



## Influence of Family Background on Undergraduate Business Education Students' Entrepreneurial Self-Efficacy Development in North-East, Nigeria

<sup>1</sup>Abdulmutallib U. Baraya, <sup>2</sup>Umar Inuwa, <sup>3</sup>Zainab A. Abubakar, <sup>4</sup>Yusuf B. Umar  
<sup>1,2&3</sup>Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi, and  
<sup>4</sup>Modibbo Adama University, Yola, Nigeria

### ABSTRACT

*The study explored influence of family background on undergraduate business education students; entrepreneurial self-efficacy development in universities in North-east, Nigeria. Two objectives and two research questions were used in the study. The design of the study used was descriptive qualitative design. The population of the study consisted of 208 final year undergraduate students of 2024/2025 academic session; The sample was drawn through purposive sampling, where eight participants were selected and used as interviewees. The instrument used was a face-to-face interview which was conducted by the researchers using interview protocol that contained questions under themes and sub-themes, which guided the interview sessions. The validity and reliability of the instrument was established using a member checking and peer review, as a result, all respondents confirmed that the transcriptions aligned with their statements. Hence, the qualitative data for this study was considered valid and reliable. The qualitative data collected were thematically analyzed using NVivo software version 10. The results showed that socio-cultural business environment and family business experience and mentoring were found to be determinants of students' entrepreneurial self-efficacy. The study concluded that family background were strong predictors of students' entrepreneurial self-efficacy development at the university level. It was recommended, among others that, parents' level of education, occupation and entrenched community values should be strengthened. Also, corporate cultures in family business enterprises, family business beliefs, as well as mentoring process in the family business that determined students' zeal, confidence and capability for venture creation should also, be strengthened.*

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### INTRODUCTION

The importance of entrepreneurship education to Nigeria's national economic growth cannot be overemphasized. It is vital form of education to any nation, because it provides the trained and skilled manpower needed for rapid technological, industrial and economic development, its potentials include creation of positive multiplier effects on the whole economy through employment generation, capacity

building, improved standard of living and economic growth (Iro-Idaro & Iro-Idaro, 2015; Baraya, 2016). Baraya (2021) further reiterated that with the introduction of entrepreneurial education in tertiary institutions, it is hoped that the universities would be repositioned as centers of excellence that might put the country on the path to joining communities of nations that have fought poverty through strengthening of small-scale

Corresponding author: Abdulmutallib U. Baraya

✉ [ubabdulmutallib@atbu.edu.ng](mailto:ubabdulmutallib@atbu.edu.ng)

Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi.

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businesses; and at the same time curb the menace of graduate unemployment in Nigeria.

It is also commonly believed that the introduction of entrepreneurship education is imperative as it will make positive contributions in improving the entrepreneurship orientation of students and at the same time led to the acquisition of skills, creativity, confidence, drives and encourage job creation among graduates (Adamu *et al.*, 2012; Anyadike *et al.*, 2012). It is on the basis of all these that the Federal Government of Nigeria (FGN, 2008) directed that entrepreneurship education be introduced into the curriculum of all tertiary institutions, and the course should be run as a compulsory one for all students, irrespective of their disciplines.

The importance of entrepreneurship education to Nigeria's national economic growth cannot be overemphasized (Tende, 2014). The Consortium of Entrepreneurship Education in Baraya (2021) define "entrepreneurship education as a life-long learning process which consists of five stages: basics, competency, awareness, creative applications, start-up and growth." In the same vein, Baraya (2021) identified the objectives of entrepreneurship education in Nigeria to include, among others, (i) to provide meaningful education for youths which could make them self-reliant and subsequently encourage them to drive profit and be self-independent; (ii) to provide graduates with skills that will make them meet the manpower needs of the society; establish a career in small and medium size business; (iii) to provide graduates with skills that will make them meet the manpower needs of the society; (iv) to provide graduates with enough training in risks management to make uncertainty-bearing possible and easy; (v) to stimulate industrial and economic growth of rural and less developed area; (vi) to provide graduates with enough training that will make them creative and innovative in identifying new business opportunities; and (vii) to provide small and medium-size companies with the opportunities to recruit qualified graduates who will receive training and tutoring in skills relevant to management of the business.

