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INFLUENCE OF GENDER AND PARENTAL ENTREPRENEURSHIP STATUS ON THE ENTREPRENEURIAL INTENTIONS OF BUSINESS EDUCATION UNDERGRADUATES IN SOUTH-WEST, NIGERIA

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ABSTRACT

This study examined the influence of gender and parental entrepreneurship status on the entrepreneurial intentions of business education undergraduates in South-West Nigeria. To accomplish the primary objective of the study, two purposes, two research questions and two hypotheses were put forward to provide direction for the study. The descriptive survey research design was adopted for the study. The populations of the study consist of 1,282 undergraduate students studying business education at 400 from six universities in South-West. A group of 642 undergraduate students were chosen from six universities in South-West, Nigeria as sample. The selection process utilized proportionate sampling technique. Data were collected by administering a-30 item questionnaire titled "Questionnaire on the Influence of gender and parental entrepreneurship status on Entrepreneurial Intention of Business Education Undergraduates (QIGPESEIBEU)." Three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete, Kwara State, scrutinized the questionnaire to confirm its face and content validity. Cronbach Alpha reliability technique was employed to validate the internal consistency of the instrument. The analysis produced reliability coefficient of 0.80. Data were analysed using mean, standard deviation, and t-test statistics. The research questions were answered employing mean and standard deviation. Hypotheses were tested using t-test at a significance level of 0.05. The findings of the study revealed that there was no influence of gender on the entrepreneurial intention of business education undergraduate, there was no influence of parental entrepreneurial status on entrepreneurial intentions of business education undergraduates, and there was no significant difference on the entrepreneurial intention of business education undergraduates based on gender and parental entrepreneurial status. Based on the findings, it was recommended that educators and successful entrepreneurs should teach young entrepreneurs not to be gender biased when embarking on or pursuing business aspirations. Government policies and institutions should also encourage equity in gender performance in entrepreneurship. Parents should

spend more time providing orientation that will influence how their children view entrepreneurship and whether they want to pursue it themselves.

KEYWORDS: - Gender, Parental Entrepreneurial Status, Entrepreneurial Intention, Business Education.

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1.0 INTRODUCTION

Entrepreneurship is a French word which is derived from the root word, “entreprendre”, meaning to undertake or to do something. The concept was first introduced in the 13th century and the meaning has evolved since then (Hillary et al., 2023). The notion of entrepreneurship is intricate and can be employed in diverse contexts (Ademiluyi & Salami, 2020). According to some economists, an entrepreneur is an individual who is willing to assume the risk of a new business endeavour in situations when there is a substantial likelihood of achieving substantial financial gain. In business context, it means to start a business, identify a business opportunity, organise resources, manage and assume the risk of a business or an enterprise with the aim of making profits. Hisrich in Adebayo (2021) defines entrepreneurship as the process of creating something different with value by devoting the necessary time and efforts, assuming the accompanying financial, psychological and social risks, and receiving the resulting rewards of monetary and personal satisfaction. Entrepreneurship refers to the ability and willingness to start, coordinate, and oversee a business endeavour, while taking into account the associated risks, with the goal of generating financial profit or delivering social advantages. The significance of entrepreneurship in Nigeria's economic development is very crucial, especially during the present circumstances. It is a crucial factor in a nation's economic development due to its ability to create employment opportunities for the large and capable youth population.

Entrepreneurial intention refers to the deliberate mental state that comes before acting and focuses on entrepreneurial actions, such as initiating a new company venture and becoming an entrepreneur. Research has established a correlation between demographic characteristics and the inclination to engage in entrepreneurial endeavours and pursue self-employment. Gender, age, birth order, education, academic performance, marital status, native region, parental education level, parental and sibling occupation, and monthly family income are all factors that have been identified as indicators of entrepreneurial intention (Ayodele, 2013; Tran & Thanh, 2015; Mahdi et al., 2015; Singh, 2014). This study examines how two unique personal characteristics, namely gender and parental entrepreneurial status, impact students' inclination towards entrepreneurship.

