



STUDENTS' PARENTAL STATUS AND ENTREPRENEURSHIP INTENTION IN SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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Abstract:

The study investigated students' parental status and entrepreneurship intention in secondary schools in Rivers State, Nigeria. Four research questions and four hypotheses were answered and tested in the study. A correlational design was adopted in the study while the population of the study was all the students in secondary schools in Rivers State out of which 300 students were sampled for the study using a proportionate stratified random sampling technique. The instrument used for gathering data was a 20 items questionnaire which was face and content validated by three lecturers from University of Port Harcourt with a Cronbach alpha reliability index of 0.88. Out of the 300 copies of the questionnaire administered, 294 copies which was a 98% retrieval rate. Research questions raised were answered using point biserial correlation while the hypotheses were also tested at 0.05 level of significance. The result of the study showed that household head, parental income, parental education status and parental entrepreneurship status had a relationship of $r= 0.359$, $r=0.787$, $r=-0.407$ and $r=0.322$ with students' entrepreneurship intention while only the relationship between parental income and students' entrepreneurship intention of the students was significant. It was recommended that students should be given the required financial and material support to make their entrepreneurship intention a reality in these schools.

Keywords: students, parental status, entrepreneurship intention, secondary schools, Rivers State

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1. Introduction

The need to raise a generation of students who will end up becoming entrepreneurs has been a pressing national demand in the face of rising youth employment in the country. The government, parents and even private organizations have been using different platforms, programmes and opportunities to encourage students with entrepreneurship intentions to pursue this interest as this can enable the students to end up becoming employers of labour. However, initiating this intention in students is essential for any meaningful progress to be made in grooming an entrepreneur from students, especially at the secondary school level.

Furthermore, Thompson as cited in Criaco *et al.*, (2017:843) stated that *“students with entrepreneurial intention can be differentiated from those who simply have an entrepreneurial propensity by the fact that they have, first, given some consciousness to the possibility of starting a new business at some point in the future and secondly have not ruled out such a possibility”*. This implies that students who will eventually become entrepreneurs more often will be showing some traits which only need to be assisted for the student to succeed in this intention.

Generally, the role that the family especially parents play in students becoming entrepreneurs is an issue that has dominated public debate. Scholars such as Harwida *et al.*, (2017:197) mentioned that the *“family is a good place to foster an entrepreneurial spirit. This is so because a person’s family is the first place where they receive an education after they are born”*. Specifically, the status of the parents whether he is a provider for the family, income status, education level and whether the parent is or was previously an entrepreneur are all parental factors that can influence the intention of the student to take up such venture. However, how well these parental factors determine the entrepreneurship intention of the student is an issue that has continued to seek for empirical clarifications which is part of the gap that this study intends to fill.

2. Statement of the Problem

Employment issues have been one of the major problems confronting the Nigerian economy and the issue of youth unemployment has not only been a great concern to educational stakeholders but has also contributed to increasing cases of social vices across the country including Rivers State. Given the need to increase the number of self-employed citizens through entrepreneurship which has become a compulsory subject in all senior secondary schools, the role that parents can play in fast-tracking this process cannot be ignored. However, it is important to determine which parental status attributes increase the entrepreneurship intention of these students as this will be relevant for relevant employment policy interventions and this forms the problem that this study intends to resolve.

2.1 Objectives of the Study

The aim of the study was to investigate student's parental status and entrepreneurship intention in secondary schools in Rivers State, Nigeria. The objectives of the study in specific terms were to:

- 1) ascertain the extent to which household head status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.
- 2) examine the extent to which parental income status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.
- 3) determine the extent to which parental education status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.
- 4) find out the extent to which parental entrepreneurial status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.

2.2 Research Questions

The following questions were answered in the study:

- 1) What is the extent to which household head status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria?
- 2) What is the extent to which parental income status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria?
- 3) What is the extent to which parental education status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria?
- 4) What is the extent to which parental entrepreneurial status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria?

2.3 Hypotheses

The following hypotheses were tested at a 0.05 level of significance in the study:

- 1) Household head status does not significantly predict student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.
- 2) Parental income status does not significantly predict student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.
- 3) Parental education status does not significantly predict student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.
- 4) Parental entrepreneurial status does not significantly predict student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.

