



INFLUENCE OF FAMILY OCCUPATIONS ON ENTREPRENEURIAL INTENTIONS OF STUDENTS IN NIGERIA INSTITUTE OF LEATHER AND SCIENCE TECHNOLOGY (NILEST), ZARIA

¹OLATUNJI, TUNDE EZEKIEL, *AUWAL MOHAMMAD SALIHU *MALACHY MARCUS AND **JUNGUDO MARYAM MOHAMMED

**Directorate of Academic Planning, Nigerian Institute of Leather and Science Technology, Zaria. **Directorate of Leather and Leather Products Technology, Nigerian Institute of Leather and Science Technology, Zaria.*

Abstract

This study is titled "Influence Of Family Occupations on Entrepreneurial Intentions of Students in Nigeria Institute of Leather and Science Technology (NILEST), Zaria" The design of the study is descriptive survey. The population of the study consisted of all final year students as at 2018/2019 academic session. A total number of 114 students are purposively used. The study adapted Entrepreneurship Intention Questionnaire (EIQ) after extensive literature review. The instrument is duly validated and 0.86 reliability coefficient is realised using Cronbach alpha formula. Arithmetic mean and standard deviation are used in answering the question posed by the study while One-way Analysis of Variance (ANOVA) is used in testing the null hypothesis postulated by the study. The study discovered that there is significant difference in the mean entrepreneurial intentions scores of students in relation to their respective family occupations. The study among other things offers some recommendations which are the need for the entrepreneurship and other allied courses offered for all NILEST students can be an appropriate avenue to expose and develop the students' intention to be entrepreneurs. This is where the institute (NILEST) should play its role to motivate the students by providing the necessary training and courses to instill more positive attitude of the students towards entrepreneurship and that parents/family members who have no business orientation and inclination should as a matter of national importance motivate their children

through all lawful means possible to develop the mindset for owning their personal businesses after graduation. This will help in reducing the number of job-seekers in the labour market.

Keywords: *Entrepreneurial Intention, Family Occupation, Students, NILEST*

Introduction

Entrepreneurship refers to one's own business and involves broad concepts such as work attitude that emphasizes self-reliance, initiative, innovativeness and risk-taking. According to Salihu (2014) entrepreneurship is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. He further asserts that entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, operating and maintaining that business. In addition, Ubah (2011) stressed that entrepreneurship is creating new enterprises to meet new challenges and opportunities presented in a situation. An entrepreneur is someone who organizes, manages, and assumes the risks of a business or enterprise. Entrepreneurship according to Mustapha and Selvaraju (2015) is a vital cog in the economic performance of nations around the globe as it has the capacity to create adequate jobs opportunities that reduce unemployment rates. Entrepreneurship also leads to the enhancement of skills to serve consumers and is viewed as a process of innovation, which creates new ventures (Kuratko and Hodgetts, 2004).

Decisions to become entrepreneurs are determined by certain factors and planned behaviour rather than engaging it accidentally. Thus, underlying factors that influence students' intention towards entrepreneurial career are vital. Entrepreneurial intention is defined as a state of mind leading an individual's attention and action toward the endorsement of entrepreneurial behaviour, building new business concept and undertaking in entrepreneurial career. It is also defined as the growing conscious state of mind that a person desires to start a new enterprise or create new core value in existing organization (Khuong and An, 2016; Remeikiene and Startiene, 2013). According to Khuong and An (2016), the influences of both personal traits and environment can define entrepreneurship intention. Students' entrepreneurial intention may be affected by different factors. One of such factors is the family/parents' occupation.

Family is defined as the group of people who are related by blood, marriage and/or adoption. Due to parents' role as knowledge transferors to their children, the existence of role models in the close family is determinant in the choice of the future professional career of young adults. This transference of knowledge and experience can take place either by exposure, in which the self-employed parents act as role models for their children, or by closure, providing financial or social capitals for the foundation of a new venture (Mungai & Velamuri, 2011). The family, and especially father and mother, exercises great power over the desirability and feasibility for the process of the creation of a new company (Lerchundi, Alonso & Vargas 2014). Different literatures indicate that individuals raised in entrepreneurial family impacts the intention for entrepreneurship thereby considerably raising the desire of starting their own business (Singh & Prasad, 2016). It is said that such role models provide the vital impetus to the desire of starting a business. Such role models may act as mentors and guides to the children in the family for starting a business (Lerchundi, Alonso & Vargas 2014).