Family background refers to those people whose parents or family member are

involved in self-employment (Rachmanwan *et al.*, 2015). Therefore, parents as business owners, serve as role models, provide their children with entrepreneurial career choices and chances to acquire human capital and share a similar preference with other parents for entrepreneurial activities and transferring financial capital (Pablo *et al.*, 2015). Similarly, earlier studies have empirically shown that family background and education which include age, gender, education, work experience, role models were found to predict students' entrepreneurial self-efficacy (Quan, 2012; Hatak, Harms & Fink 2015; Pablo-Lerchundi, Morales-Alonso & Gonzales-Tirados 2015; Yukongdi & Lopa, 2017). Thus, individuals who are associated closely with entrepreneurs are more likely to become entrepreneurs too as a result of interaction and exchange of views (Wang *et al.*, 2011; Geissler & Zanger, 2013). In addition, the researchers observed that, it is natural that, family has an instrumental influence on the career choice of people, especially parents on their children.

Despite the fact that entrepreneurship education in Nigerian universities is a requirement for graduation, many of the graduates find it difficult to venture into entrepreneurship activities (Garba *et al.*, 2016). They further stated that the major challenge of policy makers in Nigeria was how to combat unemployment among youths, because over the years Nigeria had been experiencing a decline in the general standard of living largely due to poverty and unemployment among youths. However, this statement conformed with unemployment projection trend that continue to increase by 3.82% in 2022, 3.07% in 2023, and 4.3% in 2024 respectively (National Bureau of Statistics NBS, 2024).

These revelations concurred with the findings of Baraya (2021) that significant percentage of university graduates fail to make use of entrepreneurial aspect of their training for self-reliance despite their exposure to entrepreneurial education. Thus, entrepreneurship education is not yielding the desired objectives considering the increasing rate of unemployed graduates annually from the universities in Nigeria. To this end, this study

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Corresponding author: Abdulmutallib U. Baraya

✉ [ubabdulmutallib@atbu.edu.ng](mailto:ubabdulmutallib@atbu.edu.ng)

Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi.

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therefore, explored the impact of family background on entrepreneurial self-efficacy development among undergraduate Business education students in North-east, Nigeria.

The aim of this study was to explore the influence of family background on Business education students' entrepreneurial self-efficacy development in universities within North-east, Nigeria. Specifically, the study sought to;

1. Explore the perspective of undergraduate Business education students on how socio-cultural business environment influence their entrepreneurial self-efficacy development.
2. Explore the undergraduate business education student's perspective on how family business experience influences their entrepreneurial self-efficacy development.

The following research questions were raised to guide the study;

1. How does socio-cultural business environment influence entrepreneurial self-efficacy development among undergraduate Business education students?
2. How does family business experience and mentoring influence entrepreneurial self-efficacy development among undergraduate Business education students?

The study was based on the Social Learning, Social Cognitive Theories founded by Bandura (1977). This Theory is related this study, because according to Bandura (1977) people learn from each other through; observation, imitating and role model. Therefore, it is based on the idea that we use to learn from our interactions with others in social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. SLT posit that

people learn from one another via; Observation, Imitation, and Modeling.

## METHODOLOGY

The researcher used a descriptive qualitative design. The design, according to Creswell (2011), involves the collection of the qualitative data through interview. This enabled the researchers to explore the views of undergraduate Business education students on how family background influences their entrepreneurial self-efficacy development. The study was conducted in North-east, Nigeria. The population of the study consisted of 208 final year Business education students of 2024/2025 academic session. The sample was drawn through purposive sampling, where the researchers identified and selected the individuals that have knowledge about the phenomenon of interest (Cresswell & Plano Clark, 2011). In addition to knowledge and experience, the researchers considered the participants' availability, their willingness to participate, as well as their ability to communicate their opinion in articulated manner (Cohen et al., 2012; Spradley in Inuwa, 2017).

