

Entrepreneur Education, Entrepreneur Confidence, Cultural Supports and Gender as Predictors of Entrepreneurial Intention Among Final-Year Students of the University of Ibadan

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To cite this article:

Abdulfatai Adekunle Owodunni. Entrepreneur Education, Entrepreneur Confidence, Cultural Supports and Gender as Predictors of Entrepreneurial Intention Among Final-Year Students of the University of Ibadan. *International Journal of Business and Economics Research*. Vol. 11, No. 3, 2022, pp. 102-108. doi: 10.11648/j.ijber.20221103.11

Received: April 6, 2022; **Accepted:** April 28, 2022; **Published:** May 31, 2022

Abstract: The study examined entrepreneur education, entrepreneur confidence, cultural support and gender as predictors of entrepreneurial intention among final-year students of the University of Ibadan. It adopted a descriptive survey research design. A total of 200 students selected using a stratified sampling technique, participated in the study. They responded to the “Entrepreneurship Tendency Assessment Scale”, a battery of researcher-developed scales. This comprised of Section A, on respondents’ socio-demographic information, and five other Questionnaires; Entrepreneur Intention Assessment Questionnaire (5 items, $r = 0.90$), Entrepreneur Education Questionnaire (10 items, $r = 0.89$), Entrepreneur Confidence Questionnaire (10-items, $r = .72$), Cultural Supports Questionnaire (10 items, $r = 0.80$) and the Entrepreneur Gender Stereotypic Questionnaire (10 items, $r = .88$). Three research questions were raised and answered in the study, and data were analysed using Pearson Product Moment Correlation and Multiple Regression. Results revealed that entrepreneur education, entrepreneur confidence and cultural supports were significant at a 0.05 level of significance (.337**, .472**, and .264**) to the prediction of entrepreneurial intention. It also revealed that the joint contribution of independent variables (entrepreneur education, entrepreneur confidence, cultural supports and gender) on dependent variable (entrepreneurial intention) was significant $F(4/183) = 20.28$; $R = .576$, $R^2 = .432$, $p < .05$). About 43.2% variation was accounted for by the independent variables. Results also revealed that entrepreneur education, entrepreneur confidence and cultural supports were potent predictors of entrepreneurial intention. The most potent factor was entrepreneur confidence, followed by cultural support, and entrepreneur education while gender did not predict entrepreneurial intention. Recommendations included that universities should champion the teaching of entrepreneurship to prepare a good foundation for students’ intention to start a business after graduation, entrepreneurial confidence should be enhanced in these young graduates by psychologists, and cultural support for these potential entrepreneurs should also be given attention by the family and be enhanced.

Keywords: Entrepreneurial Intention, Entrepreneur Education, Entrepreneur Confidence, Cultural Supports, Gender, Students

1. Introduction

Entrepreneurship has been seen as a significant main impetus for monetary maintainability, and it emphatically affects advancing inventive business thoughts and drives that help the production of new positions, growing new answers for issues, and making innovation that further develops

effectiveness [1, 2]. It is viewed as a procedure for a person's monetary development and economic advancement [3, 4]. Entrepreneurship is viewed as a determinant for the development and general advancement, and a wellspring of new positions and potentially open doors. [5]. That makes it a

procedure for a person's monetary development and supportable advancement [3, 4]. In this current age when the employability of the vast majority of our University graduates are in uncertain, researchers [6-8] play stressed the part of entrepreneurship as a one of a kind answer for the issues that continually emerge in our dynamic and quickly evolving world.

