



Business Education Students' Selected Demographic Profile Towards Entrepreneurial Inclination

¹Prof. WEY, Amaewhule & ²ELLAH, Beatrice

^{1,2}Department of Business Education
Faculty of Education,
Rivers State University, Port Harcourt, Nigeria

ABSTRACT

In today's world, Entrepreneurship is seen as the vital source for economic growth, and education on the other hand, a source of creation and development of entrepreneurial attitudes. Entrepreneurship as a career option is becoming increasingly desirable. Responding to this need, many colleges and universities around the world have significantly increased their offerings of entrepreneurship courses over the years. This study theoretically examined Business Education Students' Selected Demographic Profile toward Entrepreneurial Inclination. Specifically, the study examined the influence of demographic characteristics of Business Education student's inclination towards entrepreneurship. In other to achieve this, various literatures related to Entrepreneurship, Entrepreneurial Inclination, Business Education Students and the Demographic Characteristics were examined. The demographic characteristics include gender, age, family background, level of education, risk perception, and prior exposure to self-employment. Based on the literatures examined, the study concludes that Entrepreneurship Education has a direct effect on the formation of the students' entrepreneur personality. This shows that Entrepreneurship Education can be used as a starting point for the creation of entrepreneurial awareness among Business Education students and strengthening the role of the demographic variables can be used to foster entrepreneurial attitude. Based on the conclusion, the following recommendations was made; Entrepreneurship Education should be added among the business courses and it is expected to be implemented from elementary school, and continue to higher education and government and the non-governmental organization should create opportunities, trainings and incentives for young people willing to venture into the field of entrepreneurship.

Keywords: Entrepreneurship skills, Business Education Students, demographic characteristics

INTRODUCTION

Entrepreneurship skills development programs empowers entrepreneurs and provide them with the tools necessary to undertake a new business. (Matlay, 2015). Entrepreneurship can be regarded as part of a strategy to boost the economy. It can be undertaken as a challenging task, by the creation of new businesses that are sustainable in a market and in a complex economic environment. Thus, it is considered that entrepreneurship is associated with two different aspects:

- Creation and development of business/innovative companies' entrepreneurship
- Development of a function in an innovative way intrapreneurship.

According to Chukwu, Olaleke, Unini, Yvonne, & Kuye (2019), an entrepreneur is an individual that finds a gap or a need in the society and sets out to satisfy that need. Entrepreneurship inclination can be individual's plan or aim to start a new firm or business. Scholars are interested in entrepreneurial inclination in order to find out the factors that stimulate individuals to become entrepreneurs.

Tertiary institutions seem to be playing a leading role in the development of entrepreneurs. This is also true of Business Education graduates, as entrepreneurship is seen as a way of reducing unemployment among the fresh graduates, which involves introducing education that gives these graduates the skills, values and behaviors to undertake business in the future. According to Robinson (2017), individual traits are vital factors in determining the motivation of graduates in entrepreneurship. The scholar posits that when and where the capacity of the individual is not in line with the business acumen; such individuals' no matter how talented may never venture into business or even if engaged in it, may never succeed indicating that motivating factor of people in entrepreneurship mostly go beyond the power of the individual. The authors further argue that except there is a balance of these factors especially demographic factors (such age, gender, family background, level of education) and personal characteristics (leadership attitudes, risk taking attitudes, achievement attitudes and task performance attributes) on such individuals, no matter the extent of the existing talent of the individual, achieving success in entrepreneurship could be difficult. As Yusof (2017) puts it, it is important to understand the factors that could make Business Education graduates to be inclined to entrepreneurship. The trend of reliance on government work is mostly common in developing countries especially where such an economy is a mixed economy (an economic system in which both the state and the private sector direct the economy, reflecting characteristics of both market economies and planned economies). Tertiary Education has of late become very expensive. The situation is such that most parents have to forgo other financial commitments just to see their wards through the university with the hope that the graduates will come up to provide some financial support to the family as well as contribute to the building of the nation's economy. However, it becomes discouraging for these graduates to stay idle at home competing with their younger siblings for financial assistance from parent with the excuse that there are no jobs. Again, most graduate (Business Education) seems to be afraid of failure and thereby fail to venture into business despite having the potential for business success. According to Kirzner (2019), Entrepreneurship is all about opportunity and risk taking which has created a vacuum of participation among people that are not too ready to take the risk. Norasmah, & Salmah (2009) indicated that Business Education graduates' involvement in entrepreneurship is relatively very low in the sense that many prefer to be employed by organizations elsewhere rather than being an entrepreneur. This indicates that the rate of entrepreneurial inclination among Business Education students' is low. Therefore, the study intends to investigate theoretically, Entrepreneurship Inclination of Business Education Students' Demographic Profile.

The Concept of Business Education

Several definitions of Business education have been given, some of which focus on the content of the programme, or on the level at which it's delivered, or both. Business Education according to is an aspect of educational programme which provides the recipients with knowledge, skills, understanding and attitudes needed to perform well in business world as a producer, entrepreneur or consumer of goods and services. According to Obi (2015). Business Education, is that type of education which helps the students to achieve all the aims of education at any level of learning but has as its primary aim, to prepare students for a business career and enables those in that career to become more efficient and to advance to higher business positions.