3. Literature Review

3.1 Entrepreneurship Intention

The concept of entrepreneurship intention is a combination of two words which are 'entrepreneurship' and 'intention'. Following from the statement of Shane and Venkataraman as cited in Malebana *et al.*, (2015:90) stated that "*entrepreneurship is viewed as a process whereby an individual seeks out, assess, and seize opportunities to develop new*

products and services or starts a business". Intention on the other hand is the willingness or interest or plan to carry out an action in a future time. Entrepreneurship intention can be seen as the plan of an individual to own or start up a business in the future time.

Supporting this assertion, Miriti (2020:522) stated that "*entrepreneurial intention is a state of mind that people have desire to start a new business*". On the other hand, Thompson as cited in Malebana and Swanepoel (2015:90) asserted that "*entrepreneurial intention refers to self-acknowledged convictions by individuals that they intend to establish new business ventures in the future*". It refers to the inward conviction, awareness and readiness to engage in a personal business based on personally established reasons or objectives.

3.2 Parental Status and Students Entrepreneurship Intention

Several researchers have conducted different studies to ascertain if and how the status of parents affects not just the academic performance of their children but also their willingness to own and start a business. Scholars such as Rachmawan *et al.*, (2015:420) also stated that there are many variables that influence entrepreneurial intentions and this includes family and personal life experience of the intending entrepreneur. However, differences still exist in the literature on which quality of parents are more likely to determine if their children will become entrepreneurs as well as the direction of this effect. This is because aside from the financial support that parents provide for the academics of their children, their social, materials and educational status can also play significant roles in assisting the social and academic progress of the child.

Nandamuri and Gowthami (2013:2) established that there are four main categories under which entrepreneurship-related factors can be categorized which are demographic, social, psychological, and external factors and that age, marital status, gender, level of income, and education make up the demographic and personal factors. These factors can also be that of the parents, guardian, student, or any other persons that are closely related to the intending entrepreneur whose attributes can create opportunities or limitations to the intended business.

The various demographic and personal factors itemized can be harnessed under the right condition to support success in business and this includes the characteristics of the parents in this regard which can provide a platform for the student who intends to be an entrepreneur to succeed. On their part, Idris *et al.*, (2020) indicated that under certain circumstances, high education of father and mother positively contributes to their children's academic achievement and there is no doubt that if this is properly harnessed, it can also assist interested students to succeed in any selected entrepreneurship venture. In fact, Kassim (2011) pointed out that parents who have progressed educationally are usually more careful and conscious about the choices they make about the education of their children. This implies that the impact that the attributes of parents can play on the general development of their children including the child's intention to be an entrepreneur is an issue that cannot be overemphasized.

3.3 Empirical Reviews

Lindquist *et al.*, (2015) conducted a study on why do entrepreneurial parents have entrepreneurial children. The findings of the study showed that both biological and adoptive parents significantly contribute to the entrepreneurship of their adoptees. But the sizes of these contributions differ greatly. In our decomposition of the intergenerational association in entrepreneurship, post-birth factors contribute twice as much as prebirth factors. On the other hand, the study by Harwida *et al.*, (2017) on the entrepreneurship spirit of the child raised by a single parent indicated that the outcome demonstrates that a child raised by a single parent has a very high level of entrepreneurial spirit. This is demonstrated by the fact that the child possesses a number of entrepreneurial traits. These qualities include accountability, self-reliance, discipline, a focus on business opportunities, good risk-taking, aptitude for communication, a future-focused outlook, and leadership ability. This tends to suggest that a child raised by a single parent has the tendency of building more essential entrepreneurship qualities.

On their part, Rachmawan *et al.*, (2015) investigated the role of parent's influence and self-efficacy on entrepreneurial intention and found that parental influence on the entrepreneurial intention of students was negligible. This varies from the outcome of the study carried out by Talaş *et al.*, (2013) on the influence of demographic factors on entrepreneurial intention among undergraduate students as a career choice focusing on the case of a Turkish University. The result of the study showed that respondents' entrepreneurial intentions were significantly influenced by their current faculty, their family's household income, and the type of high school they attended. Further study by Gujrati *et al.*, (2019) on family financial status and students' entrepreneurial intention focusing on the mediatory role of entrepreneurship education. The findings of the study suggest that, as a result of its connection to entrepreneurial education, family financial status (FFS) is indirectly related to students' entrepreneurial intentions (EI) (EE). First, the results demonstrated a significant relationship between Family Financial Status and Entrepreneurship Education, with higher Entrepreneurial Intention being associated with the observed relationship.

