

Influence of Family on Secondary School Students' Aspirations for Entrepreneurial Careers in Ilorin Metropolis, Nigeria

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Abstract

The study investigated the influence of family on secondary school students' aspirations for entrepreneurial careers in Ilorin metropolis, Nigeria.

One research question was set while four hypotheses were tested at 0.05 level of significance. A sample of 200 students was selected using multi-stage sampling. A questionnaire was used to obtain relevant data which were analyzed using descriptive and inferential statistical tools.

The main finding of the study was that the family has a strong influence on students' aspirations for entrepreneurial careers. The findings again indicated no significant difference in students' aspirations for entrepreneurial careers based on gender. However, significant differences were found on the bases of religion and course of study.

Among the counseling implications was that family backgrounds of students should be taken into

consideration in assisting students to make appropriate career choices. It was recommended that school counselors should make available sufficient information on careers to students.

Introduction

Career choice has today become a complex science with the advent of information technology, the emergence of post industrial revolution and job competition. It was a common practice in the olden days to find feudalism converting career into family affair where the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader (Kochung & Migunde, 2011). Industrialization and post industrialization have made it possible for a common/poor person to become rich as long as she or he has due skills and knowledge (Wattles, 2009). Today, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009).

According to Kerka (2000), career choice is influenced by multiple factors including personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial. Bandura, Barbaranelli, Caprara and Pastorelli (2001) stated that each individual undertaking the process is influenced by several factors including the context in which they live in, their personal aptitudes, social contacts and educational attainment. Hewitt (2010) asserted that factors influencing career choice can either be intrinsic, extrinsic or both. Hewitt further states that most people are influenced by careers that their parents favour, others follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. Students perception of being suitable for particular jobs also has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics (McQuaid & Bond, 2003).

Career decision making in secondary schools provide the students (who are mostly adolescents) with the competencies they need to advance in

their careers because when professional school counselors provide career and educational guidance to their students, they influence the future by helping clarify developmental decisions that often last a lifetime (Erford 2003). The senior secondary school sub-sector of the educational system is a crucial one because it is at this level that some specialization begins. According to Onyejiaku (2001), it is during this period that the individual thinks of job entry more seriously than ever before and that many students start to relate school work to occupational life because of the two immediate options (work or further education) that are opened to them.

Carr and Sequeira (2007) found that exposure to family business serves as an important intergenerational influence on intentions to become entrepreneur. Family characteristics have implication on emergence of new business, recognition of opportunity, start up decisions and resource mobilizations (Aldrich & Cliff, 2003). Osa – Edoh and Alutu (2011) opined that parental influence greatly contributes to the occupational preference of secondary school students. Similarly prior exposure to entrepreneurship both from the family side and personal experiences have an impact on entrepreneurial intentions, those having their self-employed father are more inclined towards entrepreneurship (Basu & Virick, n.d., & Krueger, 1993).

Scholars (Greve & Salaff, 2003; Mitchell, Smith, Seawright, & Morse, 2000) have identified a range of factors that may predispose individuals to make such a career choice. Some point to personal factors such as family and cultural context. Several factors that govern the choice for entrepreneurship have been identified by previous research studies, which can be divided into push and pull factors. The identified push factors include unemployment, job dissatisfaction, failure to obtain a promotion, being fired, economic downturn, and survival pressures (Alstete, 2002). Pull factors include the need for freedom, trying new things, experience, availability of capital, skill and entrepreneurial capability, existence of role models, economic situation, and an individual's early preparation while being employed (Alstete, 2002; Bird, 1988; Robertson, Collin, Medeira & Slater, 2003).

Much research has suggested the influence of demographic and family background on individual's inclination towards entrepreneurship (Dunn, 2004; Smith, 2005; Veciana & Aponte, 2005; Kirkwood, 2007). The common premise is that a good influence brought by family as well as personal own experiences about entrepreneurship would contribute to higher entrepreneurial inclination (Koh, 1996; Mazzarol & Volery, 1999; Kirkwood, 2007).