Business Education as a programme of instruction consists of two parts which include: Office Education, which is described as a vocational education program for office careers, through initial and upgrading education leading to employability and advancement in office occupation and General Business Education, which is described as programme that provides students with information and competences needed for managing personal business affairs.

At the tertiary level, the term Business Education is sometimes used as synonymous with education in the broad area of business administration in which the objective is primarily preparation for the professional careers in the management and administration of business and economics for both secondary and higher education. At the senior secondary school level, Business Education is referred to as business studies which comprise all the business subjects taught in secondary school (National Policy on Education 2013).

These business subjects are aimed at preparing students for initial employment in the general administrative sections of business enterprises and government. They prepare students for further studies in the area of business in tertiary institutions. It also fosters the acquisition of technical knowledge and vocational skills, which could lead to agricultural, commercial and economic development.

Precisely, Business Education can be seen as a program of study concerned with the teaching and learning of various types of business skills as well as how to practically and successfully engage in them for the purpose of earning a living and the pedagogical training for transmitting such knowledge to others. Hence Udo and Bako (2014) stated that, Business Education comprises Accounting Education, Marketing Education, Office Technology Education, Entrepreneurship Education and Teaching Methodology.

Goals and objectives of Business Education according to Osuala (2005) in Udo and Bako (2014) are stated below:

- i. To educate people for and about business;
- ii. To provide students with a learning experience that can equip them to do the following: produce and distribute goods and services as workers; use the result of production as consumers, and make judicious socio-economic decisions as citizens.
- iii. To provide students with career information that will help them to relate their interests, needs and abilities to occupational opportunities in business;
- iv. To provide students preparing for careers in other fields that is not business, with educational opportunities that will equip them with business knowledge and skills that are needed to function effectively in those careers.

These objectives of Business Education are further enumerated as follows: (1) to afford all students important information that will enable them to search (or explore) and learn about the world of work. Such information will also make them develop interest and relevant skills in the career areas of their choice; (2) to teach students how to become intelligent consumers of goods and services; (3) to provide the students with necessary occupational information to enable them to understand the various occupations found in the world of work; (4) to supply training that will result in developing individuals capable of coping with the world in which they live and also to provide the understanding and appreciation of the actual functioning of the system; (5) to enable students prepare for, choose, enter into and progress in occupations of their choice (6) to enable students to acquire saleable skills in the field of their choice of occupation; (7) to train students for various business activities common to many professional, industrial, agricultural, distributive and home management occupations; (8) to enable secondary school students realize the advantages of business courses within their university preparatory programme.

Concept of Entrepreneurship

While there are diverse definitions and meanings given to Entrepreneurship by different experts, there are outstanding elements embodied in these opinions that provide a clear picture of what is meant by entrepreneurship. According to Nwoye (2012), Entrepreneurship is a process by individuals or groups to pursue opportunity, leverage resources and initiate change for purposes of creating value. Daft (2014), also defined Entrepreneurship as the process of initiating a business venture, organizing the necessary resources, and assuming the associated risks and rewards. Entrepreneurship Education is a type of education designed to change the orientation and attitude of the recipients, and in the process equips them with the skills and knowledge to enable them start and manage a business enterprise (Suleiman and Wan, 2013). Perhaps a more elaborate and comprehensive view of Entrepreneurship was given by Hisrich (2017) who tried to spell out key elements in Entrepreneurship by defining it as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychological, and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence. Therefore, from the above definitions it can be deduced that Entrepreneurship entails, an individual or groups, being creative and innovative, recognizing opportunity, allocating resources to seize such opportunity, assuming diverse forms of risk for the purpose of creating value and receiving the accruing personal benefits from such venture.

Entrepreneurship has become an everyday buzzword. Policymakers, economists, academics and even university students are talking about it. Seminars, conferences and workshops are being organized every year across the world which emphasized on the importance of Entrepreneurship to country, society as well as individual development (Matlay and Westhead 2015). Today, Entrepreneurship is regarded as one of the best economic development strategies to develop a country's economic growth and sustain the country's competitiveness in facing the increasing trends of globalization (Schaper and Volery 2014). For most people, the popularity of Entrepreneurship is largely due to the positive effects it has on many countries as a catalyst that creates wealth and the generation of job opportunities (Gurok and Atsan 2016). More specifically, Entrepreneurship is a major engine driving many nations' economic growth, innovation and competitiveness (Kuratko and Hodgetts 2014). At the same time, most studies have shown there is a positive relationship between entrepreneurship and economic growth in terms of job creation, firm survival and technological change (Lena and Wong 2013). This, in turn, has increasingly made entrepreneurship emerged as one of the most popular research domains in academic circles to study on the importance and contributions of entrepreneurship. Courses in entrepreneurship are also becoming popular at college and university levels. An exponential interest in entrepreneurship studies has increased amongst both undergraduate and graduate students over the last decade. One of the key factors explaining this unparalleled phenomenon is the fact that wages employment or 'secure' employment is no longer a guarantee especially in the public sector for university graduates (Business Education graduate) (Kamau-Maina 2016). In addition the luxury thought of university graduates are the elite and intelligent group in the society, whom can easily acquire a job upon graduation has no longer reflected the realities of today's employment world. In today's competitive job environment, total job opportunities are inevitably limited and thus one must compete to secure a job as supply of jobs is limited. As a result of this, many graduates are unable to get a job upon graduation. Business Education approach as a career seems to be the solution to this problem. Due to the fact that it has the capacity to equip them with the necessary Entrepreneurial knowledge and skills to succeed in running businesses or to create a job from seizing existing entrepreneurial opportunities (Henry 2017). Therefore, many universities and colleges around the world have responded to this demand by introducing entrepreneurship courses to students in an effort to promote entrepreneurship as well as a professional entrepreneurship career. For instance, in the United States, there are more than 1500 colleges and universities that offer courses in entrepreneurship and small business management to some 15,000 students (Kuratko 2015). Many dialogues, forums and training programmes organized by educational institutions are all in favour of Entrepreneurship development apart from being the subject taught at colleges and universities (Landstrom 2015). Undoubtedly, all these are being done with one major goal, namely to foster entrepreneurial spirit and expect attitude change in students, after undertaking entrepreneurial courses. Students are also expected to value entrepreneurship as a personal and future career development alternative.