On the other hand, Pruett (2009) conducted another study on explaining the entrepreneurial intentions of university students. The findings of the study indicated that while there are some interesting cultural differences, university students generally hold the same opinions about what drives people to start businesses and what obstacles stand in their way. Additionally, psychological self-efficacy (disposition) is a significant predictor of intentions, even though cultural and social dimensions only account for a small portion of intentions. Criaco *et al.*, (2017) in their study on parents' performance in entrepreneurship as a double-edged sword for the intergenerational transmission of entrepreneurship found that when parents are viewed as successful entrepreneurs, the perceived viability of the children will be higher than when they are not. Similar to this, children of successful entrepreneurs will be more eager and motivated to work in their companies than children of parents who are seen as less successful. On their part, Nandamuri and Gowthami (2013) in a study on the impact of household income on being

a potential entrepreneur and the result of the study indicated that household income significantly affected the entrepreneurial resourcefulness of the students. It, therefore, remains obvious that disparities exist between how family characteristics affect the entrepreneurship interest and performance of students at different levels of education.

4. Methodology

The study employed a correlational design of the survey type. The population of the study comprised all the students in secondary schools in Rivers State while the sample of the study consisted of 300 students from registered senior secondary schools in the State. The sample for the study was drawn using a proportionate stratified random sampling technique based on the attributes under investigation. The instrument used for the collection of data was questionnaire. The questionnaire was titled "Students Parental Status and Entrepreneurship Intention Questionnaire" which contained 20 items and was used to gather data for the study. The questionnaire was responded to on a four-point modified Likert scale of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Agree (SD=1) according to their weights. The instrument was face and content validated by three lecturers from the Departments of Educational Management as well as Educational Psychology, Guidance and Counselling, University of Port Harcourt. Cronbach alpha was used to estimate the reliability of the instrument with an index of 0.88 which showed that the questionnaire was reliable. Out of the 300 copies of the questionnaire administered, 294 copies which was a 98% retrieval rate. The research question was answered using point biserial correlation while the hypotheses were tested using the p-values at 0.05 level of significance.

5. Results

Research Question One: What is the extent to which household head status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria?

Hypothesis One: Household head status does not significantly predict student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.

Table 1: Pearson Correlation of the extent to which household head status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria

Correlations			
		Entrepreneurship Intention	Household Head Status
Entrepreneurship Intention	Pearson Correlation	1	.359**
	Sig. (2-tailed)		.006
	N	294	294
Household Head Status	Pearson Correlation	.359**	1
	Sig. (2-tailed)	.006	
	N	294	294

Table 1 showed that the value of the Pearson Correlation was 0.359 and this implied that there existed a low but positive relationship between who is the household head and the entrepreneurship intention of students in secondary schools in Rivers State. Similarly, the p-value of 0.06 established that the relationship between who is the household head and the entrepreneurship intention of the students was not significant. This means that the contribution of who is the household head to the intention of the student to become an entrepreneur is negligible. This result also implied that who is the household head whether the father or the mother has a positive effect on the entrepreneurship intention of students in secondary schools but this is to a low extent which is not significant.

Research Question Two: What is the extent to which parental income status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria?

Hypothesis Two: Parental income status does not significantly predict student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.

Table 2: Pearson Correlation of the extent to which parental income status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria

Correlations			
		Entrepreneurship Intention	Parental Income Status
Entrepreneurship Intention	Pearson Correlation	1	.787**
	Sig. (2-tailed)		.000
	N	294	294
Parental Income Status	Pearson Correlation	.787**	1
	Sig. (2-tailed)	.000	
	N	294	294

In Table 2, it was indicated that at an r-value of 0.787, there existed a strong and positive relationship between parental income status and the entrepreneurship intention of students in secondary schools in Rivers State. In the same manner, the p-value of 0.000 indicated that the relationship between parental income status and the intention of a student to become an entrepreneur was significant and as such this contribution cannot be ignored in the intention of a student to become an entrepreneur. The result implied that the income of parents i.e. whether the parent falls in the high or low-income status has a positive and high effect on the intention of a student to become an entrepreneur and this effect is significant.

