


AN ASSESSMENT OF GENDER RELATED FACTORS AND ENTREPRENEURIAL INTENTIONS OF STUDENTS IN SELECTED PUBLIC TERTIARY INSTITUTIONS IN NIGERIA

Julia Arit Omotajo^A, Emmanuel Taiwo Akinola^B, James Olalekan Akinbode^C



ARTICLE INFO	ABSTRACT
<p>Article history: Received: January, 22nd 2024 Accepted: March, 25nd 2024</p>	<p>Purpose: The purpose of this study was to examine gender related factors and entrepreneurial intentions of students in selected tertiary institutions in Nigeria. It was as well focused on the barriers to male and female entrepreneurial activities in the selected tertiary institutions in Nigeria, to determine how effective entrepreneurship education is shaping the entrepreneurial intentions of female and male students in the selected tertiary institutions, examine how entrepreneurial intention of male and female students differ in the selected tertiary institutions; and to assess the gender stereotype for male and female students in the selected tertiary institutions.</p>
<p>Keywords: Gender Related Factors; Entrepreneurial Intentions; Stereotype; University Students.</p>	<p>Theoretical Framework: The common stereotypical view of females being submissive to their male counterparts is said to be clashing with the inherent nature of entrepreneurship intention, and the propensity towards launching an entrepreneurial business may be seen as an impairing factor for female students. In this sense, the paper has sought to systematically review various publications on gender related factors and entrepreneurial intentions of students of public tertiary institutions.</p>
	<p>Design/Methodology/Approach: The study adopted a cross-sectional survey method using a structured questionnaire. The study area comprised of selected public tertiary institutions in Southwest Nigeria. Six tertiary institutions were selected for the purpose of this study. Students that have participated in entrepreneurship education in the selected tertiary institution in Nigeria are the target population for the study. Data from 351 respondents were assessed based on gender related factors and entrepreneurial intentions of students in selected tertiary institutions in Nigeria using descriptive and inferential statistics.</p>
	<p>Findings: The study found female students facing more barriers in balancing academic and entrepreneurial activities compared to male students. The study recommends that proper orientation should be given to students on the importance of entrepreneurship education and how it can help them to become self-employed after school and students should be properly oriented on barriers and gender stereotypes, and how it influence their entrepreneurial intentions.</p>
	<p>Originality/Value: The study therefore concludes that the distribution of barriers is not the same across the two categories of gender. Meanwhile, balancing academic and entrepreneurial activities, bad state of the economy and lack of capital as well as access to funds were the most popular barriers to entrepreneurial activities among tertiary institution students in Nigeria. Entrepreneurship education has statistically significant influence on entrepreneurial intention of students in Nigerian tertiary institutions. Three gender based stereotypes: active and energetic, sensitive to the needs of others and prone to position were</p>

^A PhD in Business Administration. Bowen University. Iwo, Osun State, Nigeria.

E-mail: arit2011@gmail.com Orcid: <https://orcid.org/0009-0005-0683-6700>

^B PhD in Business Administration. Bowen University. Iwo, Osun State, Nigeria.

E-mail: marshallakinola@gmail.com Orcid: <https://orcid.org/0000-0002-1137-8645>

^C PhD in Business Administration. Bowen University. Iwo, Osun State, Nigeria.

E-mail: james.akinbode@bowen.edu.ng Orcid: <https://orcid.org/0000-0001-7475-6992>

statistically significantly different between female and male students which are not sufficient for generalization in this study. Nevertheless, the level of entrepreneurial intention is the same across the two categories of gender.

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UMA AVALIAÇÃO DOS FATORES RELACIONADOS AO GÊNERO E ÀS INTENÇÕES EMPREENDEDORAS DOS ALUNOS DE INSTITUIÇÕES TERCIÁRIAS PÚBLICAS SELECIONADAS NA NIGÉRIA

RESUMO

Objetivo: O objetivo deste estudo foi examinar os fatores relacionados ao gênero e as intenções empreendedoras dos alunos de instituições terciárias selecionadas na Nigéria. Também se concentrou nas barreiras às atividades empreendedoras masculinas e femininas nas instituições terciárias selecionadas na Nigéria, para determinar a eficácia da educação para o empreendedorismo na formação das intenções empreendedoras dos alunos do sexo feminino e masculino nas instituições terciárias selecionadas, examinar como a intenção empreendedora dos alunos do sexo masculino e feminino difere nas instituições terciárias selecionadas e avaliar o estereótipo de gênero dos alunos do sexo masculino e feminino nas instituições terciárias selecionadas.