In this study, therefore, interviews were conducted with eight participants who showed readiness to participate and were capable of expressing their opinions clearly, based on Morse (1994) and Creswell (2011) who recommend interviews with 5-25 participants. The instrument used was a face-to-face interview which was conducted by the researchers. The interview protocol contained questions under themes and sub-themes which guided the interview session. The reliability was established using a member checking and peer review as recommended by Merriam (2009). For member checking, the transcribed interviews were sent to each respondent, who were asked were to confirm the accuracy of their statements. All respondents confirmed that the transcriptions aligned with their statements. Hence, the qualitative data for this study was considered valid and reliable. The researchers analyzed the data thematically (Clarke & Braun, 2013). NVivo software version 10 was used for the analysis.

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Corresponding author: Abdulmutallib U. Baraya

✉ [ubabdulmutallib@atbu.edu.ng](mailto:ubabdulmutallib@atbu.edu.ng)

Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi.

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## RESULTS

### Analysis of the Qualitative Data

In this section, matrix coding was conducted by the researcher which shows the summary of what the eight participants said about each theme in the study. Figure 3 indicates the procedures used in qualitative data analysis;

1. Familiar with the data
2. Generating the codes
3. Searching for themes
4. Reviewing the themes
5. Naming the themes, and
6. Producing the report

### Theme One: Socio-cultural Business Environment

The participants were asked to express their views on how socio-cultural business environment influences their entrepreneurship self-efficacy using the following questions:

1. In your opinion as undergraduate accounting student, how parent's levels of education influence your zeal of business idea generation?
2. How parent's occupation influences your zeal to establish small business after graduation from the university?
3. In your opinion, how family business traditions influence you as accounting student on business idea generation?

The theme attempts to address these questions by analyzing the responses of the interview which led to the emergence of the following sub-themes:

1. Business tradition
2. Venture creation, and
3. Confidence

Figure 1 shows the views of the participants on how socio-cultural business environment impact Business education students' entrepreneurship self-efficacy development with three dimensions generated from the interviews as follows; business tradition, venture creation and confidence. Participant 2, 7, 1, 4, 8, 3, 5 and 6 said that family business tradition influences

them toward new business idea generation, participant 7, 4, 1, 8, 2, 6, 3 and 5 said that parent's occupation influences them on venture creation. Similarly, participant 3, 5, 2, 7, 1, 4 and 8 are of the opinion that parent's education influences them and give them confidence on small business creation.

### Business Tradition

Participant 2, 7, 1, 4, 8, 3, 5 and 6 said that family business tradition influences them on new business establishment. For instance, participant 2 said that "Like I said previously that my family business tradition has influenced me no business idea generation". the same thing with participant 7 who said that "Yes my family business tradition influenced me into business venture", in addition to that, participant 6 also opined that "Yes, that farming my family are doing as their business tradition influenced me to become a farmer after my graduation" from the view of participant 5 said that "Yes my family business tradition influenced my zeal for new venture creation and presently I am into business". On the views of participant 1 and 3, they said that "Ok I will say they tried because our have been in business and they trained me and that help me in developing my mindset to be self-reliant, they family had farming business tradition", and "With the business my parent is doing help me to learn business like farming and buying and selling farm produce, with these business experience from my parent help me to become self-reliant after school" respectively.