An individual's exposure to entrepreneurship is likely to have a positive bearing on his or her decision to venture into business. While prior exposure to entrepreneurship is important, the breadth and quality of such exposure is most effective when one actually owns a business or is involved in a business owned by a parent, relative, friend, neighbor (Krueger, 1993) as such businesses provide opportunities for one to be intimately involved with all operations.

Kourilsky and Walstad (1998) and Phan, Wong and Wang (2002) concluded in their respective studies that gender has effect on career advice. They found that male students have remarkably shown higher inclination towards entrepreneurship compared to female students when the other demographic variables were controlled.

Dunn (2004) and Seet and Seet (2006) asserted that males differ in choice of entrepreneurial careers from females because of such required entrepreneurial traits as internal locus of control, risk-taking propensity, competitiveness, and also issues of independence and stereotyping. However, these findings contradict McQuaid and Bond (2003) who asserted that given similar education there would be no difference in choice of career between male students and female students.

McQuaid and Bond (2003) found that students' perception of being suitable for particular jobs is influenced by year in school. Ahmed, Ahmad, Shaukat, Usman and Wasim-ul-Rehman (2010) in their study of determinants of students' entrepreneurial career intentions found study year to be an important predictor of entrepreneurial intentions. Students in senior classes are more inclined towards entrepreneurship that might be because of their increased knowledge and practical exposure with the field and market. Crant (1996) and Koh (1998) found a positive correlation between business students' aspirations and entrepreneurial careers. Lena and Wong (2003) also found that programme of study of students influenced positively their entrepreneurial career intentions.

In their study of differences in career aspirations of students based on privately or publicly owned secondary schools, Dunn (2004) and Ghazali, Ghosh and Tay (1995) concluded that a positive correlation existed. Students from private schools were found to be more entrepreneurially inclined than their counterparts from public schools. This situation they attributed to the role-model effect; that students in private schools look forward to start up their own schools and business to make money for themselves, become independent of the government, and become their own bosses by

employing others to work for them ("like the owners of the schools they attend").

Statement of the Problem

The number of graduates from public and private educational institutions that join the job market in Nigeria increases each year. Unfortunately, however, this proliferation exceeds the current demand for their services. According to the National Bureau of Statistics (2012), unemployment rate in Nigeria rose from 19.7% in January 2010 to 23.9% in January 2012 (TradingEconomics.com). Nigeria has a large number of unskilled, unenterprising and unemployable school leavers and graduates partly because its educational system is certificate driven and lacks the practical or entrepreneurial capabilities (Innocent – Ene, 2008). The unemployment rate has resulted in high crime rate and other vices found in the youth.

Alam (2009) noted that entrepreneurship is like an engine for the development of the economy, creation of job and social adjustment of the economies of developing nations. For developing economies, entrepreneurship works like an engine for economic growth, job creation and social adjustment. Entrepreneurship would help these new graduates develop their own career and also ease the current unemployment issue by expanding the job market (Norasmah & Salmah, 2009).

Various studies have been conducted in Nigeria about variables that influence students' entrepreneurial career aspirations or intentions: Kiadese (2008) investigated the level of entrepreneurial aspirations among students of tertiary institutions, and found it to be high, whilst Ariyibi (2009) in a study of the role of counselling in fostering entrepreneurial mind set among in-school adolescents in Nigeria found that young people lack entrepreneurial skills. Other studies include Adejimola and Tayo-Olajubutu (2009), spinning off an entrepreneurial culture among Nigerian students; creativity, locus of control and risk tolerance as correlates of entrepreneurial inclination of students in Nigerian public universities (Ariyibi, 2010); and parents' socio-economic status and its effect on students' educational values and vocational choices (Osa-Edoh & Alutu, 2011). Thus, from the problems listed and studies cited, and to the best knowledge of the researcher there has not been any study on how the family influences secondary school students' aspirations for entrepreneurial careers. Therefore this study sought to fill the gap so identified.