Estrutura Teórica: Diz-se que a visão estereotipada comum de que as mulheres são submissas aos seus colegas homens está em conflito com a natureza inerente da intenção de empreender, e a propensão para lançar um negócio empreendedor pode ser vista como um fator prejudicial para as alunas. Nesse sentido, o artigo procurou analisar sistematicamente várias publicações sobre fatores relacionados a gênero e intenções empreendedoras de estudantes de instituições públicas de ensino superior.

Projeto/Metodologia/Abordagem: O estudo adotou um método de pesquisa transversal usando um questionário estruturado. A área de estudo foi composta por instituições terciárias públicas selecionadas no sudoeste da Nigéria. Seis instituições de ensino superior foram selecionadas para o propósito deste estudo. Os alunos que participaram da educação para o empreendedorismo nas instituições de ensino superior selecionadas na Nigéria são a população-alvo do estudo. Os dados de 351 respondentes foram avaliados com base em fatores relacionados a gênero e intenções empreendedoras de alunos de instituições de ensino superior selecionadas na Nigéria usando estatísticas descritivas e inferenciais.

Conclusões: O estudo constatou que as estudantes do sexo feminino enfrentam mais barreiras para equilibrar as atividades acadêmicas e empresariais em comparação com os estudantes do sexo masculino. O estudo recomenda que se dê orientação adequada aos alunos sobre a importância da educação para o empreendedorismo e como ela pode ajudá-los a se tornarem autônomos depois da escola, e que os alunos sejam orientados adequadamente sobre barreiras e estereótipos de gênero e como isso influencia suas intenções empreendedoras.

Originalidade/Valor: O estudo conclui, portanto, que a distribuição das barreiras não é a mesma entre as duas categorias de gênero. Enquanto isso, o equilíbrio entre atividades acadêmicas e empresariais, a situação ruim da economia e a falta de capital, bem como o acesso a fundos, foram as barreiras mais populares às atividades empresariais entre os estudantes de instituições de ensino superior na Nigéria. A educação para o empreendedorismo tem influência estatisticamente significativa sobre a intenção empreendedora dos alunos de instituições de ensino superior da Nigéria. Três estereótipos baseados em gênero: ativo e enérgico, sensível às necessidades dos outros e propenso a se posicionar foram estatisticamente diferentes entre estudantes do sexo feminino e masculino, o que não é suficiente para generalização neste estudo. No entanto, o nível de intenção empreendedora é o mesmo nas duas categorias de gênero.

Palavras-chave: Fatores Relacionados ao Gênero, Intenções Empreendedoras, Estereótipo, Estudantes Universitários.

UNA EVALUACIÓN DE LOS FACTORES RELACIONADOS CON EL GÉNERO Y LAS INTENCIONES EMPRESARIALES DE LOS ESTUDIANTES DE INSTITUCIONES TERCIARIAS PÚBLICAS SELECCIONADAS EN NIGERIA

RESUMEN

Propósito: El propósito de este estudio era examinar los factores relacionados con el género y las intenciones empresariales de los estudiantes de instituciones terciarias seleccionadas en Nigeria. También se centró en las barreras a las actividades empresariales masculinas y femeninas en las instituciones terciarias seleccionadas en Nigeria, para determinar cómo la educación empresarial efectiva está dando forma a las intenciones empresariales de los estudiantes femeninos y masculinos en las instituciones terciarias seleccionadas, examinar

cómo la intención empresarial de los estudiantes masculinos y femeninos difieren en las instituciones terciarias seleccionadas, y para evaluar el estereotipo de género para los estudiantes masculinos y femeninos en las instituciones terciarias seleccionadas.

Marco Teórico: El estereotipo común de que las mujeres son sumisas a sus homólogos masculinos choca con la naturaleza inherente de la intención empresarial, y la propensión hacia el lanzamiento de un negocio empresarial puede ser visto como un factor perjudicial para las estudiantes. En este sentido, el documento ha tratado de revisar sistemáticamente diversas publicaciones sobre los factores relacionados con el género y las intenciones empresariales de los estudiantes de instituciones terciarias públicas.