The Development of Entrepreneurship Education

The history of Entrepreneurship Education could be dated back in 1938 when Shigeru Fijii, who was the teaching pioneer at Kobe University, Japan had initiated education in Entrepreneurship (Landstrom 2015). Functionally Entrepreneurship Education has been lauded as being able to create and increase awareness as well as promote self-employment as a career choice among young people. Therefore, the role of Entrepreneurship Education is mainly to build an entrepreneurial culture among young people that, in turn, would improve their career choices towards Entrepreneurship. In other words, the objectives of Entrepreneurship Education are aimed in changing students' state of behaviours and even intention that makes them to understand entrepreneurship, to become entrepreneurial and to become an entrepreneur that finally resulted in the formation of new businesses as well as new job opportunities (Hannon 2015). The author further explained that in achieving this, the design of Entrepreneurship Education curriculum needs to be creative, innovative and imaginative and most importantly is 'tying academic learning to the real world.

It is evident that the ability of Entrepreneurship to create new jobs and the importance of entrepreneurship education in producing potential entrepreneurs from the educational system cannot be overemphasized. Participation in Entrepreneurship Education, in this regard, has been associated with the increasing interest towards choosing Entrepreneurship as a viable career option. To this end, universities and other institutions of higher learning have been given the mandate to play a leading role in inculcating students with the entrepreneurial knowledge and skills that will be useful in their future career endeavours.

Dimensions of Entrepreneurship Education

Entrepreneurship Education is sometimes viewed as a three-dimensional construct. The first dimension sees Entrepreneurship Education as a matter of culture or state of mind that encompasses those aspects of Entrepreneurship that focus on values, beliefs and attitudes as these play a critical role in shaping one's attitude towards entrepreneurship, Entrepreneurship intentions or inclination. The second-dimension views Entrepreneurship Education as a matter of behavior which relates to specific skills such as identifying and seizing opportunities, making informed decisions and developing social skills to be able to communicate well with stakeholders. The last dimension sees Entrepreneurship Education as a matter of creating specific situations which relates to influence of entrepreneurship in the creation of new ideas, new firms and enterprises (Norman, Douglas, Takaruzza and Morgen, 2016). This kind of education seeks to provide student with the knowledge, skills and motivation to encourage and enhance entrepreneurial capabilities in a variety of setting.

Mayer, (2017) identified some factors that enhance students' propensity towards entrepreneurship, these includes:

Environmental Factors: Environmental factors in this context consists of all factors external to an individual such as family and friends, government legislation, government support factors and the state of the economy. Specifically, these factors include; unemployment and poverty rate in the country, available technology, infrastructural facilities (road networks, power, and communication), encouragement from family and friends, availability or non-availability of finance, and current political ideology of government.

Personality Traits: Personality is defined as those characteristics of the person that account for consistent patterns of feelings, thinking, and behaving. However, there are several other definitions of personality from which a common view reflects that personality is a psychological system, composed of a group of parts that interact, develop and that impact a person's behavioral expression. Literature establishes a link between personality and entrepreneurship such that some 40 personality traits have been identified as being associated with entrepreneurship, but 6 have special importance and they are; Internal locus of control, high energy level, Need for achievement, self-confidence, Awareness of passing time and tolerance for ambiguity (Daft, 2014).