Gender inequality is crucial in socialization, influencing individuals to conform to cultural norms and professional choices. In Ishaku's (2015) study, Keller observed that gender is a societal fabrication designed to distinguish the roles, behaviours, and psychological characteristics of males

and females. Gender stereotypes often hinder the development of an individual's personality and lead to socioeconomic inequalities in society (Ogundola, 2017). Cultural biases about gender roles may impact the perspectives of female and male students on entrepreneurial activities and the expected conduct associated with each gender. There are multiple viewpoints regarding the correlation between male and female behaviour and participation in business. Harris and Gibson (2018) observed a significant discrepancy between male and female business students regarding their propensity for creativity in the business domain. Multiple research projects have shown that women have a reduced tendency to engage in entrepreneurship compared to men. Kothari's study (2013) revealed that men have a higher proclivity than women to harbour a desire or inclination to initiate their own entrepreneurial ventures. Kothari (2013) discovered that gender has a substantial impact on the selection of entrepreneurial professions among young adults. Similarly, Khan et al. (2011) found that female students have a reduced level of entrepreneurial desire. However, Konutgan (2022), Mahlaole and Malebana (2022), concluded that there was no difference between gender in terms of students' entrepreneurial ambition and attitude towards entrepreneurial efforts.

Furthermore, having a familial background in business, also referred to as parental entrepreneurial status, can serve as a reliable indicator of one's tendency towards entrepreneurship. Singh (2014) found that having a familial business experience is a crucial determinant in forecasting entrepreneurial aspiration. The reason for this is that it offers a distinct structure in which the desire to initiate a business is cultivated. Harris and Gibson (2018) suggested that one may predict the likelihood of someone becoming an entrepreneur by considering their parents' history of entrepreneurship, commonly known as the family firm history. Aysa and Abdul Latif (2014) maintained that early exposure to a family firm substantially influences an individual's attitude towards entrepreneurship. Therefore, undergraduates whose parents are self-employed can gain vital expertise in business from an early stage. Previous studies have shown that teenagers are more likely to opt for self-employment as a career path if their parents are also self-employed, suggesting a substantial influence of parental entrepreneurship on their decision-making process.

Individuals who have parents or close relatives who are entrepreneurs are more likely to choose a career in entrepreneurship. These individuals have the option to establish their own enterprise or assume control of their family or parental firm. Georgescu and Emilia (2020) found a notable disparity in entrepreneurial ambition between students with familial history of entrepreneurship and those without. Similarly, a study by Nguyen (2021) found that students with prior self-employment experience demonstrate a higher level of entrepreneurial aspiration than students without such experience. The above findings contradict the findings of Fayomi (2020), which indicate that there is no distinction between the ambitions of undergraduate students whose parents are engaged in business and those whose parents are not inclined to entrepreneurship.

Role models are essential in shaping the desire to initiate a business. Specifically, children who are in the process of starting their own enterprises can greatly benefit from having parents who are self-employed, as they can serve as valuable mentors and advisors (Kothari, 2013). Students with experience with a family business are likely to pursue a career in entrepreneurship compared to those who do not have this background. Gaining a thorough understanding of the various factors that influence the entrepreneurial ambitions of undergraduate students is crucial for promoting

entrepreneurial activities. Several research papers have examined the factors that impact the probability of Nigerian undergraduate students becoming entrepreneurs. To resolve this issue of lack of interest in entrepreneurial activities on the part of the undergraduate students, it is crucial to do a thorough study that combines both the demographic variables of gender and parental entrepreneurship status to fix gaps that result from the initial assumption. This study examined the influence of gender and parental entrepreneurship status on the entrepreneurial intentions of business education undergraduates in South-West, Nigeria.

1.1 Statement of the Problem

The exploration of the factors influencing entrepreneurial intentions among undergraduates remains a prominent area of research, particularly through the lens of gender dynamics and the entrepreneurial status of parents. Understanding the complexities surrounding these variables is essential, as they are critical predictors of youth engagement in entrepreneurial ventures. Studies demonstrate significant variance in entrepreneurial intentions across genders; for instance, some research indicate that male students generally exhibit higher entrepreneurial intentions compared to their female counterparts while some indicate that both males and females have an equal propensity for having an entrepreneurial mindset. Such differences may arise from distinct societal expectations and internalized attitudes towards entrepreneurship, which are influenced heavily by upbringing and parental involvement. Specifically, having entrepreneurial parents seems to establish not only a supportive environment but also a model for risk-taking behaviours typically associated with entrepreneurship. However, the influence of gender and parental entrepreneurial status on the entrepreneurial intentions of undergraduates is nuanced. While previous studies show a positive correlation, some recent findings suggest that having entrepreneurial parents alone may not be sufficient to motivate youths toward entrepreneurship. Hence this study.