Diseño/ Metodología/ Enfoque: El estudio adoptó un método de encuesta transversal mediante un cuestionario estructurado. El área de estudio comprendía instituciones terciarias públicas seleccionadas en el suroeste de Nigeria. Se seleccionaron seis instituciones terciarias para este estudio. Los estudiantes que han participado en la educación empresarial en la institución terciaria seleccionada en Nigeria son la población objetivo del estudio. Se evaluaron los datos de 351 encuestados sobre la base de factores relacionados con el género y las intenciones empresariales de los estudiantes de las instituciones terciarias seleccionadas de Nigeria, utilizando estadísticas descriptivas e inferenciales.

Resultados: El estudio reveló que las estudiantes se enfrentan a más obstáculos a la hora de compaginar las actividades académicas y empresariales que los estudiantes. El estudio recomienda que se oriente adecuadamente a los estudiantes sobre la importancia de la educación empresarial y cómo puede ayudarles a convertirse en trabajadores autónomos después de la escuela, y que se oriente adecuadamente a los estudiantes sobre las barreras y los estereotipos de género, y cómo influyen en sus intenciones empresariales.

Originalidad/ Valor: El estudio concluye, por tanto, que la distribución de las barreras no es la misma en las dos categorías de género. Mientras tanto, equilibrar las actividades académicas y empresariales, el mal estado de la economía y la falta de capital, así como el acceso a los fondos fueron las barreras más populares para las actividades empresariales entre los estudiantes de instituciones terciarias en Nigeria. La educación empresarial tiene una influencia estadísticamente significativa en la intención empresarial de los estudiantes de instituciones terciarias nigerianas. Tres estereotipos basados en el género: activo y enérgico, sensible a las necesidades de los demás y propenso a la posición fueron estadísticamente significativamente diferentes entre los estudiantes femeninos y masculinos, lo que no es suficiente para la generalización en este estudio. No obstante, el nivel de intención emprendedora es el mismo en las dos categorías de género.

Palabras clave: Factores Relacionados con el Género, Intención Emprendedora, Estereotipo, Estudiantes Universitarios.

1 INTRODUCTION

Entrepreneurial activities are increasing globally and governments of every nation are seizing opportunities and actions to stimulate and increase the formation of businesses, enterprises, start-ups and new ventures (Global Entrepreneurship Monitor (GEM), 2014). This intensified alertness towards entrepreneurship is because entrepreneurial activities are constantly related to wealth creation, economic stability and development, improvement in standard of living that will lead to growth in gross domestic product (GDP) of a nation (Mehtap, 2014).

Consequently, some tertiary institutions in Nigeria have blended entrepreneurship education into their curricula to activate and improve students' entrepreneurial intentions for their business start-up journey, and to build their intentions towards entrepreneurship and likewise, Nigeria Universities Commission (NUC) and other higher educational institutions governing agencies, such as; National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) has introduced and mandated all tertiary

institutions in the country to start inculcating entrepreneurship education studies into their programmes. With the concerns of tertiary institutions in Nigeria, this stride would permit students and professionals to address various problems being faced. The problems the stride would address are; poverty, underdevelopment, unemployment and few job opportunities the benefits of entrepreneurial intentions would bring their ways. Building on it, would in return yield creation of new companies, new work spaces and new work alternatives (Farro-Ruiz et al., 2023). Despite the mandatory introduction, it has been observed that implementation is on very low pace, regarding entrepreneurial intentions recorded among the students in these tertiary institutions and this is sometimes due to some barriers affecting male and female students towards entrepreneurial activities in their respective tertiary institutions (Ojewumi et al., 2018; Azmi, 2020).

The various tertiary institutions' environmental factors and support systems which comprises the entire entrepreneurial ecosystem which are ideal investment care policy, transfer of technology mechanism, enterprise start-ups erudition and incubation of enterprise services among other are essential for building intentions of male and female students towards becoming entrepreneurs (Audretsch, 2014). With this, many tertiary institutions in Nigeria are playing powerful roles in entrepreneurial intentions development of students in a way of commercializing tertiary institution ideology through small scale enterprises founded by student entrepreneurs. This prodigy is among the present literary reforms institutions accepted as third ideology of knowledge capitalization (economic development) combined with knowledge extension (research) and knowledge preservation (coaching and learning) (Gür et al., 2017; Henry et al., 2015).