One principle idea in concentrating on entrepreneurship is the entrepreneurial intention (EI). Entrepreneurship could be inspected and perceived by a singular's intentions, exercises and cooperation [9]. Wach and Wojciechowski [10] have seen "intention" as the absolute best indicator of conduct. It is subsequently critical to recognize what drives the intention to begin a business, as intentions are expected to catch the persuasive variables that impact conduct. Entrepreneurial intention is fundamental to the main part of work that beginnings by exploring explicit character attributes or segment qualities that are inhabitant in a likely entrepreneur, and the singular's qualities, mentalities and way to deal with business proprietorship conduct [11]. The entrepreneurial potential is a valuable idea because not just does it incorporate the degree to which an individual has entrepreneurial-related characteristics, yet additionally represents entrepreneurial intentions, or the perspective of assurance to act toward making business [12]. Intentions are especially significant because they have a sensibly high forecast force of a genuine way of behaving [13], and it is a decent intermediary to outline the momentary eventual fate of business movement.

Because of seen the high worth of entrepreneurship, colleges are focusing their educational plans on developing and showing their students entrepreneurial abilities gave to improve entrepreneurial intention. Education that supports an entrepreneurial mentality most certainly helps in combining a sound business climate in any economy. A seminar on entrepreneurial abilities, "Prologue to Entrepreneurial Skills - GES 301" has been acquainted and made mandatory for the college students of the University of Ibadan in such a manner. Dilli and Westerhuis [14] concur that education that supports an entrepreneurial demeanour most certainly helps in anticipating entrepreneurial intentions among the students. Education is viewed as significant in situating individuals towards entrepreneurship and changing this attractiveness towards activities. Entrepreneurial education is a significant instrument for fortifying entrepreneurial intentions, outlooks and ways of behaving [15]. Moreover, the nature of entrepreneurship education seats on comprehension of such factors prompting entrepreneurial intention [16]. Having a piece of nice information about entrepreneurship might prompt an entrepreneurial way of behaving. There is developing proof of education on entrepreneurial intentions [24-25].

Nonetheless, as colleges participate in offering creative and complex help for entrepreneurship (educational plans, cooperative projects with business, commonsense information, and so forth), the vision that entrepreneurship can be instructed, not just supported is being supported [23].

Education assumes a crucial part in instructing and creating entrepreneurial abilities. It is generally held that entrepreneurs with advanced education degrees are more able and able to begin and oversee high-development organizations [2].

Entrepreneurial confidence is a variable that adds to entrepreneurial intention. 'Beginning and claiming a business regularly is less secure and more requesting than paid work, and, normally, an entrepreneurial occupation would draw in, and without a doubt rely upon, people with an all-around created feeling of confidence, energy, and versatility [26]. The people not set in stone to go into business are viewed as genuine potential entrepreneurs [27]. Thus, entrepreneurial confidence will make the entrepreneurial intention. There are two roads for deciphering entrepreneurial confidence. One is connected with education and the confidence graduates gain because of education. Scientists [15, 17, 28] feature that entrepreneurial intention is enormously affected by students' confidence. Kakkonen [6] additionally found that when students were certain about their skills that their confidence would help them in their entrepreneurial undertakings. The higher the level of understudy's skills, the more grounded their entrepreneurial intention. There is no question that the skills make self-assurance that urges the students to embrace entrepreneurial ways. Then again, anxiety toward disappointment drives many individuals from gazing at their very own businesses.

Cultural help is another variable adding to entrepreneurial intention. Family is viewed as normal qualities, standards, rules and moral guidelines among the gatherings. Entrepreneurial information is viewed as a resource effectively contributing toward entrepreneurial intentions. Now and again, entrepreneurial information is gotten or acquired from the family rehearses. This family development could affect the entrepreneurship intentions and contribution degree of the general public by embracing people for such intentions or the other way around [31, 34-35]. Subsequently, a cultural variable is viewed as one of the central points impacting entrepreneurial intentions. The connections between entrepreneurial intention conduct and cultural motivations are various [36]. Studies [31, 32, 36] have inspected the connection between cultural viewpoints and entrepreneurial ways of behaving. Likewise, cultural help for entrepreneurship affects the understudy's intention to begin a business. The significance of playing part models of entrepreneurs among relatives and of being presented with entrepreneurship experience in the family is a significant determinant of entrepreneurial intention. Nguyen [32] has shown that having guardians with independent work underlines the positive outcomes on entrepreneurship intention and makes the executives aptitude for future own business of kids from such families, decide the longing to begin a business or promoting a more prominent propensity to pick an independently employed vocation. Additionally, Nguyen [32] revealed that students having guardians with an independent work history are more disposed to start a business than those having guardians with no such history.