1.2 Purpose of the Study

The main purpose of this study was to examine the influence of gender and parental entrepreneurial status on the entrepreneurial intentions of business education undergraduates. Specifically, the study determined the influence of:

1. Gender on entrepreneurial intention of business education undergraduates in South-West, Nigeria.
2. Parental entrepreneurial status on entrepreneurial intention of business education undergraduates in South-West, Nigeria.

1.3 Research Questions

The following research questions guided the study and were answered in this study:

1. What is the influence of gender on business education undergraduate's entrepreneurial intention in South-West, Nigeria?
2. What is the influence of parental entrepreneurial status on business education undergraduate's entrepreneurial intention in South-West, Nigeria?

2.0 METHOD

The descriptive survey research design was adopted for the study. The population of the study consist of 1,282 undergraduate students studying business education at 400 level from six

universities in South-West, Nigeria. A group of 642 undergraduate students were chosen from six universities in South-West, Nigeria as sample. The selection process utilized proportionate sampling technique. Data were collected by administering a 30 item structured questionnaire titled "Questionnaire on the Influence of gender and parental entrepreneurship status on Entrepreneurial Intention of Business Education Undergraduates (QIGPESEIBEU)." The instrument was validated by three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete, Kwara State, to confirm its face and content validity. Cronbach Alpha reliability technique was employed to determine the internal consistency of the instrument. The analysis produced reliability coefficient of 0.80. Data were analysed using mean, standard deviation, and t-test statistics. The research questions were answered employing mean and standard deviation while the hypotheses were tested using t-test. Regarding the decision rules for the research questions, any mean response ranging from 3.25 to 4.00 indicated strongly agree. The range of 2.50-3.24 is considered to be agree. The range of 1.75-2.49 was considered to be disagree. The range of 1.00-1.74 was considered to be strongly disagree. The decision to reject the null hypothesis was made based on the calculated significance level of 0.05. The null hypothesis was rejected where the calculated significant value was lower than the alpha significance level ($p < 0.05$); otherwise, it was accepted.

3.0 RESULTS

Analysis of Demographic Data

The demographic data for the study were analyzed and presented in table 1 and 2:

Table 1: Percentage Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	201	31.3
Female	441	68.7
Total	642	100.0

Source: Field survey, 2023

Data in Table 1 show the percentage distribution of the respondents based on gender. The table reveals that there are 201 male respondents representing 31.3% and 441 female respondents representing 68.7%. This means that the female respondents were more in number than male respondents that responded to the questionnaire in universities in South-West, Nigeria.

Table 2: Percentage Distribution of Respondents by Parental Entrepreneurial Status

Parental Entrepreneurial Status	Frequency	Percentage (%)
Parents that are business owners	473	73.7
Parents that are employees	169	26.3
Total	642	100.0

Source: Field survey, 2023

Data in Table 2 show the percentage distribution of the respondents based on parental entrepreneurial status. The Table reveals that there are 473 respondents whose parents are business owners representing 73.7% and 169 respondents whose parents are employees representing 26.3%. This means that majority of the respondent's parents are business owners.

3.1 Analysis of Data to Answer the Research Questions

Analyses of data to answer the research questions are presented in tables 3 and 4 as follows:

Research Question 1: What is the influence of gender on business education undergraduate's entrepreneurial intention in South-West, Nigeria?