New perspectives of students stereotypes including the fallout of making comparisons between businesses owned by male and female students stretch out the necessity for a theoretical position that is reciprocal in gender entrepreneurship. In reality, gender stereotypes which reflect precedence and priority of students in choosing their career plans plus the importance of gender stereotypes have been highlighted by some researchers specifically on intentions of students towards entrepreneurship in tertiary institutions (Ahl, 2016). Studies have also revealed that female students tend to show fewer intentions towards entrepreneurial activities than male students (Brush & Cooper, 2019) and as a result of this, every nation inspected and examined by GEM (2014), showed more male students' entrepreneurs exceeding female students.

Gender entrepreneurial intentions consist of three elements, which are macro-level elements, micro-level elements and internal condition (Ahl, 2016). Many elements at macro-level are considered to stimulate a favourable surroundings for entrepreneurship like a permissive market formation and design, easy access to fund or funding programmes, an encouraging government laws, reduction in bureaucratic performances related to starting an enterprise, political and economic equilibrium (Kwong et al., 2012) and absence of these elements may affect the entrepreneurial intentions of students in higher institutions. Also, factors such as extensive intentions on entrepreneurship education of students and on the function of entrepreneurs in tertiary institutions can elevate or restrict entrepreneurial intentions of students (Shinnar et al., 2012).

The micro-level implies the environment of students such as family, surrounding and business start-up deliberated to be an outside fettle and portray other constituents that can motivate or reduce the level of involvement with entrepreneurial activities of male and female students. A surrounding that shows assistance in terms of easy approach to business information, networking opportunities including family and friends support have been found to stimulate and orchestrate entrepreneurial intentions of male and female students (Rialti et al., 2017).

Lastly, internal conditions in terms of aspiration, personality traits and experience of students explains things that can facilitate entrepreneurial intentions in students and they are in line with self-consciousness of an individual to perform a task. Internal conditions are closely related and wholly lap-jointed with self-efficacy originated by Audretsch (2014). With this, students' intentions towards entrepreneurship can be underrated by a person that is not conscious or lack strength to address specific tasks necessary to carry out such action and thus, a strong gender impact is mostly present when discussing intentions toward entrepreneurship. According to Farro-Ruiz et al. (2023), studies has revealed that entrepreneurship builds human development which translates to economic development of a nation. It thus, with proven directions, improves the living conditions of entrepreneurs, as it makes significant contributions to the labour market through opportunities generation.

The three elements explained above can possibly lower female students' intentions to involve themselves in entrepreneurial activities and it is as well related to social norms. Chaudhary (2017), gave the essence of country-specific socio-cultural contexts for students' intentions towards entrepreneurship and he explained ideologies played by gender, social satisfactoriness of being an entrepreneur and stereotypes as functional in improving students' entrepreneurial intentions. More so, an environment where women gets acceptance from proxy

male family relative before starting a business (Al-Dajani & Marlow, 2013), there is consideration that females will find it civilly less acceptable to start entrepreneurship as a profession.

Entrepreneurship improves the path of nations and possess efficacy to enhance strong drive for economic development. Nonetheless, researches emphasized female students are inferior in the direction of entrepreneurship if distinguished with males (Mehtap, 2014) and a close submission in a manifold view and belief that entrepreneurship is dominated by male and that some views in the economic and civil society, and disbelieve in female students with lack of trust in prospering in business set-up is high which makes it difficult for female entrepreneurship to prevail in a world that sees the male as head of the family.

The study therefore investigates gender related factors and entrepreneurial intentions of male and female students in business start-ups in tertiary institutions in conjunction with barriers to entrepreneurship in socio-cultural aspect. It also assess conduciveness of the education they have received in business start-ups and new venture creation.

Until recently, entrepreneurship is observed as being achievement oriented and masculine endeavour (Marlow & McAdam, 2013). In that case, the coarse stereotype of female students underplayed to their male counterpart is at loggerhead with innate nature of entrepreneurial intentions, and this connotes that female students may have impairing factors when setting up an entrepreneurial business. For this reason, the rating of the willingness of entrepreneurial activity is lowered in favour of male gender stereotype-aligned activities.

In Nigeria specifically Nigeria, gender stereotypes are reinforced socially and it is viewed that female's first obligation is being submissive to her husband, household and children (Popoola, 2014). Also, even when entrepreneurship is essential to economic growth and development in Nigeria, it appears not much study has been carried out on gender related factors influencing entrepreneurial perceptions of people to start new businesses particularly intentions of students in tertiary institutions.