### Venture Creation

On whether parents of the participant's level of education influence their thinking toward entrepreneurship, participant 3 said that "Well, I am sorry to say that my parent are not educated formally but we have a family business venture which I learnt how to do business from there", also, it is the view of participant 4 that "Of a truth my parents are learned and learnt many forms of business from them". On the same direction, participant 6 opined that "Well, my parent are educated and the advice I always received from them on how I can be self-reliant influenced my

Corresponding author: Abdulmutallib U. Baraya

✉ [ubabdulmutallib@atbu.edu.ng](mailto:ubabdulmutallib@atbu.edu.ng)

Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi.

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thinking toward self-employment after graduation”, participant 5 also said that “Yes it influence me because my father is a business man”.

Similarly, participant 7 also said that “Yes it influences me and has the zeal and confidence to become self-reliant after school life”, and participant 8 opined that “True sir, my parent is educated, that is why my father always advise me on not to rely on anybody even the Government and that enough influenced my thinking toward new business idea generation on self-employment after graduation”. On the view of participant 1 with regard to venture creation, he similarly opined that “Ok in my own perception, I will say they have tried in making sure that I have knowledge and skills of becoming an entrepreneur after my school due to the level of education”.

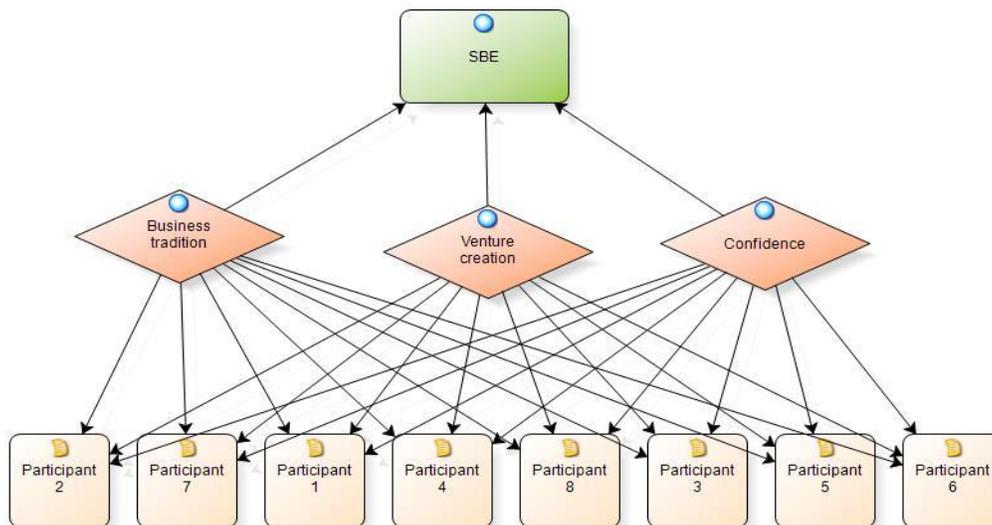
#### Confidence

On participant’s opinion on whether their parent’s occupation has an influence on their zeal or confidence to become entrepreneurs after graduation from the university, participant 1 said that “Yes my parents occupation influence my zeal to establish small business even though they are army personnel but they are great farmers”,

participant 2 similarly said that “I actually discover that if my parent ventured into any farming business that go a long way in developing my mindset toward business idea generation and to become entrepreneur after school”.

It is also the view of participant 5 who said that “Yes, it influences me because my father is a business man”, on the other hand, participant is of the view that “Yes, every parent wants the best for their children that actually influenced me to be self-reliant after I graduated from the university”. Participant 6 said that “My parents are civil servant and at the same time farmers therefore their farming business developed my mindset toward venturing into livestock and fish farming”, and participant 7 and 8 opined that “Yes, I see my father doing business and I grew up with that mindset of becoming a business man like Aliko Dangote” and “My father is a civil servant, and also a farmer. His farming business definitely influenced me toward venturing into livestock and fish farming” respectively.

Figure 1 indicates the relationship between the main themes: SBE and its sub-themes above as generated from the participant’s responses with their dimensions.