Gender is likewise another variable that adds to entrepreneurial intention. Unequivocally connected with the cultural help for entrepreneurship, gender viewpoints are especially intriguing in Nigeria. Entrepreneurship itself establishes various conditions with various difficulties for guys and females some of which could connect with generalizations that could make a self-inflicted boundary for females [37]. All in all, it becomes more enthusiastically for them to succeed or are prepared to not seek after it, which has been confirmed by concentrates on that have shown a specific predisposition to disgrace qualities all the more generally found on females, or generalizing impacts that make a fountain on discernment toward the entrepreneur generalization [38]. It has likewise been observed that a significant part of females is engaged in various business areas, by and large of low pay or independent company, which becomes more earnestly to fund or get support since notoriety restrictions and disinterest on financial backers for these sort of adventures [39]. Conduct in business is additionally ascribed to gender-held generalizations, were it for the most part holds a male-like vision of the business, meaning it is in some cases slanted toward leaning toward manly models of conduct (e.g., high benefit, high desire and development objectives [39]. This has prompted content and upheld by hard proof, that this element additionally impacts contrastingly in how entrepreneurship is seen by every gender, implying that the arrangement of variables that impact their outlook is likewise essential to comprehend and separate.

Nguyen [32] has detailed that there is no significant contrast among people as far as intentions to begin organizations. Rachmawan, Lizar and Mangundjaya [40] observed that self-adequacy and education were having hugely positive effects on entrepreneurial intention among female college students. Writing by and large shows entrepreneurship is a male-ruled field [41], meaning gender is a profoundly bewildering variable that moderates entrepreneurship conduct and intentions [30]. There is solid experimental proof that male and female entrepreneurship is different in both business structure [37] and individual objectives and manners of thinking [42]. Clear examples of male and female entrepreneurship can be noticed, like fixation on various kinds of adventure (e.g., guys more engaged in STEM fields, females in administrations of profoundly routine assignments [37, 43] and various degrees of development direction in their business [39]; too various objectives, activity examples and insights about business [14]. The course of business creation, and for sure, the first factors that lead to it, is an alternate encounter for guys and females, including perceptual and mental variables that lead to foster intentions to begin the wandering system [38]. An understudy's mentality toward entrepreneurship, Hyams-Ssekasi, Stefan, Agboma and Kumar [33] had announced a higher level of guys communicated intentions or some assurance toward being entrepreneurs.

2. Statement of the Problem

The current situation in Nigeria depicts that there is no guarantee of getting an office job for university graduates as those that have completed their various degree programmes are still roaming the streets for jobs. This is why universities are now preparing prospective graduates to be able to establish a business of their own and this has been included in their degree programme curricula. Because these students have gone through classroom teaching on entrepreneurship, which ranks very high in various entrepreneurial dimensions, such as entrepreneurial spirit, self-perceptions, activities, motivation, gender equality, entrepreneurship impact, and social value of entrepreneurship, it is therefore imperative to investigate the predictors of entrepreneurial intention among the University of Ibadan students towards their starting of businesses after graduation.

3. Research Questions

1. What is the relationship between the independent variables (entrepreneurial education, entrepreneurial confidence, cultural support and gender) with the dependent variable (entrepreneurial intention) among final-year students of the University of Ibadan?
2. What is the joint contribution of the independent variables (entrepreneurial education, entrepreneurial confidence, cultural support and gender) to the dependent variable (entrepreneurial intention)?
3. What is the relative contribution of the independent variables (entrepreneurial education, entrepreneurial confidence, cultural support and gender) to the dependent variable (entrepreneurial intention)?