With rising unemployment rate in Nigeria, government came up with the policy of entrepreneurship education in tertiary institutions to provide students with employable and self-reliance skills; however, it has been observed that relatively fewer numbers of female students are taking advantage of this policy to prepare themselves ahead for the challenges in the labour market (Hussain & Hashim, 2016). The reasons for these are poorly understood, because studies in this area are few and far between and so, it is therefore desirable and pertinent to understand the interplay of factors affecting the enthusiasm of female students towards entrepreneurship education with a view to advancing fresh policy proposals.

However, female and male students' perceptions towards entrepreneurship education in their respective tertiary institutions has been perceived to influence their entrepreneurship intentions, entrepreneurship differences and entrepreneurial characteristics in business start-up and growth and despite the large number of female entrepreneurs in tertiary institutions (Duflo, 2012), entrepreneurship is still seen to be male dominated stereotyped and associated with masculine traits (Brush & Cooper, 2019). Female students' entrepreneur is still significantly lower than male as a result of their entrepreneurial propensity.

Similarly, there are some barriers (potential and actual) viewed to be affecting male and female students' intentions towards entrepreneurship in tertiary institutions which include motivation, experience, education, culture, psychological characteristics, finance, networking and barriers to growth and development of which was assessed and explained in this study.

Past literature on gender related factors on intentions of students towards entrepreneurship in tertiary institutions are developing in direction to discover more explicitly gender differences in entrepreneurial intentions and performance but cumulative knowledge and explanatory theories are still lacking, hence this study.

The main objective of this research is to examine gender related factors and entrepreneurial intentions of students in selected tertiary institutions in Nigeria. The specific objectives were to:

1. examine barriers to male and female entrepreneurial activities in the selected tertiary institutions in Nigeria;
2. determine how effective entrepreneurship education is shaping the entrepreneurial intentions of female and male students in the selected tertiary institutions;
3. examine how entrepreneurial intention of male and female students differ in the selected tertiary institutions;
4. assess the gender stereotype for male and female students in the selected tertiary institutions.

Based on the research objectives, one research question was raised in the study: What are the barriers to female and male students' entrepreneurial activities in the selected tertiary institutions in Nigeria?

2 HYPOTHESES

To give direction to the study, the following null hypotheses were generated:

H₀₁: Given different barriers, significant differences do not exist between female students' entrepreneurial intentions than the males in the selected public tertiary institutions.

H₀₂: Entrepreneurial intention of male students differ significantly from their female counterparts

H₀₃: Gender stereotypes of female students differ significantly from that of male students

2.1 CONCEPTUALISATION OF TERMS

- a) **Entrepreneurship:** The foundation and the basis of free enterprise economy is entrepreneurship (Popoola, 2014) and likewise, an exercise that deals with the revelation, appraisal and making good use of the chances of introducing new goods and services, new ways of organization, good marketing programmes and raw material processing through systematized struggle that previously did not exist is entrepreneurship (Buba & Muazu, 2020).
- b) **Entrepreneurial Intentions:** Entrepreneurial Intention simply means firmness to be an entrepreneur (Kakouris, 2016). Research by Györfy (2014), noted that as soon as individuals perceive an inappropriate or unsuitable action in their own attitudes and the ones related to a stereotyped take-up, the intentions to work on that type of tasks are down play. In view of this, the menace detected can cause a wrong appraisal of person's capabilities and detect under-support from the society.
- c) **Gender:** Characters that looks social, culture-based and possess psychological ideas are tied to males and females from social and culture-based construct is known as gender. Which means that gender is embedded in culture and society. Gender interacts but dissimilar to binary categories of biological sex. It pertains and differentiates masculinity from femininity with regards to context. Gender determines masculinity (male) or femininity (female) with evidence that gender status is attained through learning. Gender is what the society expects from someone because either a male or female (Ojewumi *et al.*, 2018).
- d) **Stereotype:** According to Powell and Graves, (2003), Gender stereotypes means predominant truth on features and qualities connected to sex. Distributing individuals' base on stereotypes is a general technique as it helps to sort them into assemblage of male and female by the use of eminent bodily features. By socialization, acceptance of

gender stereotypes is supported and right from childhood, appearances of diverse social authorization are built (Wood & Eagly, 2002). Results generated by Isidor and Kabst, (2013) depicts that male stereotypes gives much precedence to subservient characters such as rivalry, success ideology, power, easy way of making decisions and inclination to risk-taking while female stereotypes treasures expressive-communal characters which are softness, sympathy, submission, susceptible, benevolence among others.