Entrepreneurship is considered as the main driver of economic growth in most countries (Muhammad, Akhbar and Dalzied, 2011) and is a permanent concern in most countries (Nigeria inclusive) since new and small firms are the major contributors to new jobs in the country (Mazura and Norasmah, 2011). Thus, a study on the inclination of students' intention to be entrepreneurs is very important to promote entrepreneurship at the national level, especially to encourage fresh graduates of NILEST to get involved in this field and make it their career. In this sense, determining the influence of the family occupation on the entrepreneurial intention and the transfer of business knowledge in students of NILEST is the main objective of this study.

Objective of the Study

The main objective of the study is to determine the Influence of Family Occupations on Entrepreneurial Intentions of Students in Nigeria Institute of Leather and Science Technology (NILEST), Zaria. The study's specific objective is to:

1. Determine the entrepreneurial intentions of NILEST students in relation to their respective family occupations.

Research Question

- What is the difference in the mean entrepreneurial intentions scores of NILEST students in relation to their respective family occupations?

Null Hypothesis

H₀₁: There is no significant difference in the mean entrepreneurial intentions scores of NILEST students in relation to their respective family occupations.

Methodology

The design of the study used is survey. Specifically, cross-sectional survey is used. The population of the study consisted of all final year students of NILEST as at 2018/2019 academic session. A total number of 114 students of are purposively used. The study adapted Entrepreneurship Intention Questionnaire (EIQ) after extensive literature review. The questionnaire is designed based on 5-point Likert scale rating such as Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) =3 Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument is duly validated and 0.86 reliability coefficient is realised using Cronbach alpha formula. Arithmetic mean and standard deviation are used in answering the question posed by the study while One-way Analysis of Variance (ANOVA) is used in testing the null hypothesis postulated by the study at 0.05 level of significance.

RESULTS

Research Question: What is the difference in the mean entrepreneurial intentions scores of NILEST students in relation to their respective family occupations?

Table 1: Mean entrepreneurial intentions of students in relation to their family occupations

Item Statements	Public Servants		Organised Sector Employees		Private Occupations		Businesses	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Starting my own business sounds attractive to me	2.98	1.43	4.19	1.050	3.95	1.09	4.73	0.59
2. If I come up with a good business concept I know precisely where to turn for the counselling and aid	3.48	1.28	2.65	0.851	2.64	0.85	3.93	1.22
3. Even if I come up with a good business concept I do not think I would dare to take the risk of founding my own firm	3.08	0.38	2.97	0.797	3.27	1.01	3.07	0.63

4. I am confident that I would succeed if I started my own business	3.18	0.59	2.68	0.944	2.82	1.26	2.53	0.52
5. My parents are positively oriented towards my future career as an entrepreneur.	2.45	1.26	2.89	1.125	3.18	1.01	3.33	1.35
6. If I become an entrepreneur, my family would consider it to be	2.90	0.44	2.70	1.077	2.61	1.00	3.00	0.38
7. It would be easy for me to start my own business	2.93	0.73	2.65	0.949	2.77	0.87	2.58	0.73
8. I have a very serious thought in starting my own firm.	2.93	0.42	2.59	0.956	2.41	0.80	3.33	1.05
9. I prefer to be an entrepreneur rather than to be an employee in a company	2.70	0.65	2.41	0.798	3.05	0.90	3.40	1.30
10. If I come up with a good business concept/plan I know precisely how to get the funds needed to get started	2.48	0.72	2.76	1.065	2.77	0.75	3.40	0.83
11. To start my own company would be the best way for me to take advantage of my education	2.20	0.52	3.19	0.616	2.91	1.07	2.80	0.41
12. To run my own firm would probably be the best way for me to improve my financial position	2.85	0.95	2.89	0.843	2.32	0.57	2.60	1.12

SD = Standard Deviation

Decision Mean=3.00

Table 1 presents the consolidated result of the analysis comparing the mean entrepreneurial intentions of students in relation to their family occupations (public civil servants, organised private sector employees, traditional occupations; farming, blacksmith, goldsmith and businesses). The established decision mean is 3.00 which is compared against the individual mean of the items in the table to determine the pattern of responses made by the students. Although the use of arithmetic means suggests treating Likert Scale based data as an interval level of measurement, the mean scores is used in this study to establish rank order of agreement/disagreement for the items.

The Table 1 also shows the standard deviation (SD) of the responses, and it measures the variability or dispersal of the responses. It demonstrates how clustered the responses value are around the means for each item. Higher SD is often interpreted as higher disparity. In general, the result shown in Table 1 indicates low values for the SDs, which indicates high degree of consistencies in the students' opinions.

Null Hypothesis

H₀₁: There is no significant difference in the mean entrepreneurial intentions scores of NILEST students in relation to their respective family occupations.