4. Methods

The descriptive survey design was adopted in the study. Participants were two hundred (200) final year students of the University of Ibadan, who have taken "Introduction to Entrepreneurial Skills - GES 301", selected using a stratified sampling technique. They responded to the "Entrepreneurship Tendency Assessment Scale", a battery of researcher-developed scales. The battery comprised of Section A, which centres on respondents' socio-demographic information, and five other Questionnaires; Entrepreneur Intention Assessment Questionnaire (5 items, $r=0.90$), Entrepreneur Education Questionnaire (10 items, $r=0.89$), Entrepreneur Confidence Questionnaire (10-items, $r=.72$), Cultural Supports Questionnaire (10 items, $r=0.80$) and the Entrepreneur Gender Stereotypic Questionnaire (10 items, $r=.88$). They were all five-point Likert-type response formats. The data was analysed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis.

5. Results

Table 1. Summary of test of significant Correlations among Independent Variables and Entrepreneurial intention among Final-year Students.

Variables	Mean	Std. Dev				
Entrepreneur Intention	49.1047	9.18864	1.000			
Entrepreneurial Education	24.7735	6.20202	.337**	.119**	.341**	1.000
Entrepreneurial Confidence	30.3280	7.61896	.472**	.151*	1.000	
Cultural Support	36.6610	6.64765	.264**	1.000		
Gender	13.0110	3.76372	.042**	.362**	.106	.065

**Correlation is significant at the 0.01 level (2-tailed).

Table 1 reveals the inter-correlation matrix of the relationship between the independent variables and entrepreneurial intention among final-year students of the University of Ibadan. The result above shows a positive significant relationship among entrepreneurial education, entrepreneurial confidence, cultural support and gender as follows; cultural support ($r = .264$, $N = 187$, $P < .05$),

entrepreneurial confidence ($r = .472$, $N = 187$, $P < .05$), entrepreneurial education ($r = .337$, $N = 187$, $P < .05$) and gender ($r = .042$, $N = 187$, $P > .05$). This indicates that three of independent variables (cultural support, entrepreneurial confidence and entrepreneurial education) are statistically correlated with entrepreneurial intention among final-year students of the University of Ibadan.

Table 2. The joint effect of the Independent variables on Entrepreneurial intention among Final-year Students.

R = .576						
R Square = .432						
Adjusted R Square = .416						
Model	Sum of Squares	Df	Mean Square	F	P	Remark
1 Regression	3553.053	4	888.263	20281	.000 ^a	Sig.
Residual	7139.018	183	43.798			
Total	10692.071	187		20.28		

Table 2 shows the prediction of all the independent variables on the dependent variable. Entrepreneurial education, entrepreneurial confidence, cultural support and gender jointly contributed to the prediction of the dependent variable, entrepreneurial intention. Table 2 also revealed a coefficient of multiple correlations (R) of 0.576 and a multiple adjusted R square of 0.432. This means that 43.2%

of the variance in the entrepreneurial intention among final-year students of the University of Ibadan is accounted for by entrepreneurial education, entrepreneurial confidence, cultural support and gender when taken together. This implies that other factors beyond the scope of this study may have accounted for the remaining 56.8 per cent variance.

Table 3. Shows the Relative effect of the Independent variables on the Dependent variable.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	24.781	6.342		3.907	.000
Cultural support	.254	.101	.202	2.515	.013
1 Entrepreneurial confidence	.755	.112	.523	6.727	.000
Entrepreneurial education	.279	.119	.184	2.348	.021
Gender	-.061	.190	-.025	-.323	.748

Table 3 shows the relative contribution of each of the independent variables to the dependent variable (entrepreneurial intention). In the order of magnitude of contribution, entrepreneurial confidence ($\beta = .523$; $t = 6.727$; $p < .05$) was the most potent contributor to entrepreneurial intention. This was followed by cultural support ($\beta = .202$; $t = 2.515$; $p < .05$), then followed by entrepreneurial education ($\beta = .184$; $t = 2.348$; $p < .05$) to the contribution of entrepreneurial intention) among final-year students of the University of Ibadan. However, gender ($\beta = -.025$; $t = -.323$; $p > .05$) did not have relative contribution to entrepreneurial intention among final-year students of the University of Ibadan.