3 METHODOLOGY

The study focused on gender related factors and entrepreneurial intentions of students in selected tertiary institutions in Nigeria. This study adopted cross-sectional survey research design. The study area comprised of selected public tertiary institutions in Southwest Nigeria. Six tertiary institutions were selected for the purpose of this study. Students that have participated in entrepreneurship education in the selected tertiary institution in Nigeria are the target population for the study. Three hundred and ninety nine students were selected from the selected tertiary institutions for the study through simple random sampling technique. The sample size for each selected tertiary institutions are stated below;

Table 1

Sample size of students for the selected tertiary institutions

S/N	NAME OF INSTITUTION	TOTAL
1	University of Ibadan, Ibadan	145
2	Ladoke Akintola University, Ogbomoso	103
3	Emmanuel Alayande College of Education, Oyo	52
4	Federal College of Education (Special), Oyo	35
5	The Polytechnic, Ibadan	46
6	Adeseun Ogundoyin Polytechnic, Eruwa	18
	Total	399

Data were collected for the study by means of structured questionnaire titled “an assessment gender related factors and entrepreneurial intentions of students in selected tertiary institutions in Nigeria Questionnaire”. The assistance of two experts in Entrepreneurship and Business Administration at Bowen University, Iwo, Osun State, Nigeria was used to determine the face and content validity of the instrument, while the reliability of the research instrument was established through test-retest technique. The scores of the two tests were correlated using Pearson Product Moment Correlation (PPMC) formula. A correlation coefficient of 0.86 obtained, clearly indicated that the research instrument was quite reliable for data collection.

Out of 399 questionnaires administered to the respondents, 351 representing 88% questionnaires were duly completed and retrieved from the respondents. The data analysis was based on 351 duly completed questionnaires. Both descriptive and inferential statistics were used for the analysis. The null hypotheses generated for the study were tested using Multiple Linear Regression, Mann-Whitney U Test, Kruskal Walis test and Pearson Chi- Square statistical tool at 0.05 level of significance.

Table 2

Respondents' Demographic Data

	Variables	Frequency	Percent
Gender	Female	224	63.8
	Male	127	36.2
Marital Status	Single	313	89.2
	Married	38	10.8
Age group	16-20	142	40.5
	21-25	126	35.9
	26-30	64	18.2
	31-35	10	2.8
	36-40	9	2.6

4 RESULTS AND DISCUSSION

The research question “what are the barriers to female and male students’ entrepreneurial activities in the selected tertiary institutions in Nigeria?” was asked and the top nine barriers were reported in table 3. Nine barriers were ranked based on their mean to identify the ones that are prominent among the respondents. Balancing academic and entrepreneurial activities ($\mu = 4.01$) ranked highest as barriers to entrepreneurial activities, followed by bad state of the economy ($\mu = 3.95$) as well as lack of capital and access to funds ($\mu = 3.58$).

Table 3

Barriers to male and female entrepreneurial activities in the selected tertiary institutions in Nigeria

Barriers	SA	A	U	D	SD	Mean
Difficulty in balancing long work hours in school with entrepreneurship activities	138 (39.3%)	145 (41.3%)	23 (6.6%)	22 (6.3%)	23 (6.6%)	4.01
The state of the economy is not good for starting entrepreneurship	148 (42.2%)	99 (28.2%)	62 (17.7%)	22 (6.3%)	20 (5.7%)	3.95
Lack of capital and access to funds to implement entrepreneurial ideas	93 (26.5%)	123 (35%)	59 (16.8%)	47 (13.4%)	29 (8.3%)	3.58
There are little or no support from family and friends for entrepreneurship	65 (18.5%)	108 (30.8%)	59 (16.8%)	64 (18.2%)	55 (15.7%)	3.18
The unstable conditions in the country	79 (22.5%)	73 (20.8%)	76 (21.7%)	73 (20.8%)	50 (14.2%)	3.17

