudes towards entrepreneurship (Abdullatif, Sawsen, Sami & Younes, 2016; Fellnhofner & Puumalainen, 2017; Niels, Jolanda, Veronique, Mirjam & Ingrid, 2014; Saeid, Harm, Biemans, Thomas, Mohammad, Martin & Karim, 2015). In the same context Amouri, Sidrat, Boudabbous, and Boujelbene, 2016; Zozimo, Jack and Hamilton (2017), Zozimo, Jack, and Hamilton (2017), Chlosta (2015) and Rafaela and Hector (2018) revealed that role model has a significant positive influence on attitude towards entrepreneurship through perceived entrepreneurial desirability and feasibility. On the contrary some scholars (Lafort, Jlio, & Tessada, 2017; Phillip, 2015; Rahman & Dag, 2014) found that role model has negative effect on attitude towards entrepreneurship.

Majority of empirical findings supported our study finding that role model has significant effect on attitudes towards entrepreneurship among students. Consistently, Social learning theory also supported our finding as it explains the relationship between entrepreneurial learning and attitude towards entrepreneurship because observation in the environment where individuals are and interact will affect individual learning. If the individuals are exposed to role model the individuals have tendencies to start-up businesses later in life.

Conclusion and Recommendations

This study examined the effect of role model on attitude towards entrepreneurship among students of federal universities in South-West Nigeria. The study provides theoretical and statistical evidences that role model affects attitude toward entrepreneurship. Following the findings of the research the study concluded that role model has positively significant effect on attitude towards entrepreneurship among students of federal universities in South-West Nigeria. The study therefore recommended that government through the federal ministry of education should aid the federal universities in South-West Nigeria in establishing stronger linkages with role models and business organizations nationwide and connect them with their students in order to help the undergraduates to establish greater exposure to successful role models and to the real world of business. Furthermore, academia through the faculty members should systematically incorporate the role model phenomenon into the curriculum of entrepreneurship. This is because, through better understanding of entrepreneurial phenomenon and acquisition of necessary, skills and knowledge students with entrepreneurial role models will demonstrate stronger attitude towards entrepreneurship and hence venture creation.

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