Table 2: One-way Descriptive on the mean intentions of students in relation to their family occupation

Occupations	N	Mean	SD	95% Confidence Interval for Mean		Min	Max
				Lower Bound	Upper Bound		
Public Servants	40	91.93	9.31	88.95	94.91	78.00	115.00
Organised Private Sect.	37	100.08	8.72	97.18	102.99	88.00	120.00
		97.41	7.93	93.89	100.93	82.00	109.00
Traditional Occupations	22	103.53	6.93	99.70	107.37	89.00	112.00
Businesses	15						
Total	114	97.16	9.47	95.40	98.82	78.00	120.00

Table 3: Summary of One-way Analysis of Variance (ANOVA) for Hypothesis One

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2022.58	3	674.19	9.15	.000
Within Groups	8104.58	110	73.68		
Total	10127.16	113			

The results of the Analysis of Variance (ANOVA) statistics in Tables 3 and 4 revealed significant difference in the mean entrepreneurial intentions scores of NILEST students in relation to their respective family occupations. This is due to reason being that the calculated P values of 0.00 is less than the 0.05 alpha level of significance, while the calculated F value of 9.15 is greater than the F critical of 2.60. Their mean scores are; 91.93, 100.08, 97.48 and 103.53 for public civil servants, organised private sector employees, traditional

occupations and businesses respectively. Consequently, the null hypothesis is rejected.

Findings

The study discovered that family/parental occupations influence the entrepreneurial intentions and inclination of NILEST; and students whose parents' occupation are business/private inclined show more interest, confidence and motivation to become entrepreneurs after graduation.

Discussions

The study discovered that Family/parental occupations influence the entrepreneurial intentions and inclination of NILEST; and students whose parents' occupation are business/private inclined show more interest, confidence and motivation to become entrepreneurs after graduation. Corroborating these findings, Mustapha & Selvaraju (2015) in their study discovered that personal characteristics, family influence, entrepreneurial education have positive and significant influence on students' intention to be entrepreneurs. In the same vein, the presence of self-employed father was found to be related to positive attitude towards entrepreneurship (Basu & Virick, 2008). In a related development, the study of Drennan, Kennedy, and Renfrow (2005) found that positive view of family business experience in respondents enhanced perception of desirability and feasibility of starting a business. Prabhu & Thomas (2014) in their study concludes that B school students' entrepreneurial intentions are influenced by the Parental factors such as parental role modelling, access to Business network of parents, entrepreneurial family culture, educational qualification of parents and family standard of living.

Moreover, Robson and Bennet (2000) posit that families and friends act as the preferred source of advice for small-medium enterprise owners. Basically, new graduate entrepreneurs rely on informal sources such as family members, colleagues and social networks as well as universities (Greene and Saridakis, 2007) for support and guidance in business. In a related study, Robson and Bennet (2000) posit that families and friends act as the preferred source of advice for small-medium enterprise owners. Basically, new graduate entrepreneurs rely on informal sources such as family members, colleagues and social networks as well as universities (Greene and Saridakis, 2007) for

support and guidance in business. Similarly, Lee, Lim, Lim, Ng & Wong (2012) in their study discovered significant difference between family backgrounds in their intention to be entrepreneur. Also, Ahmed et al. (2010), stress that support of family and a perception that entrepreneurship would be a gratifying and attractive career option is related to stronger entrepreneurial intentions. Lerchundi, Alonso & Vargas (2014) also concurred that students who have parents with their own business have a significantly higher entrepreneurial intention than students whose parents are not self-employed ($t=-3.54$; $p<.001$). Similarly, students with civil servants parents have a lower entrepreneurial intention than those whose parents are not employed in public services ($t=3.49$; $p<.001$). They, therefore conclude that the professional background of parents influences the entrepreneurial intention of their descendants.

Contrary to the findings of this study, Singh & Prasad (2016) in their study found that there was no difference in entrepreneurial intentions of management students hailing from family business background or from salaried class background. The findings of this study are also at parallel to that of Fatoki (2010) where statistically significant difference was not found between students whose parents own and run a business and those whose parents do not own and run a business.

Recommendations

The study in the light of the findings and conclusions drawn, made the following recommendations:

1. The entrepreneurship and other allied courses offered for all NILEST students can be an appropriate avenue to expose and develop the students' intention to be entrepreneurs. This is where the institute (NILEST) should play its role to motivate the students by providing the necessary training and courses to instill more positive attitude of the students towards entrepreneurship;
2. Parents/family members who have no business orientation and inclination should as a matter of national importance motivate their children through all lawful means possible to develop the mindset for owning their personal businesses after graduation. This will help in reducing the number of job-seekers in the labour market.

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