Unfavourable business environment for entrepreneurial activities	61 (17.4%)	110 (31.3%)	38 (10.8%)	102 (29.1%)	40 (11.4%)	3.14
The Nigerian business life is dominated by men	55 (15.7%)	90 (25.6%)	91 (25.9%)	70 (19.9%)	45 (12.8%)	3.11
No networking skills and professional contacts needed to do business	40 (11.4%)	125 (35.6%)	54 (15.4%)	82 (23.4%)	50 (14.2%)	3.07
Do not believe starting a business will help in actualizing dreams	43 (12.3%)	94 (26.8%)	68 (19.4%)	85 (24.2%)	61 (17.4%)	2.92

Hypothesis 1 which stated that “given different barriers significant differences do not exist between female students’ entrepreneurial intentions than the males in the selected institutions” was tested using Mann-Whitney U test. Table 4 revealed that barriers to entrepreneurial activities in female students in tertiary institution was statistically significantly higher than the barriers in the male group ($U=12370.500, p=0.42$). The distribution of barriers is not the same across the two categories of gender. Therefore, with this result, the null hypothesis which states that “given different barriers significant differences do not exist between female students’ entrepreneurial intentions than the males in the selected institutions” is rejected and the study concludes that there is a statistically significant difference in the barriers to entrepreneurial activities between male and female tertiary institution students.

Table 4

Barriers to entrepreneurial activities between male and female students

Variable	Gender	N	Mean Rank	Sum of Ranks
Gender	Female	224	184.27	41277.50
	Male	127	161.41	20498.50
	Total	351		
Test Statistics	Barriers			
Mann-Whitney U		12370.500		
Wilcoxon W		20498.500		
Z		-2.034		
Asymp. Sig. (2-tailed)		.042		

Hypothesis 2 stated that “entrepreneurial intention of male students does not differ significantly from their female counterparts”. Mann-Whitney U test analysis was used to examine whether entrepreneurial intention of male students differs significantly from their female counterparts. As seen in table 5, the results showed that entrepreneurial intention in male tertiary institution students was not statistically significantly higher than the female group ($U=13861.500, p=0.69$). The distribution of entrepreneurial intention is the same across the two categories of gender. Therefore, with this result, the null hypothesis which states that “entrepreneurial intention of male students does not differ significantly from their female counterparts” cannot be rejected.

Table 5

Entrepreneurial intention of male students differs significantly from their female counterparts

Variable	Gender	N	Mean Rank	Sum of Ranks
Entrepreneurial Intention	Female	224	174.38	39061.50
	Male	127	178.85	22714.50
	Total	351		
Entrepreneurial Intention				
Mann-Whitney U	13861.500			
Wilcoxon W	39061.500			
Z	-.398			
Asymp. Sig. (2-tailed)	.690			

The third hypothesis stated that “gender stereotypes of female students differ significantly from that of male students”. The result of a Pearson Chi-Square test, presented in table 6, showed that three out of eighteen gender-based stereotypes, namely, active and energetic ($\chi^2=5.018, p<0.05$), sensitive to the needs of others ($\chi^2 = 10.529, p<0.05$) and prone to position ($\chi^2 = 5.375, p<0.05$) were significantly different within the gender categories. The implication of this result is that female students were more active and energetic, sensitive to the needs of others and prone to position. Although, three out of eighteen stereotypes were statistically significantly different between female and male students, the null hypothesis cannot be rejected ($p>0.05$) since majority of the stereotypes are not statistically significantly different between the gender categories.

Table 6

Difference in gender-based stereotypes between female and male students

Stereotypes	Pearson Chi-square test(χ^2)	Asymptotic significance (2-sided)
Independent	0.396	0.529
Innovative	3.451	0.063
Shy	1.799	0.18
Temperamental	1.083	0.298
Calm	0.234	0.629
Loyal	2.201	0.138
Individualistic	3.381	0.066
Active and energetic	5.018	0.025***
Analytical	0.306	0.580
Submissive	0.040	0.841
Vehement in Opinions	1.793	0.181
Sensitive to the needs of others	10.529	0.001***
Insensitive	1.021	0.312
Flexible and tepid	3.646	0.056
Rigid and Strict	0.475	0.490
Prone to taking risk	0.306	0.580
Prone to position	5.375	0.020***
Unpredictable	0.080	0.775

*** Significant at 0.05 level of significance

Further analysis of the result using Kruskal Wallis test ($\chi^2 = 0.241, p > 0.05$), as reported in Table 7, showed that gender stereotype is not statistically different between the male and female genders. Therefore, we cannot reject the null hypothesis; the study concluded that stereotypes toward female are not statistically different that to their male counterpart.