**Figure 1:** Model for Socio-cultural Business Environment

**Source:** NVivo Version 10 Output Generated from the Interview.

Corresponding author: Abdulmutallib U. Baraya

[ubabdulmutallib@atbu.edu.ng](mailto:ubabdulmutallib@atbu.edu.ng)

Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi.

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### Summary of the Findings of Theme One

There was a clear indication that SBE had influence on undergraduate Business education students' entrepreneurship self-efficacy development. This is based on participant's statement that parent's level of education, their occupation as well as family business traditions served as determinants factors.

### Theme Two: Family Business Experience and Mentoring

On family business experience and mentoring process, the participants were asked to express their views on how family business experience and mentoring influences their entrepreneurship self-efficacy development using the following questions:

1. In your opinion as a student, how family business beliefs impact your business career development?
2. How corporate cultures in family business enterprise impact your business idea generation?
3. In your opinion, how family business and mentoring process impact your self-efficacy development toward venture creation?

The theme attempts to address these questions by analyzing the responses of the interviews which led to the emergence of the following sub-themes:

1. Sincerity
2. Belief
3. Innovation
4. Family business and mentoring

Figure 2 below shows the opinion of the participants on how family business experience and mentoring influence Business education students' entrepreneurship self-efficacy development with four dimensions generated from the interviews. These are: sincerity, belief, innovation, and family business and mentoring. Only participant 3 has the opinion that he learnt a lot from family business belief especially sincerity, while in the same vein, participant 2, 4, 6, 5, 8, 7 and 1 said that family business belief developed

their mindset toward new business idea generation. Participant 3, 2, 4, 6, 5, 8, 7 and 1 said that corporate cultures in the family business impact them a lot on self-employment. Similarly, participant 3, 2, 4, 6, 5, 8, 7 and 1 said that not only their immediate family influence them but including friends and others from the community.

#### Sincerity

Participants were asked whether family business beliefs influence their business career development, only participants 3 said that "I learnt a lot from family business belief especially sincerity in the business".

#### Beliefs

Participants were asked if family business beliefs influence their self-efficacy towards entrepreneurship, participant 2 said that "The thing is that my family business encouraged in a long way in developing business idea generation", participant 4 opined that "Very well, my family business belief influenced me to establish small business", and also participant 6 view it as "Yes it influenced me to start farming business". From the views of participants 8 and 7 were "Yes my family beliefs in farming and therefore it influenced me to start farming business" and "Yes, my family business beliefs influenced me toward self-reliant" respectively. On the hand participant 5 is of the opinion that "Yes, it developed my mindset toward new business idea generation". Participant 1 also said that "On my family business belief I can say yes that has influence me on my business development".

#### Innovation

On whether corporate cultures in family business enterprise influence their business idea generation, participant 3 opined that "Our father is the manager of our family business and he carry us a long in that aspect of family business administration. Therefore, the corporate culture in my family business develops my mindset for venture creation", participant 2 also said that "That actually is something that I will put it into cognizance. It is an opportunity to do more in establishing my own business after school". In