Table 3: Mean responses of the difference in gender of business education undergraduates' entrepreneurial intention

S/N	Item Statements	XM	Remark	XF	Remark
1.	I am going to do anything to become an entrepreneur.	3.44	Strongly Agree	3.66	Strongly Agree
2.	My professional goal is to become an entrepreneur.	3.33	Strongly Agree	3.50	Strongly Agree
3.	I will make necessary efforts to establish and operate my own business.	3.40	Strongly Agree	3.50	Strongly Agree
4.	The likelihood of starting my own business is very high	3.67	Strongly Agree	3.54	Strongly Agree
5.	I have seriously considered starting a business.	3.47	Strongly Agree	3.44	Strongly Agree
6.	I am determined to become a professional business manager.	3.56	Strongly Agree	3.41	Strongly Agree
7.	I am determined to develop my business into a high-growth enterprise.	3.37	Strongly Agree	3.36	Strongly Agree
8.	I am prepared to start my own business within 2 years.	3.41	Strongly Agree	3.28	Strongly Agree
9.	I am prepared to start my own business very soon.	3.31	Strongly Agree	3.31	Strongly Agree
10.	I am going to inherit my family's business in the future.	3.50	Strongly Agree	3.31	Strongly Agree
11.	My friend and family encourage me to start my own business.	3.54	Strongly Agree	3.33	Strongly Agree
12.	I prefer to be an entrepreneur than to be an employee.	3.17	Agree	3.52	Strongly Agree
13.	I spend my free time learning on how to start and run my own business.	3.31	Strongly Agree	3.48	Strongly Agree
14.	I have discovered business opportunity that motivates me about starting my own business.	3.12	Agree	3.36	Strongly Agree
15.	I have started saving money to start my own business after graduation.	3.45	Strongly Agree	3.46	Strongly Agree

Weighted average	3.40	Strongly Agree	3.43	Strongly Agree
Source: Field Survey, 2023	X_M = male, X_F = female			

Data in Table 3 display the average disparity in entrepreneurial intention between male and female business education students in South-West, Nigeria. The Table demonstrates that the respondents exhibited a high level of consensus in their commitment to becoming entrepreneurs. Their professional goal is to start and oversee their enterprises. The individuals in question are strongly inclined to initiate their business ventures and have given substantial thought to it. The mean scores for males are 3.44, 3.33, 3.40, 3.67, and 3.47, respectively, while the mean scores for females are 3.66, 3.50, 3.50, 3.54, and 3.44, respectively. The respondents exhibited a resolute consensus in their ambition to pursue careers as professional business managers, cultivate their companies into high-growth ventures, and establish their businesses over two years.

Additionally, they express a willingness to commence their ventures soon and desire to take over their families enterprises eventually. The average scores for these assertions are 3.56, 3.37, 3.41, 3.31 and 3.50 for males and 3.41, 3.36, 3.28, 3.31 and 3.31 for females, respectively. The respondents strongly agreed that their friends and family encourage them to initiate their own businesses. They possess a predilection for assuming the role of an entrepreneur instead of an employee. They devote their leisure time to acquiring the knowledge and skills necessary to initiate and oversee their enterprise. They have spotted a lucrative business prospect that inspires them to establish their firms. In addition, they have initiated the practice of setting aside funds in order to establish their enterprise upon completing their studies. The average scores for these criteria are 3.54, 3.17, 3.31, 3.12 and 3.45 for males and 3.33, 3.52, 3.48, 3.36, and 3.46 for female respectively.

Moreover, the respondents unanimously agreed that their friends and family motivated them to pursue their entrepreneurial endeavours. In addition, they devote their free time to acquiring knowledge about the complexities of initiating and overseeing corporations. In addition, they implement proactive measures to accumulate funds in anticipation of establishing their businesses upon finishing their education (with mean scores of 3.54, 3.31 and 3.45 respectively). The respondents unanimously preferred being entrepreneurs rather than employees. Furthermore, they identified promising business opportunities that inspired them to pursue their ventures (mean scores of 3.17 and 3.12 respectively).

Data in Table 3 display the calculated weighted average mean for all 15 item constructs. The grand mean for male ($Mean_m$) and female ($Mean_f$) respondents is 3.40 and 3.43, respectively. This indicates that all respondents strongly agreed with the items. However, females have a slightly higher mean ($Mean_f = 3.43$) than males ($Mean_m = 3.40$) regarding the difference between male and female business education entrepreneurial intention in South-West Nigeria. This implies that gender does not influence the entrepreneurial intention of business education undergraduates in South-West, Nigeria ($Mean_m = 3.40$, $Mean_f = 3.43$).