Purpose of the Study

The main purpose of the study was to find out the influence of family on secondary school students' aspirations for entrepreneurial careers in

Ilorin Metropolis of Nigeria. It determined whether gender, parental occupation, parental educational background, siblings' occupations, family work tradition, type of school and other family members influence the entrepreneurial career aspirations of secondary school students.

It also determined significant differences in the aspirations for entrepreneurial careers of secondary school students based on gender, class level, course of study, and type of school (public or private).

Research Question

The following research question was raised to guide the study:

1. Does the family influence secondary school students' aspirations for entrepreneurial careers?

Research Hypotheses

Based on the research question the following hypotheses were formulated:

1. There is no significant difference, on the basis of gender, in the influence of the family on secondary school students' aspirations for entrepreneurial careers.
2. There is no significant difference, on the basis of class level, in the influence of the family on secondary school students' aspirations for entrepreneurial careers.

3. There is no significant difference in the influence of the family on secondary school students' aspirations for entrepreneurial careers on the basis of course of study.
4. There is no significant difference in the influence of the family on secondary school students' aspirations for entrepreneurial careers on the basis of type of school.

Methodology

For this study, the descriptive survey design was used. This method was selected because it is appropriate for the purpose of describing some aspects of a population by selecting an unbiased sample of individuals to complete questionnaire, tests, or interview. Gay (1992) stated that the descriptive survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Gay added that in assessment of attitudes, collection of data on opinions of people, demographic information, the descriptive survey can be used. According to Fraenkel and Wallen (2000), the descriptive survey design is highly regarded by policy makers in the social sciences where large populations are dealt with. It is widely used in educational research since data gathered by way of descriptive survey represents field conditions.

Population

The population for the study comprised all senior secondary school students in Ilorin metropolis. The target population was SSS 3 and SSS 2 students of public and grant-aided- private senior secondary schools in Ilorin South Local Government Area (LGA). The accessible population was the SSS 3 and SSS 2 students of two selected public secondary schools and two selected grant-aided- private secondary schools.

Sample and Sampling procedure

The sample for the study was 200 students made up of 50 students from each of the four schools. A multi-stage sampling approach comprising purposive sampling, stratified sampling, proportional sampling and simple random sampling methods was used to select the sample.

The lottery method of the simple random sampling technique was used to select Ilorin South LGA out of 3 LGAs in the Ilorin metropolis. The stratified sampling technique was then used to group all the secondary schools into public and grant-aided-private. This technique was used to group populations with similar characteristics in order to select a sample from the respective strata. Simple random sampling (lottery method) was again used to select two public schools and grant-aided-private schools. All SSS 3 and 2

students in the selected schools were selected using the purposive sampling technique. It is a technique, which was used for the study based on the assumption that with good judgment, one can handpick element of cases in a population and develop samples, which are satisfactory in relation to one's needs.

In each class the purposive sampling was used to select students on the basis of course of study. The stratified sampling technique was again used to group the students into gender. To ensure equal or proportional representation, the proportional sampling technique was used to select corresponding numbers students from course of study and gender. Finally the Dip Hat method of the simple random sampling was used to select fifty students. This method was to give each of the students selected by course and gender an equal opportunity of being selected to participate in the study. This process was repeated in all four classes to achieve a final sample of two hundred respondents for the study.

Instrumentation

The instrument that was used for this study was a questionnaire titled "Family and Secondary School Students' Aspirations for Entrepreneurial Careers Questionnaire" (IFSSSAECQ). It has a total of 29 items, and is made up of two sections

A and B. Section A has 9 items and elicited information on participants' demographic data while Section B has 20 items to determine the influence of the family on students' aspirations for entrepreneurial careers.

The research instrument was pilot tested on a sample of 20 senior secondary school students in a school within the study area but different from those involved in the actual study. The administration was to assess the effectiveness and usability of the instrument, and also to effect the corrections or anomalies that were detected during the pilot testing.

Psychometric properties of the Instrument

Validity: Validity is the extent to which an instrument can be relied upon to do what it purports to accurately. It is concerned with the soundness and effectiveness of the measuring instrument. Ashaolu (2001) described validity as the extent to which a measuring instrument measures what it is supposed to measure and how well it does so.