- i. Internal locus of control: this is the belief by individuals that their future is within their control and the external forces have little influence.
- ii. High energy level: this entails high levels of passion which is a recipe that help entrepreneurs to overcome inevitable obstacles and traumas.
- iii. Need to Achieve: this is a human quality linked to entrepreneurship in which people are motivated to excel and pick situations in which success is likely.
- iv. Self-Confidence: self-confidence is a feeling of self-assurance arising from an appreciation of one's own abilities. People who start and run a business must act decisively (Concise Oxford Dictionary, Tenth Edition). They need confidence in their ability to master the day-to-day tasks of the business. They must feel sure about their ability to win customers, handle the technical details, and keep the business moving.
- v. Awareness of Passing Time: a key personality trait of an entrepreneur is that they tend to be impatient and they feel a sense of urgency. They want things to progress as if there is no tomorrow.
- vi. Tolerance for ambiguity: this is the psychological characteristic that allows a person to be untroubled by disorder and uncertainty

Vesper (2014) categorizes four kinds of knowledge useful for entrepreneurs and hence the entrepreneurship course content should be developed according to this knowledge: **Business-general knowledge:** It applies to most firms, including the new ventures. **Venture-general knowledge:** It applies to most start-ups, but not so much to going firms. **Opportunity-specific knowledge:** It is about the knowledge that exists of an un-served market and about how the resources need to be ventured in *venture-specific knowledge:* It is about the knowledge on how to produce a particular product or goods.

In terms of teaching methods, different researchers propose different approaches in delivering entrepreneurial knowledge and skills to students Hence, there have been lots of approaches to teaching entrepreneurship ranging from the conventional approach such as textbooks, and examinations, to unconventional like business plans. Life histories of working entrepreneurs; and field study or visits to business organizations. Notwithstanding the differences in curriculum and delivery approach, the ultimate aim of entrepreneurial programmes is to stimulate entrepreneurship awareness among students that, in turn, would increase their interest in entrepreneurship.

Entrepreneurial Inclinations of Business Education Students

Entrepreneurial inclinations is the search for information that can be used to help fulfill the goal of venture creation. (Choo and Wong, 2016). Research on entrepreneurial inclinations has largely examined a range of factors that would make a student have the intention of starting a business. However, there has been very few empirical studies undertaken by academics to examine these factors.

Literatures reveal a wide range of factors that influence entrepreneurial inclinations of students. Some of these literatures focus mainly on personality traits or factors such as self-confidence, risk taking, need for achievement, and locus of control and others focus on other contextual factors like economic, demographic, and social factors. For instance, Isah and Garba (2015) opined that people become self-employed either because they want to explore an existing opportunity or because there is limited paid employment opportunities. Turker and Selcuk (2018) in their study titled ‘which factors affect entrepreneurial inclinations of university students?’ posit that a person is surrounded by an extended range of cultural, social, economic, political, demographic, and technological factors as such personality traits cannot be isolated from these contextual factors.

Similarly, Talas, Celik, and Oral (2013), conducted a study on the influence of demographic factors on entrepreneurial inclinations among undergraduate students as a career choice. The study found that students’ faculty, monthly income of the household head, and type of high school before undergraduate education were statistically significant indicators. Willie, et al. (2019), in their study of the Determinants of Entrepreneurial Propensity of Nigerian undergraduates, found that the main factors that significantly explain entrepreneurial interest are parents’ educational qualifications, family entrepreneurial history, family socio-demographics, students’ entrepreneurial experience, and students’ socio-demographics. In furtherance of a study on entrepreneurial inclinations and its influencing factors of the university students. Zheng, Genshu, and Hui (2012), conducted a study to analyzed the influencing factors of students’ entrepreneurship intentions as individual and psychological factors, family background factors and socio-economic environment factors. They found all these factors as significant influences on students’ entrepreneurial inclinations.

Demographic Disposition towards Entrepreneurial inclination

Many research has been suggested on the influence of demographic and family background on an individual’s inclination towards entrepreneurship. Kirkwood (2017) opined that the common premise is that a good influence brought by family, as well as personal experiences about entrepreneurship, would contribute to higher entrepreneurial inclination. The following summarized the research that has been conducted on the demographic characteristics as well as the family business background on entrepreneurship. The demographic characteristic include: gender, risk perception, places of origin, ethnicity, religion, age, parents’ business background influences and programmes of study.

Gender: Entrepreneurship has historically been a male-dominated field with men proudly owning extra corporations than women (Marlow, 2012). Commonly shared cultural beliefs about gender roles can

consequently form the possibilities and incentives that individuals experience in pursuing positive occupations. The fact that an entrepreneurial career is gendered can also form the interaction among female entrepreneurs and diverse service vendors and, as a result, limit the female's potential to get entry to the necessary resources or acquire vital help to become a success entrepreneur. This can cause ladies to identify the environment to be hard and unfitting for entrepreneurial activity with challenging obstacles. (Zhao, Seibert, & Hills, 2015). The literature on female entrepreneurship suggests that female entrepreneurs may also face further barriers due to lack of capabilities, availability of funds, in addition to cultural challenges in certain developing countries (Shinnar, Giacomini & Janssen, 2012). It has been stated that female entrepreneurs understand higher limitations and feature much less intentions. Shinnar, Giacomini & Janssen suggested that women are much less confident of their ability to be an entrepreneur, while Yordanova and Tarrazan (2010) showed that females lack entrepreneurial intent. Findings from a number of growing international locations imply that the primary role of girls continues to be visible as being a mom and a home maker, and hence being challenged with the aid of institutional norms. (Bahrami. 2014).