6. Discussion

The relationships between the free factors (entrepreneurial education, entrepreneurial confidence, cultural help and gender) and the reliant variable (entrepreneurial intention) have been uncovered. The finding uncovers that entrepreneurial education, entrepreneurial confidence, cultural help and gender have impacted the entrepreneurial intention among definite year students of the University of Ibadan. This shows that having respectable information about entrepreneurship might prompt entrepreneurial intention. This finding is upheld by a comparable finding by Koe [23], who had announced that students who got done with

entrepreneurial tasks concurred that they were more inventive and imaginative and exhibited higher entrepreneurial expectations than previously. Acs, Szerb and Lloyd [2] upheld this observing that entrepreneurs with advanced education degrees are more able and able to begin and oversee high-development organizations. Substantiating the finding of this concentrate on the job of entrepreneurial confidence, analysts [15, 17, 28] have detailed that entrepreneurial intention is significantly affected by students' confidence. Kakkonen [6] likewise added that when students were certain about their abilities that the confidence would help them in their entrepreneurial undertakings. On the job of cultural help in the expectation of entrepreneurial intention, Nguyen [32] upheld this finding, guaranteeing that having guardians with an independent work underlines the positive outcomes on entrepreneurship intention and make the executives skill for future own business of kids from such families, decide the longing to begin a business or promoting a more prominent propensity to pick an independently employed vocation. On the job of gender in the forecast of entrepreneurial intention, entrepreneurship itself establishes various conditions with various difficulties for guys and females some of which could connect with generalizations that could make a willful boundary for females [37]. This is additionally upheld by Gupta et al [38], that it is more earnestly for females to succeed or are prepared to not seek after it, which has been confirmed by concentrates on that have shown a specific inclination to disapproval characteristics all the more normally found on females, or generalizing impacts that make a fountain on discernment toward the entrepreneur generalization.

Discoveries have similarly uncovered the cooperative commitment of free factors (entrepreneurial education, entrepreneurial confidence, cultural help and gender) on the reliant variable (entrepreneurial intention). It shows that entrepreneurial education, entrepreneurial confidence, cultural help and gender mutually represented 43.2% when arranged fundamentally affect the entrepreneurial intention of definite year students of the University of Ibadan and that the excess 56.8% is represented by factors outside this review. It has shown the commitments of the multitude of autonomous factors. Supporting the finding of this review, Martin, McNally and Kay [24] as well as Bae, Qian, Miao and Fiet [25] have detailed that there is developing proof of education on entrepreneurial intentions. On entrepreneurial confidence, Giacomini, Janssen and Shinnar [27] revealed that the individuals not set in stone to go into business are viewed as genuinely expected entrepreneurs. On the issue of cultural help, different specialists [31, 34-35] have revealed that cultural help could affect the entrepreneurship intentions and contribution degree of the general public by embracing people for such intentions. On gender, Klapper and Parker [39] revealed that the way of behaving in business is credited to gender-held generalizations, where it by and large holds a male-like vision of the business. On different elements foreseeing past this review, Liñán, Rodríguez-Cohard and Rueda-Cantuche [11] have detailed entrepreneurial intention to

be connected with segment attributes that are an occupant in a likely entrepreneur, and the singular's qualities, mentalities and way to deal with business proprietorship conduct. These were not the focal point of this review. Additionally, Santos, Caetano and Curral [12] had likewise detailed that the entrepreneurial intention of an individual is just enveloped inside the level of entrepreneurial-related characteristics the individual has.