Research Question Three: What is the extent to which parental education status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria?

Hypothesis Three: Parental education status does not significantly predict student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.

Table 3: Pearson Correlation of the extent to which parental education status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria

Correlations			
		Entrepreneurship Intention	Parental Education Status
Entrepreneurship Intention	Pearson Correlation	1	-.407
	Sig. (2-tailed)		.908
	N	294	294
Parental Education Status	Pearson Correlation	-.407	1
	Sig. (2-tailed)	.908	
	N	294	294

The data in Table 3 showed that the relationship between parental education status and entrepreneurship intention of students in secondary schools in Rivers State had a relationship with r value of -0.407 and this implied that parental education status and the entrepreneurship intention of students had a negative but moderate relationship and the p-value of 0.908 implied that this relationship is not significant and as such can be neglected. The result of the study implied that whether a parent is educated or not has a negative but moderate relationship with the entrepreneurship intention of these students but the effect is not significant.

Research Question Four: What is the extent to which parental entrepreneurial status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria?

Hypothesis Four: Parental entrepreneurial status does not significantly predict student's entrepreneurship intention in secondary schools in Rivers State, Nigeria.

Table 4: Pearson Correlation of the extent to which parental entrepreneurial status predicts student's entrepreneurship intention in secondary schools in Rivers State, Nigeria

Correlations			
		Entrepreneurship Intention	Parental Entrepreneurship Status
Entrepreneurship Intention	Pearson Correlation	1	.322
	Sig. (2-tailed)		.707
	N	294	294
Parental Entrepreneurship Status	Pearson Correlation	.322	1
	Sig. (2-tailed)	.707	
	N	294	294

Table 4 showed that the r value of 0.322 implied that there existed a low but positive relationship between parental entrepreneurship status and the entrepreneurship intention of students in secondary schools in Rivers State. Similarly, the p-value of 0.707 indicated that the relationship between the two variables was not significant. The result of the study implied that whether the parent of the students is an entrepreneur or not an

entrepreneur has a positive but low effect on the intention of the students to become an entrepreneur but the relationship is not significant.

6. Discussion of Findings

Data collected and analyzed from the responses provided by the respondents drawn from the study showed there existed a low but positive relationship between who is the household head and the entrepreneurship intention of students in secondary schools in Rivers State but a related study by Harwida *et al.*, (2017) clearly showed that when a child is raised by a single parent, they have a very high level of entrepreneurial spirit. It was also shown in the study that the household head and the entrepreneurship intention of the students were not significant. This outcome negates the result of a similar study carried out by Lindquist *et al.*, (2015) which showed that both biological and adoptive parents significantly contribute to the entrepreneurship of their adoptees. This study therefore suggests that the type of parent may not really influence the entrepreneurship decision of their children and this implies that who is the household head does not really matter when it comes to the entrepreneurship intention of students in these schools but this differs from the position of other studies such as the one above.

The household head refers to the person who takes care of the responsibilities of the family which can be either the father or the mother of the household. The result from the data of the study indicated that whether the head of the family is the father or the mother has a little and positive relationship with whether or not a student will want to become an entrepreneur but this effect is actually negligible and similar research by Rachmawan *et al.*, (2015) equally found that parental influence on entrepreneurial intention of students was actually negligible. This means that the head of the family has very little to do with the entrepreneurship intention of the student and this suggests that students can get the needed motivation on whether to become an entrepreneur or not from either the father or the mother whoever is the head of the family. It also means that families where the head is the father and those where the head is the mother do not necessarily differ in the entrepreneurship intention of their children.