According to Clain (2012), women do not place high values on the monetary aspects of self-employment like the men as they focus more on other aspects the business. Georgellis and Wall (2015), also indicated that women go into entrepreneurship in order to have an additional source of income in order to balance work and family, however, men indulge in entrepreneurship for wealth creation. Preceding studies indicates vital gender differences in feelings of behavioral control. Langowitz and Minniti (2017), observed that women's propensity to begin new organizations is definitely related to each their alertness to existing opportunities and self-evaluation of having good enough abilities and information. Wilson et al. (2017) discovered a significant lower score for women on entrepreneurial intentions and on emotions of internal manage. Their degree of internal control protected: being able to remedy troubles, making selections, coping with cash, being creative, getting people to agree with you and being a pacesetter. Zhao et al. (2015) discovered a big effect of gender on entrepreneurial intentions but this became, no longer mediated thru feelings of control (figuring out new enterprise possibilities, growing new merchandise, questioning creatively and commercializing an idea or new improvement). Subsequently, Kourilsky and Walstad (2014) indicate that while both male and female students show off a low level of entrepreneurship knowledge, female students had been extra aware about those deficiencies, reducing their internal feelings of control.

Age: Some researchers believe that people mostly decide to establish their own firms between the ages of 25 to 34 (Choo and Wong, 2016). Although older people are more capable of exhibiting behaviors that deviate from the customary way of doing business as they have greater means and opportunity for doing so but they are much less likely as younger people to take steps toward acting entrepreneurially or to actually establish a company (Kautonen, 2018). Levesque and Minniti (2016) explain the age-related effect on entrepreneurial inclination as a result of the opportunity costs of time. It can thus be assumed that age has a negative relation with entrepreneurial inclination. In addition, Weber and Schaper, (2014) confirms that age is associated with a lower likelihood of having an entrepreneurial intention. In contrast, Chaudhary (2017) does not support age is inversely related to entrepreneurial inclination.

Education level: Nguyen (2018) stated that the effect of general education, measured in years of schooling, on entrepreneur performance is positive. Some other studies show that the educational background plays a vital role on creating entrepreneurial skills (Murphy, Liao, & Welsch, 2016). On level of education, it is possible to see a positive attitude of university students towards enterprise and small business (Birdthistle, 2018). However, the relationship between university education in general and entrepreneurship is not so strong and contested (Pittaway and Cope, 2017). Moreover, Franke and Lüthje (2014) found that students who assess the university environment as being insufficient or negative to encourage the entrepreneurship have significantly lower entrepreneurial intentions than those who have positive perceptions. This finding is consistent with Davidson and Honig (2013), where they show that while education can help a person discover new opportunities, it does not necessarily determine whether he or she will create a new business to exploit the opportunity. However, Quan (2012) confirms that

advanced educational background has a positive impact on one's impulsive entrepreneurship inclination and one's deliberate entrepreneurship inclination.

Prior exposure to self-employment: Barringer et al (2015) believes that the involvement in the establishment of different firms will provide the entrepreneur the opportunity of knowing the risks and problems associated with new venture formation. Entrepreneurial experience is one of the main factors linked with involvements and role of entrepreneur in new venture creation. This type of experience is also expected to have a positive impact on entrepreneurial inclination. In addition, Basu and Virick, (2018) conducted a study on entrepreneurial inclination and their antecedents and findings revealed that education and prior experience does have a positive and significant impact on entrepreneurial behavior. McStay (2018) proposes that level of student's previous entrepreneurial experience will influence students' perceived desirability of self-employment. Students' perceived desirability of self-employment will influence self-employment intentions. Shane (2016) pointed out that prior knowledge about markets, customer problems, and knowledge about how to serve markets will influence individuals' discovery of opportunities, thus influencing entrepreneurial behaviors. These types of knowledge typically can be embedded in an individual's job experience. Therefore, the nature of jobs that an individual has taken may influence his/her entrepreneurial intention. Specifically, profound job experiences can provide easy access to resources and therefore contribute to the person's judgment about the feasibility of his/her starting a new business.

Parent's employment and family background: Role modeling refers to learning by examples rather direct experience. In role modeling, the individual adopts the behavior by informal and unintentional observation (Nguyen, 2018). The author further stated that being raised in a family that is entrepreneurial significantly impacts individuals' intentions to start their own businesses. Other studies also confirm that the children of entrepreneurs learn the factors involving in running a business and consider establishing a new organization as a natural career choice option. Furthermore, having role models is also a significant factor in wanting to start a business and having self-employed parents tend to be especially relevant as mentors and guides for children starting their own businesses as highlighted by Matthews and Moser (Matthews and Moser, 2015). In family entrepreneurial, most parents form a role model and create management know-how for the individual entrepreneur. McElwee and Al-Riyami (2013) also stated that children who grew up with entrepreneur parents had a greater tendency to choose a self-employed career. Similarly, Fairlie and Robb (2017) stated that most entrepreneurs tend to have a self-employed mother or father in their family history. Mueller (2016) concludes parental role modeling to be the most significant familiar factor on entrepreneurial inclination. Through the socialization process of children, exposure to entrepreneurship experience in the family business constitutes important intergenerational influence on entrepreneurship intentions (Carr and Sequeira, 2017). Remarkably, Drennan et al (2015) reports that those who found a positive view of their family's business experience perceived starting a business as both desirable and feasible. Nguyen (2018) also indicated that a family business has a role to play in enhancing the development of entrepreneurship among family members. Recently, Chaudhary (2017) confirmed that self-employed family background will have a positive relationship with entrepreneurial intent. There is a confirmation by many studies on the impacts of parental role model and family background on entrepreneurial intention.