Research Question 2: What is the influence of parental entrepreneurial status on business education undergraduate's entrepreneurial intention in South-West, Nigeria?

Table 4: Mean responses of the difference between the entrepreneurial intention of business education undergraduates with parental entrepreneurial status

S/N	Item Statements	XBO	Remark	XE	Remark
16.	I am going to do anything to become an entrepreneur.	3.40	Strongly Agree	3.27	Strongly Agree
17.	My professional goal is to become an entrepreneur.	3.38	Strongly Agree	3.42	Strongly Agree
18.	I will make necessary efforts to establish and operate my own business.	3.45	Strongly Agree	3.54	Strongly Agree
19.	The likelihood of starting my own business is very high	3.51	Strongly Agree	3.42	Strongly Agree
20.	I have seriously considered starting a business.	3.36	Strongly Agree	3.22	Strongly Agree
21.	I am determined to become a professional business manager.	3.67	Strongly Agree	3.47	Strongly Agree
22.	I am determined to develop my business into a high-growth enterprise.	3.55	Strongly Agree	3.24	Strongly Agree
23.	I am prepared to start my own business within 2 years.	3.51	Strongly Agree	3.27	Strongly Agree
24.	I am prepared to start my own business very soon.	3.42	Strongly Agree	3.40	Strongly Agree
25.	I am going to inherit my family's business in the future.	3.17	Strongly Agree	3.30	Strongly Agree
26.	My friend and family encourage me to start my own business.	3.19	Strongly Agree	3.42	Strongly Agree
27.	I prefer to be an entrepreneur than to be an employee.	3.40	Strongly Agree	3.24	Strongly Agree
28.	I spend my free time learning on how to start and run my own business.	3.28	Strongly Agree	3.53	Strongly Agree
29.	I have discovered business opportunity that motivates me about starting my own business.	3.40	Strongly Agree	3.54	Strongly Agree
30.	I have started saving money to start my own business after graduation.	3.54	Strongly Agree	3.50	Strongly Agree
	Weighted average	3.42	Strongly Agree	3.39	Strongly Agree

Source: Field Survey, 2023

X_{BO}= Business owner, X_E= Employee

Data in Table 4 show the mean difference between the entrepreneurial intention of undergraduates with parental entrepreneurial status of business owners and those with the parental entrepreneurial status of employees in South-West Nigeria. Data in the table indicate that the respondents strongly

agreed with their willingness to do whatever it takes to become entrepreneurs. Their professional objective is to establish themselves as entrepreneurs, and they are determined to make necessary efforts to start and run their businesses. The likelihood of them starting their businesses is very high, as indicated by the mean scores of 3.40, 3.38, 3.45 and 3.51 respectively. The mean scores for their enthusiasm toward entrepreneurship are 3.27, 3.42, 3.54 and 3.42 respectively. The respondents expressed a strong inclination towards starting their own businesses. They are highly motivated to become skilled business managers and are committed to growing their businesses into high-growth enterprises. They are also prepared to launch their businesses within two years and prefer entrepreneurship over being employees (mean = 3.36, 3.67, 3.55, 3.51, 3.42 and 3.40 respectively). The respondents expressed a strong inclination towards using their free time to learn how to initiate and manage their businesses. They have identified business opportunities that inspired them to pursue entrepreneurship and have begun saving money after completing their education. The mean scores for their motivation and preparedness to start businesses after graduation are 3.28, 3.40 and 3.54 while the mean scores for their overall inclination toward entrepreneurship are 3.53, 3.54 and 3.50 respectively. The respondents unanimously expressed their intention to inherit their families' businesses.

Moreover, friends and family members actively urge them to establish their firms, as indicated by the mean scores of 3.17 and 3.19 respectively. Furthermore, the respondents expressed a strong interest in initiating business ventures. They are resolute in their ambition to transform their firms into rapidly expanding enterprise and prefer becoming an entrepreneur rather than being employed (Mean = 3.22, 3.24 and 3.24 respectively). The respondents expressed a strong commitment to pursuing careers as professional company managers. They also indicate their intention to take over their families' firm. Furthermore, they reported encouragement from friends and family to establish their businesses (Mean = 3.47, 3.30, and 3.42 respectively).