On the other hand, there existed a strong and positive relationship between parental income status and the entrepreneurship intention of students in secondary schools in Rivers State and this relationship was also significant and as such this contribution cannot be ignored in the intention of a student to become an entrepreneur. This finding agrees expressly with the result of a similar study carried out by Nandamuri and Gowthami (2013) which indicated that household income significantly affected the entrepreneurial resourcefulness of the students suggesting that students are more likely to be entrepreneurs if they are from high-income families. This finding suggests that whether the parents of the family are in the high- or low-income cadre has a lot to contribute to the entrepreneurship intention of the students. It therefore implies that the income status of parents goes a long way to influence whether or not a student will be willing to become an entrepreneur but this finding disagrees with that of Gujrati *et al.*,

(2019) which showed that family financial status (FFS) is indirectly related to students' entrepreneurial intentions and this suggests the place of other factors as being responsible for the entrepreneurship intention of students. This study paints the picture of parents with high-income status having children who will be willing to become entrepreneurs while those in the low-income level may not have children who will consider being entrepreneurs and Talaş *et al.*, (2013) in their study agrees with this finding in a related study. It means that the income status of the parents may be a driver of why some students will want to become business owners possibly because they depend on the income status of their parents as a support system for achieving their entrepreneurship intention.

Furthermore, the findings from the study established that parental education status and the entrepreneurship intention of students had a negative but moderate relationship and the p-value of 0.908 implied that this relationship is not significant and as such is negligible. Parents can either be educated or not educated but the result of the study has shown that parents who are not educated are likely to raise children with entrepreneurship intention while students with educated parents are likely not to develop entrepreneurship intentions. Reasons for this may not be far-fetched as the study by Pruett (2009) identified the place of psychological self-efficacy (disposition) as a significant predictor of the intention of students which may differ from the status of their parents. This result suggests that since the parents of some students are not educated, they are likely to consider starting their own business and reasons for this may be because they intend to escape the poverty line or because they do not have parents who can give them the right educational support and as such may be willing to carve a business path of their own. Similarly, students with educated parents may have alternatives and as such this may explain why they may not be willing to become entrepreneurs. This result suggests an inverse relationship between the education status of parents and the entrepreneurship intention of their children which tend to leave the majority of the entrepreneurship decision in the hands of the students given the education status of their parents.

The respondents also established from their responses that parental entrepreneurship status and the entrepreneurship intention of students in secondary schools in Rivers State had a low but positive relationship. This relationship was however not significant but suggests that parents who are entrepreneurs are also likely to raise children who are entrepreneurs although this may be to a very low extent of influence. This result is in agreement with the outcome of the study by Criaco *et al.*, (2017) which found that when parents are viewed as successful entrepreneurs, the perceived viability of the children will be higher than when they are not. Findings from this study also suggest that parents who are entrepreneurs will most likely raise children who will want to be entrepreneurs also but this is not in all cases and the propensity of this happening is one that is negligible compared to what may obtain in other studies such as the one by Criaco *et al.*, (2017) which showed a higher propensity. It means that if entrepreneurial parents will raise entrepreneurial children, more attention must be given to this process

in order to improve on the entrepreneurship intention of the students rather than just providing support through role modelling which may not make as much impact as expected.

7. Conclusion

Based on the result presented in the study, it was concluded that only parental income has a significant effect on students' intention to become entrepreneurs while other parental statuses such as who is the household head, parental education and parental entrepreneurship status do not have significant effect on the intention of students to become entrepreneurs. This means that aside the income of parents which can determine whether a student will have an interest in entrepreneurship to a high and positive extent, others such as parental entrepreneurship status and household head status only predict the entrepreneurship intention of students to a low but positive extent while the education of parents has an inverse relationship with the intention of students to become entrepreneurs meaning that students with uneducated parents are more likely to become entrepreneurs and vice versa.

7.1 Recommendations

The following recommendations were made in line with the findings of the study:

- 1) Students who intend to become entrepreneurs need to be given the required support by all members of the family including the father and mother as well as guardians as this will go a long way to enable the student to pursue their entrepreneurship interest and succeed in business.
- 2) It is important for the government, school administrators as well as parents to support students financially to pursue their entrepreneurship interests. This may require establishing a fund for students who have an interest in start-up their own business but are being limited by the lack of funds.
- 3) Parents need to give more attention both materially and otherwise to the education of their children whether they are educated or not as this has the capacity to motivate such students to pursue their entrepreneurship intention which can make such students become employers of labour in the near future.

Conflict of Interest Statement

The authors wish to declare that there is no conflict of interest on the article forwarded to you for publication.

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