Risk Perception: Many scholars have described an entrepreneur as an individual who assumed the threat for the company. Entrepreneurs are generally speculated to be inclined to assume risk than managers and salaried employees (Brush, 2015). Brockhaus (2013) described the danger taking as; the perceived possibility of receiving the rewards associated with success of the proposed situation, which is required by an individual before he will subject himself to the consequences associated with failure, the alternative situation providing less reward as well as less of severe consequences than the proposed situation. Scholars described risk perceptions as "intuitive risk judgment" (Jayathilake, 2013). In other words, it is a person's preliminary reaction to a risk, which is often not primarily based on the entire risk equation. The risk perception is defined as a decision maker's evaluation of the risk associated with a definite scenario. The risk perception is supposed to be motivated by risk propensity, hassle framing, social influences, trouble area familiarity and system in the organization. Risk perception is one characteristics of the risk

taker and is one of the mental functions that interacts inside the risk taker's hazard analysis and decision making.

CONCLUSION

Based on theoretical evidence, this study identified the demographic variable that directly influences the entrepreneurial inclination of Business Education students. Gender seems to be a strong determinant that influences student entrepreneurial inclination, however this could also be linked to the cultural beliefs and practices. Age helps to form the mental maturity and strengthen the entrepreneurial attitude of the students. Family profession background and social, environment also strongly influence the growth of entrepreneurial inclination of students. The same also applies to risk perception, level of education and so on. Entrepreneurship Education seems to have a direct effect on the growth of interest in Entrepreneurship among Business Education students. Nonetheless, the study concludes that Entrepreneurship Education has a direct effect on the formation of the students' entrepreneur personality. This shows that Entrepreneurship Education can be used as a starting point for the creation of entrepreneurial inclination among Business Education students and strengthening the role of the demographic variables will also foster entrepreneurial attitude.

RECOMMENDATIONS

Based on the conclusion, this paper recommends as follows:

1. Entrepreneurship Education should be added among the business courses and it is expected to be implemented from elementary school, and continue to higher education.
2. The government and the non-governmental organization should create opportunities, trainings and incentives for young people willing to venture into the field of entrepreneurship.
3. Parents, and guardians should model their wards towards entrepreneurship in order to foster a productive behavior, because entrepreneurial inclination can grow in a productive family environment.
4. Schools and universities have a key role to play in promoting entrepreneurship since educational institutions are ideally considered the place in shaping entrepreneurial cultures and aspirations among students.
5. University teaching environments are the most influential factors that affect students' perceptions towards entrepreneurship inclination and entrepreneurial career, therefore, there is need available provision of resources and other facilities for entrepreneurship activities to take place when necessary.

REFERENCES

- Bahrami, S. (2014). Entrepreneurship Intentions and Perceptions in the UAE: A Study of Moderating Effects of Gender, Culture and Family, *International Journal of Small Business and Entrepreneurship Research*, 2, (4), 37-50
- Barringer, B. R, Jones, F. F, & Neubaum, D. O. (2015). A quantitative content analysis of the characteristics of rapid-growth firms and their founders. *Journal of Business Venturing*, 20(5), 663-687.
- Basu, A., & Virick, M. (2018). Assessing entrepreneurial intentions amongst students: A comparative study. In National Collegiate Inventors and Innovators Alliance. Proceedings of the... Annual Conference. *National Collegiate Inventors & Innovators Alliance*
- Bridthistle, N. (2018). An examination of tertiary students' desire to found an enterprise. *Education & Training*, 50(7), 552-567.
- Brockhaus, A. (2013) "Risk taking practice of entrepreneurs Academy of Management Review, 23, (3), 509-20.
- Brush, C. (2015) women owned business obstructers and opportunities, *Journal of Developmental Enterprises*, 2, (1), 1-25.