All the 15-item constructs in Table 4 show a grand calculated weighted average means of 3.42 and 3.39 respectively, which indicate that all respondents strongly agreed with the items. However, parents that are business owners have slightly higher $Mean_{BO} = 3.42$ than parents that are employees with a mean of $Mean_E = 3.39$ regarding the difference in their entrepreneurial intention. This implies that parental entrepreneurial status does not influence the entrepreneurial intention of business education undergraduates in South-West, Nigeria ($Mean_{BO} = 3.42$, $Mean_E = 3.39$).

3.2 Test of Hypotheses

The two null hypotheses of the study were tested using Independent Samples t-test. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 5 and 6 as follows:

H01: There is no significant difference on entrepreneurial intention of business education undergraduates based on gender.

Table 5: Summary of t-test of the difference in the entrepreneurial intention of business education undergraduates based on gender

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	201	3.47	0.37	0.08	640	0.93	Not Rejected
Female	441	3.46	0.48				

Source: Field survey, 2023

P>0.05

Data in Table 5 indicate that there are a total of 201 male respondents and 441 female respondents. The responses reveal the descriptive statistics of entrepreneurial intention among business education undergraduates, categorized by gender. The mean for males is 3.47 with a standard deviation of 0.37, while the mean for females is 3.46 with a standard deviation of 0.48. Their responses are close to the mean due to the significantly low standard deviations. The Table indicates that there is no statistically significant difference in the entrepreneurial intention of business education undergraduates based on gender ($t_{640} = 0.08$, $P > 0.05$). Thus, the null hypothesis, which posits that there is no significant difference in the entrepreneurial intention among business education undergraduates based on gender is not rejected.

H₀₂: There is no significant difference on entrepreneurial intention of business education undergraduates based on parental entrepreneurial status.

Table 6: Summary of t-test of the difference in the entrepreneurial intention of business education undergraduates based on parental entrepreneurial status

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Parents who are Business Owners	473	3.46	0.49	0.21	640	0.83	Not Rejected
Parents who are Employees	169	3.47	0.32				

Source: Field survey, 2023

P>0.05

Data in Table 6 indicate that there are 473 respondents whose parents are business owners and 169 respondents whose parents are employees. The responses reveal the descriptive statistics of entrepreneurial intention among business education students, categorised by parental entrepreneurial status. The mean for parental entrepreneurial status of business owners is 3.46 with a standard deviation of 0.49, while the mean for parental entrepreneurial status of employees is 3.47 with a standard deviation of 0.32. Their responses are close to the mean, as the standard deviations are significantly small. The data indicate that there is no statistically significant difference in the entrepreneurial intention among business education undergraduates, regardless of their parents' entrepreneurial status ($t_{640} = 0.21$, $P > 0.05$). Thus, the null hypothesis, which asserts that there is no significant difference in the entrepreneurial intention of business education undergraduates based on their parents' entrepreneurial status, is not rejected.

3.3 Discussion of Findings

The study revealed little or no disparity in entrepreneurial inclination between male and female business education students in South-West, Nigeria. The mean score for females (mean = 3.43) was approximately the same with that of males (mean = 3.40). This implies that gender does not influence the entrepreneurial intention of business education undergraduates. The little discrepancy can be attributed to the fact that a significant number of female students pursuing business education intend to establish their own enterprises, enabling them to allocate sufficient time to their children and family responsibilities. Significant cohorts of women in South-West Nigeria have ambitions to become entrepreneurs, given that a substantial fraction of small-scale enterprises in the region's marketplaces, cities, and communities are owned by females. The findings of this study align with the recent research conducted by Konutgan (2022), Mahlaole and Malebana (2022), which concluded that there was no difference between gender in terms of students' entrepreneurial ambition and attitude towards entrepreneurial efforts. However, the findings disagree with Harris and Gibson (2018) who observed a significant discrepancy between male and female business students regarding their propensity for creativity in the business domain. It also disagrees with Khan et al. (2011) and Kothari (2013) studies which revealed that men have a higher proclivity than women to harbour a desire or inclination to initiate their own entrepreneurial ventures. However, the results indicate that both males and females have an equal propensity for having an entrepreneurial mindset.