Face validity and content validity of the instrument were established by giving drafts of the instrument to lecturers at the Department of Counsellor Education who are professional counsellors and experts in Guidance and Counselling to check

how well the items were developed and whether the items were relevant in answering the research questions and testing the hypotheses. Their comments and suggestions were incorporated in the final instrument, and adjudged appropriate to be used in the study.

Reliability: According to Trochim and Donnelly (2007), reliability is the degree to which a measure is consistent or dependable, the degree to which it would give the same result over and over again, assuming the underlying phenomenon is not changing. Stangor (2004) posited that the reliability of a measuring instrument is the extent to which the instrument is free from random error, thus measuring consistency over time variables of interest.

The reliability of the instrument was determined using the test re-test method involving 20 secondary school students. The Pearson's Product Moment Correlation was used and a reliability co-efficient of 0.70 was achieved. This made the instrument appropriate for use.

Procedure for Scoring the Instrument

Section A of the instrument was scored using frequency counts and simple percentages, with no points assigned to the items. Section B was scored using a 4-point Likert-type scale of Always True of Me (4), Often True of Me (3), Seldom True of Me (2) and Never True of Me (1).

Method of Data Analysis

Descriptive statistics: percentage and mean score were used to analyze students' demographic data and answer the research question, while the hypotheses were analyzed using t-test and Analysis of Variance (ANOVA). The decision rule to reject or fail to reject the hypotheses on the basis of the calculated t value for the t-test was as follows; (a). $-1.96 < t < 1.96$; t lies in the acceptance region, and (b). $t < -1.96$ and $t > 1.96$; t lies in the rejection region. For the ANOVA, the decision rule to reject or fail to reject the hypotheses on the basis of the calculated F value was (a). $-3.0 < F < 3.0$; F lies in the acceptance region, and (b). $F < -3.0$ and $F > 3.0$; F lies in the rejection region.

Results

Table 1: Means and Rankings of Influence of Family on Students' Aspirations for Entrepreneurial Careers

Item no.	I might consider becoming an entrepreneur because	Mean	Rank
4.	of my father's educational background.	3.06	1 st
16.	of high family status.	2.94	2 nd
5	of my mother's educational background.	2.93	3 rd
13.	I would have the required financial capital from family.	2.92	4 th
9.	it is related to my course of study.	2.91	5 th

Item by item analysis and ranking of means of the first 5 rankings are shown in Table 1. Item 4 ("father's educational background has a positive influence on me") with a mean of 3.06 ranked 1st followed by item 16 ("high family status") with a mean of 2.94 at 2nd. Mother's educational background, availability of required financial capital, and course of study ranked 3rd, 4th and 5th in the order.

However, father's occupation, mother's occupation and other family members' occupations ranked 6th, 7th and 8th respectively, whilst the influence of older working siblings ranked 10th. Item 6 ("family working

tradition/history has positive influence on me"), item 10; ("conforms with my gender"), item 12; ("the type of school I attend has influence on me"), item 11; ("in line with my religious beliefs"), item 15; ("it is common among people of my ethnic group") and ("it is the desire of my parents"), item 8 followed in the last five of the rankings (15th – 20th) with means of 2.63 and below.

Hypotheses Testing

Hypothesis 1: *There is no significant difference, on the basis of gender, in the influence of the family on secondary school students' aspirations for entrepreneurial careers.*

Table 2: Results of t-test Comparing Secondary School Students' Aspirations for Entrepreneurial Careers Based on Gender

Gender (critical)	N	Mean	Std. Dev.	df	t-value (calculated)	t-value
Male	98	52.11	10.20	197	- 2.30*	1.96
Female	101	55.87	12.64			

*Significant, $p < 0.05$

Results from Table 2 show that the calculated t-value of -2.30 in absolute terms is greater than the critical t-value of 1.96 at 0.05 level of significance, α , and 197 degrees of freedom. It shows that there is a significant difference between male students and female students on their aspirations for entrepreneurial careers. The null hypothesis is

therefore rejected; $t(197df) = -2.30$, $p < 0.05$.