- Carr, J. C., & Sequerira, JM. (2017). Prior family business exposure as intergenerational influence and entrepreneurial intent: A theory of planned behavior approach. *Journal of Business Research*, 60(10), 1090–1098.
- Chaudhary, R. (2017). Demographic factors, personality and entrepreneurial inclination: A study among Indian university students. *Education & Training*, 59(2), 171–187.
- Choo, S., & Wong, M. (2016). Entrepreneurial intention: Triggers and barriers to new venture creations in Singapore. *Singapore Management Review*, 28(2), 47.
- Chukwu O., Mary, Olaleke O., Unini M., Yvonne J., & Kuye P., (2019). Entrepreneurship Intentions among Nigerian Students: Examining Gender Effect and Risk Perception Using Covenant University as a Case Study. *World Journal of Innovative Research (WJIR)* 6, (5): 34-41
- Clain, S. H. (2012). Gender differences in full-time self-employment. *Journal of Economics* . 7(3) 14-23
- Cooper, S. C., & Bottomley J., (2014). Stepping out of the classroom and up the ladder of learning: An experiential learning approach to entrepreneurship education. *Industry & Higher Education* 18(1): 11-22.
- Daft, R. L. (2014). *New Era of Management*". International Edition. China Translation and Printing Services Limited.
- Davidsson, P., & Honig, B. (2013). The role of social and human capital among nascent entrepreneurs. *Journal of Business Venturing*, 18(3), 301–331.
- Drennan, J, Kennedy, J, & Renfrow, P. (2015). Impact of childhood experiences on the development of entrepreneurial intentions. *The International Journal of Entrepreneurship and Innovation*, 6(4), 231–238.
- Fairlie, R. W., & Robb, A. (2017). Families, human capital, and small business: Evidence from the characteristics of business owners survey. *ILR Review*, 60(2), 225–245.
- Federal Republic of Nigeria. (2013). National policy on education. Lagos, NERDC Press.
- Franke, N, & Lüthje, C. (2014). Entrepreneurial intentions of business students. A benchmarking study. *International Journal of Innovation and Technology Management*, 1(03), 269–288.
- Georgellis, Y., & Wall, H. (2015). Gender differences in self-employment. *International Review of Applied Economics*, 19(3): 321-342
- Gurol, Y. & Atsan N. (2016). Entrepreneurial characteristics amongst university students: Some insights for entrepreneurship education and training in Turkey. *Education & Training* 48(1): 25-38.
- Hannon, P. D. (2015). *The journey from student to entrepreneur: A review of the existing research into graduate entrepreneurship*. UK, National Council for Graduate Entrepreneurship.
- Henry, B. (2017). Entrepreneurship education in Kenya: A reality or plodding on? The First International Entrepreneurship Conference, 23-24 April Kenya.
- Hisrich, R. (2017). *Global Entrepreneurial Leadership*. Retrieved on December 7, 2016 from <http://www.thunderbirdangelnetwork.or/angel-investor-phoenix-blog/bid/51662/Global-EntrepreneurialLeadership-by-Robert-Hisrich-Ph>
- Isah, U. G, & Garba, A. S, (2015), Analysis of Students' Attitudes toward Self-Employment Intention in Tertiary Institution in Nigeria. *International Journal of Small Business and Entrepreneurship Research* 3, (3), 1- 16
- Jayathilake, P. M. B. (2013). Gender Effects on Risk Perception and Risk Behaviour of Entrepreneurs at SMES in Sri Lanka. *Asia Pacific Journal of Marketing & Management Review* ISSN, 2319, 2836.
- Kamau-Maina, R. (2016). "Stimulating youth entrepreneurship in Kenya." Retrieved July 8, 2006 from <http://weatherhead.case.edu/edm/archieve/files/concept/Maina%20-Concept%20Paper%206-21-06.p>
- Kautonen, T. (2018). Understanding the older entrepreneur: Comparing third age and prime age entrepreneurs in Finland. *International Journal of Business Science and Applied Management*, 3(3), 3–13

- Kirkwood, J. (2017). Igniting the entrepreneurial spirit: Is the role parents play gendered? *International Journal of Entrepreneurial Behaviour and Research* 13(1): 39-59
- Kirzner, I. M., (2019). Entrepreneurial Discovery and the Competitive Market Process: An Austrian Approach. *Journal of Economic Literature* 35: 60–85.
- Kourilsky, M.L. & Walstad, W.B. (2014) Entrepreneurship and female youth: Knowledge, attitudes, gender differences, and educational practices. *Journal of Business Venturing*, 13 (1): 77-88.
- Kuratko, D. F. (2015). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship Theory and Practice*: 577-597.
- Kuratko, D. F. & R. M. Hodgetts (2014). *Entrepreneurship: Theory, Process and Practice*. Ohio, US, Thomson Learning
- Landstrom, H. (2015). *Pioneers in Entrepreneurship and Small Business Research*. New York, Springer Science & Business Media, Inc.
- Langowitz, N. & Minniti, M. (2017). The Entrepreneurial Propensity of Women. *Entrepreneurship Theory & Practice*, 31(3): 341-364.
- Lena, L. & P. K. Wong (2013). Attitude towards entrepreneurship education and new venture creation. *Journal of Enterprising Culture* 11(4): 339-357.
- Levesque, M., & Minniti, M. (2016). The effect of aging on entrepreneurial behavior. *Journal of Business Venturing*, 21(2), 177–194.
- Marlow, S. (2012). Women and self-employment: Apart of or apart from theoretical construct? *International Journal of Entrepreneurship and Innovation*, 3(2), 83–91
- Matlay, H. (2015). Virtual teams and the rise of e-entrepreneurship in Europe. *International Small Business Journal* 12(3): 353-365
- Matlay, H. & P. Westhead (2015). Virtual teams and the rise of e-entrepreneurship in Europe. *International Small Business Journal* 12(3): 353-365.
- Matthews, C. H., & Moser, S. B. (2015). *The impact of family background and gender on interest in small firm ownership: A longitudinal study*. In Proceedings of the ICSB 40th World conference, Sydney (18–21).
- Mayer, J. D (2017). Ascertaining the Definition of Personality. *The Online Newsletter for Personality Science* 1. 1-4
- McElwee, G, & Al-Riyami, R. (2013). Women entrepreneurs in Oman: Some barriers to success. *Career Development International*, 8(7), 339–346.
- Mcstay, D. (2018). An investigation of undergraduate student self-employment intention and the impact of entrepreneurship education and previous entrepreneurial experience. *Unpublished Theses*, 18.
- Muller, P. (2016). Entrepreneurship in the region: Breeding ground for nascent entrepreneurs? *Small Business Economics*, 27(1), 41–58.
- Murphy, PJ, Liao, J, & Welsch, HP, (2016) A conceptual history of entrepreneurial thought, *Journal of Management History*, 12 (1), 12–35
- Nguyen C., (2018) Demographic factors, family background and prior self-employment on entrepreneurial intention: Vietnamese business students are different: why? *Journal of Global Entrepreneurship Research* 8:10
- Norasmah, O., & Salmah B. I. (2019). Attitude towards choosing a career in entrepreneurship amongst graduates. *European Journal of Social Sciences* 10(3):419-434.
- Norman, R., Douglas, S., Takaruzza, M., and Morgen, M. (2016). Attitudes of Students towards Entrepreneurship Education at Two Selected Higher Education Institutions in Botswana: A critical Analysis and Reflection. *Academic Journal of Interdisciplinary studies*. 5. (2) 43-59
- Nwoye, M. (2012). *Entrepreneurship development and investment opportunities in Nigeria: a compass of self-reliance*. Lagos; High cliff Publishers.
- Obi, C. A. (2015). *Methodology in Business education*. Business education principles and -practice. Onitsha: Africana Fep. Publishing Co.