Table 7

Kruskal Wallis Test of gender-based stereotype difference between female and male students

Variable	Gender	N	Mean Rank
Gender Stereotypes	Female	224	177.98
	Male	127	172.50
	Total	351	
Test Statistics	Entrepreneurial Intention		
Chi-Square	0.241		
Df	1		
Asymp. Sig. (2-tailed)	.623		

Nine barriers to entrepreneurial activities were examined in the study. Majority of the respondents affirmed that balancing academic and entrepreneurial activities is difficult, that they do not have the networking skills and professional contacts needed for entrepreneurship, that the state of the economy does not favour entrepreneurship, believed that the dominance of the Nigerian business life by men is a barrier to their engagement in entrepreneurial activities, instability in the conditions of the country, there are little or no support from families and friends for entrepreneurship, capital and access to funds, do not believe starting a business will help in actualizing their entrepreneurial dreams, business environment is unfavourable for entrepreneurial activities.

These barriers were ranked based on their respective mean values and the top three are: balancing academic and entrepreneurial activities ($\mu = 4.01$), bad state of the economy ($\mu = 3.95$) and lack of capital as well as access to funds ($\mu = 3.58$). From the result, it can be concluded that barriers to entrepreneurial activities in female students was statistically significantly higher than the barriers in the male group ($U=12370.500, p=0.42$). The distribution of barriers is not the same across the two categories of gender. This result challenge the outcome of the research of Chaudhary (2017), which showed no significant difference in the barriers that can affects male and female students in starting a business and support the findings of Ojewumi *et al.* (2018) which expressed that there are different barriers affecting entrepreneurial intentions of male and female students in tertiary institutions.

Eighteen gender-based stereotypes concerning entrepreneurship among undergraduate students in the selected tertiary institutions were examined. Majority of the respondents

affirmed that they are independent, innovative, shy, calm, loyal, individualistic, active and energetic, analytical, submissive, vehement in opinions, sensitive to the needs of others, flexible and tepid, rigid and strict, prone to taking risk, prone to position and unpredictable. Nevertheless, majority of the respondents were not in support of two gender-based stereotypes which are temperamental and insensitive.

The results further revealed that entrepreneurial intention in male tertiary institution students was not statistically significantly higher than the female group ($U=13861.500$, $p=0.69$). This implies that the distribution of entrepreneurial intention is the same across the two categories of gender.

The study investigated eighteen gender based stereotypes in entrepreneurial activities which were tested and the result revealed that only three stereotypes: active and energetic ($\chi^2=5.018$, $p<0.05$), sensitive to the needs of others ($\chi^2 = 10.529$, $p<0.05$) and prone to position ($\chi^2 = 5.375$, $p<0.05$) were statistically significantly different between female and male students. This result was in line with the work of Kakouris (2016) and Gupta & Bhawe (2017) which expressed that acquired gender stereotypes make masculine trait suitable for male and unsuitable for female.

A further test was carried out by way of Kruskal Wallis test ($\chi^2 = 0.241$, $p > 0.05$) which support the earlier claim that gender based stereotypes are not statistically significantly different between the gender categories.

5 CONCLUSION

The study concludes that the distribution of barriers is not the same across the two categories of gender. Meanwhile, balancing academic and entrepreneurial activities, bad state of the economy and lack of capital as well as access to funds were the most popular barriers to entrepreneurial activities among tertiary institution students in Nigeria. Entrepreneurship education has statistically significant influence on entrepreneurial intention of students in Nigerian tertiary institutions.

Three gender based stereotypes: active and energetic, sensitive to the needs of others and prone to position were statistically significantly different between female and male students which are not sufficient for generalization in this study. Nevertheless, the level of entrepreneurial intention is the same across the two categories of gender.

Based on the findings of the study, the following recommendations are made:

This study recommends that special attention should be paid to gender stereotypes that affect entrepreneurial intention in male and female undergraduate students. Management could help the development of entrepreneurship in students if these barriers and stereotypes are removed.

Students should as well be properly oriented on barriers and gender stereotypes, and how it affect or influence their entrepreneurial intentions.

The management and policy makers of tertiary institutions should align school curriculum with entrepreneurship in order to enhance the intention of students towards entrepreneurship.

Proper orientation should be given to students on the importance of entrepreneurship education and the benefits they stand to gain in terms of being self-employed.

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