Hypothesis 2: *There is no significant difference, on the basis of class level, in the influence of the family on secondary school students' aspirations for entrepreneurial careers.*

Table 3: Results of t-test Comparing Secondary School Students' Aspirations for Entrepreneurial Careers on the Basis of Class Level

Class Level (critical)	N	Mean	Std. Dev.	df	t	-value(calculated)	t-value
SSS3	100	49.37	9.65	197		- 6.17*	1.96
SSS2	99	58.71	11.61				

*Significant, $p < 0.05$

Table 3 shows a calculated t-value of -6.17 which in absolute terms is greater than the critical t-value of 1.96 at 0.05 level of significance, α , and 197 degrees of freedom. The null hypothesis is therefore rejected $t(197df) = -6.17$, $p < 0.05$. The data indicates a significant difference in aspirations for entrepreneurial

careers between SSS3 students and SSS2 students.

Hypothesis 3: *There is no significant difference in the influence of the family on secondary school students' aspirations for entrepreneurial careers on the basis of course of study.*

Table 4: One way Analysis of Variance on Secondary School Students' Aspirations for Entrepreneurial Careers on the Basis of Course of Study.

Course of study	df	Sum of Squares	Mean Square	Cal. F-ratio	Critical F-ratio
Between Groups	2	370.93	185.46	1.37	3.00
Within Groups	196	26424.98	134.82		
Total	198	26795.92			

Data in Table 4 show that the calculated F-ratio of 1.37 is less than the critical F-ratio at the significant alpha value; 1.37 and 3.00 respectively at 0.05 level of significance, α , and 198 degrees of freedom. The null hypothesis is therefore accepted (fail to reject), that no significant difference exists in secondary school students'

aspirations for entrepreneurial careers on the basis of course of study in Ilorin metropolis.

Hypothesis 4: *There is no significant difference in the influence of the family on secondary school students' aspirations for entrepreneurial careers on the basis of type of school.*

Table 5: Results of t-test Comparing Secondary School Students' Aspirations for Entrepreneurial Careers on the Basis of Type of School

School Type (critical)	N	Mean	Std. Dev.	df	t	-value(calculated)	t-value
Private	100	49.89	10.28	197		-5.37 *	1.96
Public	99	58.19	11.47				

*Significant, $p < 0.05$

Data from Table 5 show that a significant difference exists in secondary school students' aspirations for entrepreneurial careers on the basis of school type. This is due to the fact that the calculated t-value of -5.37 is greater than the critical t-value of 1.96. As a result, hypothesis 5 is rejected; $t(197df) = -5.37, p < 0.05$.

Discussion of Findings

Item by item analysis and ranking of means in Table 1 showed that the family has a strong influence on the respondents' aspirations for entrepreneurial careers and corroborates various studies which found influence of the family on

adolescents' career aspirations, and that a good influence brought by family about entrepreneurship would contribute higher entrepreneurial inclination. These studies include that of Dunn (2004), Smith (2005), Veciana and Aponte (2005) and Kirkwood (2007). The positions of items 4 and 7 confirm findings by Nwachukwu (2003) that the father is the most significant role model in the family who influences students' desire to start their own business. The positions of items 6 (15th) and 15 (19th) corroborate Franco, Hasse and Lautenschlager (2010) who found that students' social background (i.e. having an entrepreneur in the family or among friends) have no significant

impact on entrepreneurial intention of students. The position of item 16 however contradicts findings by Carr and Sequeira (2007) who found that exposure to family business serves as an important intergenerational influence on intentions to become an entrepreneur.

Hypothesis 1 showed that there is a significant difference in secondary school students' aspirations for entrepreneurial careers based on gender. This means that male and female students' secondary school students have different aspirations for entrepreneurial careers. The difference can be attributed to high incidence of entrepreneurial traits such as internal locus of control, risk-taking propensity, competitiveness, self-confidence and independence in males (Dunn, 2004); Seet & Seet, 2006). This is in line with the study of Phan, Wong and Wang (2002) who concluded that gender has effect on career advice. This finding however contradicts McQuaid and Bond (2003) who asserted that given similar education there would be no difference in choice of career between male students and female students.