- Osuala, E .C. (2005). Business education principles and practice. Onitsha: Africana Fep. Publishing Co.
- Pittaway, L, & Cope, J. (2017). Entrepreneurship education: A systematic review of the evidence. *International Small Business Journal*, 25(5), 479–510.
- Quan, X. (2012). Prior experience, social network, and levels of entrepreneurial intentions. *Management Research Review*, 35(10), 945–957.
- Robinson P., (2017). Entrepreneurship education in America's major universities *Entrepreneurship Theory and Practice Spring*: 41-52
- Schaper, M. & T. Volery (2014). *Entrepreneurship and small business: A Pacific Rim perspective*. Milton, Queensland, John Wiley and Sons Australia Ltd.
- Shane, S. (2016). Prior knowledge and the discovery of entrepreneurial opportunities. *Organization Science*, 11(4), 448–469.
- Shinnar R. S, Giacomini. O & Janssen.F. (2012). Entrepreneurial Perceptions and Intentions: The Role of Gender and Culture. *Entrepreneurship Theory and Practice*.
- Talaş, E., Çelik, A. K. & Oral, İ. O. (2013). The Influence of Demographic Factors on Entrepreneurial Intention among Undergraduate Students as a Career Choice: The Case of a Turkish University. *American International Journal of Contemporary Research* 3 (12), 22-31
- Turker, D. & Selcuk, S. S. (2018). Which factors affect entrepreneurial intentions of University Students? *Journal of European Industrial Training*. 33, (2), 142-158
- Udo, M. P., & Bako, D. H. (2014). Acquiring Maximum Vocational Business education Skills and Competencies for Sustainable Development in Nigeria. *Journal of Educational and Social Research*, 4(7), 53.
- Vesper, K. H. (2014). *Unfinished Business (Entrepreneurship) of the twentieth century*. Entrepreneurship: The way ahead. H. P. Welsch. New York, Routledge.
- Weber, P, & Schaper, M. (2014). Understanding the grey entrepreneur. *Journal of enterprising culture*, 12(02), 147–164.
- Willie, O. S., Oladele, O. A., Olalekan A. J., Abiodun A. E., Abolaji D. D., Helen O. A., Maruf, S. & Muhammed, R. (2019). *Determinants of Entrepreneurial Propensity of Nigerian undergraduates: an empirical assessment*. Munich Personal RePEc Archive Paper No. 35797, National Centre for Technology Management. Interscience Publishers.
- Wilson, F., Kickul, J. & Marlino, D. (2017). Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: Implications for entrepreneurship education. *Entrepreneurship: Theory & Practice*, 31(3): 387-406
- Yordanona, D. & Tarrazon, M. (2010). Gender Differences in Entrepreneurial Intentions: Evidence from Bulgaria. *Journal of Developmental Entrepreneurship*, 15(3): 245
- Yusuf, W. F. (2017). The perception of Students towards Entrepreneurship courses: An Empirical Study of Nigerian Polytechnics Students. 2nd International conference on Technology Management, Business and Entrepreneurship.
- Zhao, H., Seibert, S.E., & Hills, G.E. (2015). The Mediating Role of Self-Efficacy in The Development of Entrepreneurial Intentions. *Journal of Applied Psychology*, 90(6), 1265–1272.
- Zheng, P., Genshu, L. & Hui, K. (2012). Entrepreneurial intention and its influencing factors: A survey of University Students in Xi'an China. *Scientific Research* 3 95-100.