The study found that parents' business standing did not influence undergraduate students' entrepreneurial intentions in South-West, Nigeria, those whose parents are company owners displayed a somewhat higher average intention ($Mean_{BO}=3.42$) than those whose parents are employees ($Mean_E=3.39$). This is because students with parents who are business entrepreneurs are more likely to have gained the necessary expertise and knowledge to manage a business efficiently. Consequently, their goal is to develop and own their firms after graduation. As a result, students with entrepreneurial parents have acquired valuable experiences that enhance their inclination towards business. This discovery aligns with the research by Nguyen (2021), indicating that the offspring of self-employed individuals possess a greater inclination towards entrepreneurship. However, it is crucial to recognize that the observed difference lacks statistical significance. Moreover, Georgescu and Emilia (2020) found that students who come from a family background of entrepreneurship are more inclined to pursue entrepreneurial activities than persons who do not have such a family history. These findings align with the outcomes of the current study. A study by Nguyen (2021) found that students with prior self-employment experience demonstrate a higher level of entrepreneurial aspiration than students without such experience. This finding contradicts the findings of Fayomi (2020), which indicate that there is no distinction between the ambitions of undergraduate students whose parents are engaged in business and those whose parents are not inclined to entrepreneurship.

The t-test result ($t(640) = 0.08, P>0.05$) indicated no statistically significant difference in the level of entrepreneurial intention between male and female business education undergraduates. This finding suggested that gender did not influence the propensity for entrepreneurship among undergraduate students pursuing business degrees. Research indicated that male and female undergraduate students exhibited similar entrepreneurial interests. The results aligned with the

research conducted by Konutgan (2022), indicating no statistically significant disparity in entrepreneurial intention among male and female undergraduate students. Mahlaole and Malebana (2022) conducted research that found no gender disparity in students' entrepreneurial ambition and attitude toward entrepreneurial efforts. The conclusion is consistent with the results of our inquiry. Furthermore, Inga *et al.* (2013) did a study that revealed no statistically significant disparity between genders regarding their entrepreneurial ambition when initiating a business. Nevertheless, the outcomes contradicted the discoveries of Choitung *et al.* (2012), which demonstrated noteworthy disparities in entrepreneurial attitudes and objectives across male and female students. The statistical analysis indicated no significant difference in the level of entrepreneurial intention between business education undergraduates with entrepreneurial parents and those who did not have entrepreneurial parents ($t(640) = 0.21, P > 0.05$). This finding indicated that undergraduate students' entrepreneurial tendency remained consistent, regardless of their prior engagement in self-employment. The results align with Nguyen's (2021) research, indicating no statistically significant disparity in entrepreneurial intention between students with self-employed parents and those without. The findings of Fayomi's (2020) research, which suggested no notable disparity in the aspirations of undergraduate students with parents who were entrepreneurs compared to those without entrepreneurial parents, aligned with this perspective. However, this study refuted the findings of Georgescu and Emilia (2020), who suggested a notable disparity in entrepreneurial ambition between students with familial history of entrepreneurship and those without.

4.0 CONCLUSION

This study concludes that there was no influence of gender and parental entrepreneurial status on the entrepreneurial intention of business education undergraduates. Consequently, there was no significant difference on the entrepreneurial intention of business education undergraduates based on gender and parental entrepreneurial status.

5.0 RECOMMENDATIONS

The following recommendations are made based on the findings:

1. Educators and successful entrepreneurs should teach young entrepreneurs not to be gender biased when embarking on or pursuing business aspirations.
2. Parents should spend more time providing orientation that will influence how their children view entrepreneurship and whether they want to pursue it themselves. By providing guidance and encouragement, parents can lessen the impact of their entrepreneurial position on their children's aspirations for a career in business.
3. Government policies and institutions should also encourage equity in gender performance in entrepreneurship.

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