Hypothesis 2 revealed a significant difference in students' aspirations for entrepreneurial careers on the basis of class level. This means that SSS3 students have aspirations for entrepreneurial careers different from

that of SSS2 students. This finding may be as a result of the fact that students in senior classes are more inclined towards entrepreneurship because of their increased knowledge and practical exposure to the field and labour market. The finding is line with that of McQuaid and Bond (2003) who found that students' perception of being suitable for particular jobs is influenced by year in school. Ahmad et. al. (2010) found study year to be an important predictor of entrepreneurial intentions.

Results from analysis of Hypothesis 3 confirmed the hypothesis that there is no significant difference, on the basis of course of study, in secondary school students' aspirations for entrepreneurial careers in Ilorin metropolis. This finding contradicts that of Hewitt (2010) and McQuaid and Bond (2003) that choices of subjects influenced the individual's career choice. Crant (1996) and Koh (1998) found a positive correlation between business students' aspirations and entrepreneurial careers. Lena and Wong (2003) also found that programme of study of students influenced positively their entrepreneurial career intentions. This finding and subsequent contradictions with the studies cited may be due to the fact that entrepreneurship education is absent in the schools where the study was carried out even though the new secondary school curriculum in

Nigeria which began in September 2011 has components for entrepreneurship education.

The fourth hypothesis revealed a significant difference existed in secondary school students' aspirations for entrepreneurial careers on basis of school type. That is, students from private secondary schools differed in their aspirations for entrepreneurial careers from those in the public secondary schools. This may be attributed to the role-model effect; that students in private schools look forward to start up their own schools and business to make money for themselves, become independent of the government, and become their own bosses by employing others to work for them ("like the owners of the schools they attend"). Again, some of the private schools had school-wide entrepreneurship education and training programmes for the students. This confirms findings of studies by Dunn (2004) and Ghazali, Ghosh and Tay (1995) who found a positive correlation in differences in entrepreneurial career aspirations of students based on privately or publicly owned secondary schools. Students from private schools were found to be more entrepreneurially inclined than their counterparts from public schools. Perrone, Sedlacek and Alexander (2001) in a study of role model influence on the career decisiveness of college students found that role model supportiveness and quality of

relationships contributed to the career choice of students.

Conclusion

From the findings of the study and subsequent discussion, the major conclusion of this study is that the family has a strong influence on secondary school students' aspirations for entrepreneurial careers in Ilorin metropolis, Nigeria. It can also be concluded that secondary school students differ significantly in their aspirations for entrepreneurial careers based on gender, class level, and school type.

Counselling Implications

Counsellors in general and career counsellors in particular need to adopt the necessary measures to assist students to clearly identify their career aspirations, especially aspirations for entrepreneurial careers.

In this direction, there is the need for counsellors to among others:

- ✓ offer the same opportunities for male students and female students with respect to career choice, and particularly in entrepreneurial careers. Careers should not be stereotyped as for male and for female. Students must be allowed to choose careers they prefer.
- ✓ ensure that the family's influence or pressure must not be so much on students in their choice of career. They

should again ensure that other personal characteristics of the student such as abilities, interests, aptitude, academic attainment are taken into consideration in students' choice of career.

- ✓ encourage students generally to acquire information and develop interest in entrepreneurial careers irrespective of the type of school they attend.

Recommendations

Based on the findings of this study, the following recommendations are made;

- Career Days, Fairs and Conferences must be frequently organized to expose students to the world of work with respect to their course of study.
- Encourage students' adoption of career role models by linking students to successful entrepreneurs within the locality of the school, or in the town which the school is located.
- School counselors should take into consideration the uniqueness of the social background or family characteristics of students when offering career counseling.
- Parents should be incorporated into school career intervention programmes/plans.

- School counselors should work with community members to identify resources within the community that students can use in career exploration.

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