The general commitment of the free factors (entrepreneurial education, entrepreneurial confidence, cultural help and gender) on the reliant variable (entrepreneurial intention) has additionally been divulged, as the outcome shows that all entrepreneurial education, entrepreneurial confidence and cultural help are strong indicators of entrepreneurial intention. The most powerful variable was entrepreneurial confidence, trailed by cultural help, and afterwards entrepreneurial education while gender didn't relate to entrepreneurial intention. Entrepreneurial confidence affects the understudy's intention to begin a business, it is so powerful in the expectation of entrepreneurial intention among definite year students. By this finding, Bernoster et al [26] had announced that it is normal that an entrepreneurial occupation would draw in, and to be sure rely upon, people with an all-around created feeling of confidence, energy, and versatility. Giacomini, Janssen and Shinnar [27] upheld this perspective that the people still up in the air to go into business are viewed as genuine possible entrepreneurs. The following powerful element in the expectation of entrepreneurial intention is the cultural help the respondents got from relatives. Supporting this finding, Gasse and Tremblay [36] had detailed that the connections between entrepreneurial intention conduct and cultural motivators are various. Nguyen [32] added that students having guardians with an independent work history are more disposed to start a business than those having guardians with no such history. Another anticipating variable of entrepreneurial intention as found by this study is entrepreneurial education. Dilli and Westerhuis's [14] prior finding had shown that education that supports an entrepreneurial disposition most certainly helps in anticipating entrepreneurial intentions among the students. Entrepreneurial education is a significant instrument for animating entrepreneurial intentions, outlooks and ways of behaving [15]. The finding of this has likewise uncovered that gender didn't anticipate entrepreneurial intentions among the students. This implies that apparent entrepreneurial intentions among guys and female college students are not essentially unique concerning one another. Certifying the finding of this review, Nguyen [32] has announced that there is no significant contrast among people as far as intentions to begin organizations. This finding goes against the prior finding of Guzman and Kacperczyk [30], who had detailed that gender is an exceptionally puzzling variable that moderates entrepreneurship conduct and intentions among students. The finding of this study is an unmistakable takeoff from the prior finding of Kelley et al [37] who observed that there is solid exact proof that male and female entrepreneurship is different in entrepreneurial intentions.

7. Conclusion

This study has investigated the predictive strength of entrepreneurial education, entrepreneurial confidence, cultural support and gender on entrepreneurial intention among final-year students of the University of Ibadan. Findings revealed that entrepreneurial education, entrepreneurial confidence, cultural support and gender jointly accounted for 43.2% when pulled together have significant effects on the entrepreneurial intention of final-year students of the University of Ibadan and that the remaining 56.8% is accounted for by variables outside this study. The most potent factor was entrepreneurial confidence, followed by cultural support (students having parents with a self-employment history are more inclined to initiate a business than those having parents with no such history) and then entrepreneurial education, while gender did not predict entrepreneurial intention among final year students of the University of Ibadan (both male and female final year students were equal in their entrepreneurial intentions).

8. Recommendations

From the findings and conclusions of this study, the following was recommended:

The entrepreneurial intention has been seen to predict the likelihood that students start a business after graduation. Since it has been established that Universities' support for entrepreneurship has a direct influence on the student's intention to start a business, the pace should be stepped up for better results. Entrepreneurial orientation should also be given by all universities turning out graduates yearly. Entrepreneurial orientation should also be given more attention by the National Youth Service Corps (NYSC) at the various platforms available to interact with these young graduates. Entrepreneurial confidence should be enhanced in these young graduates by psychologists to assist these potential entrepreneurs since it has a direct predictive power on the student's intention to start a business. Cultural support for these potential entrepreneurs should also be given attention by the family and be enhanced, as it has a direct influence on the student's intention to start a business. The gender disparities among these young adults should be eliminated as it has been discovered that both men and women are inclined to start a business of their own, and have roles in the development of the society.

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