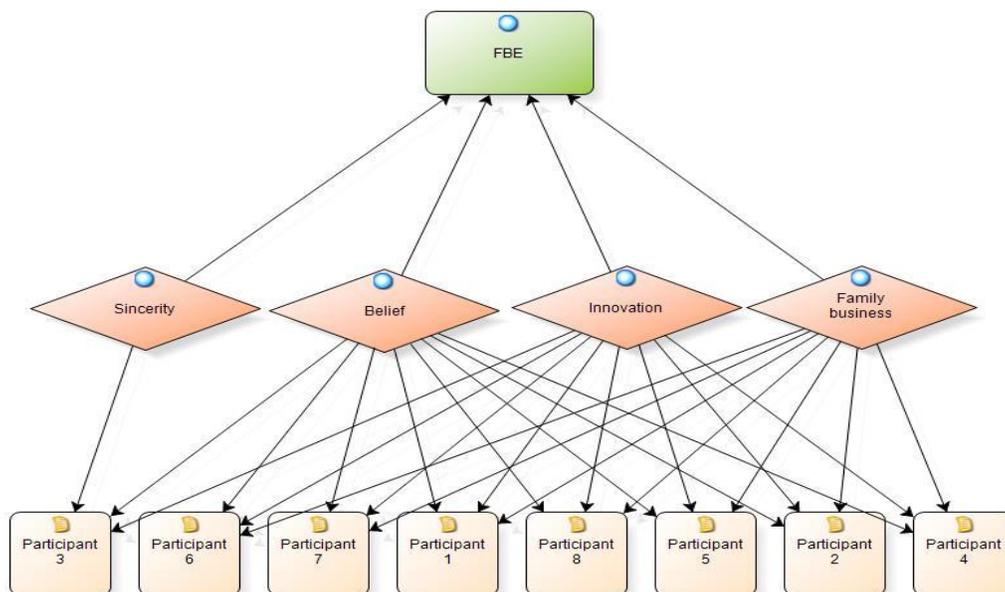
addition to that is the opinion of participant 4 and 6 that “Yes, the corporate culture in my family business influenced my confidence for new idea business generation” and “Yes, it influenced me a lot on self-employment” respectively. Participant 8 opined that “The corporate culture in our family business influenced my entrepreneurial self-efficacy” and also participant 7 viewed it as “The corporate culture in my family business significantly influenced me to be self-reliant”. And participant 1 opined that “Yes, through family business it makes me to have spirit in working as team and have a sense of managing the family business”.

### Family Business and Mentoring

Participants were asked whether family business and mentoring impact their self-efficacy in establishing a small business and from the view of participant 2 said that “Well to that, of a truth a

friend of mine whose parent are into business influence my zeal for new venture creation because I see that as a challenge”, and also participant 4 said that “My brother is into tailoring business and that motivate me and push me to belief in myself as a feature entrepreneur.” On the other hand, participant 5 and are of the views that “Not only my immediate family influenced me but including friends” and I learnt a lot from my family in terms of farming business. I intend to venture into it after my graduation from the university” respectively. Similarly, participant 1 and 7 said that “their immediate family business and mentoring process influences them toward venture creation”.

Figure 2 indicates the relationship between the main themes: FBEM and its sub-themes above as generated from the participant’s responses with their dimensions.



**Figure 2:** Model for Family Business Experience and Mentoring  
**Source:** NVivo Version 10 Output Generated from the Interview.

### Summary of the Findings of Theme Two

Looking at the above opinions expressed by the participants, it shows a clear indication that FBEM influences undergraduate

Business education students’ entrepreneurship self-efficacy development in universities within North-east, Nigeria. This is based on their statement that family business beliefs influence

Corresponding author: Abdulmutallib U. Baraya

✉ [ubabdulmutallib@atbu.edu.ng](mailto:ubabdulmutallib@atbu.edu.ng)

Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi.

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their business career development, corporate cultures in family business enterprise and family business and mentoring determined their self-efficacy development in establishing a small business.

#### FINDINGS OF THE QUALITATIVE DATA

In this study, the qualitative data analysis revealed that:

1. The participants opined that Socio-cultural Business Environment (SBE) which constitutes their parent's level of education, occupation, and family business tradition have influenced their zeal and built their confidence towards business idea generation, and venture creation.
2. The participants said that Family Business Experience and Mentoring (FBEM), which constitutes family business beliefs, corporate cultures in the family business enterprise as well as family business and mentoring process in the community positively influenced their business career development and entrepreneurship self-efficacy toward establishing a small business.

#### DISCUSSION OF THE FINDINGS

In this section, the research findings of the qualitative data were discussed. The results of research question one shows that socio-cultural business environment positively influences business education student's entrepreneurship self-efficacy development. The findings agree with the result from the study of Abdullahi and Zainab (2016); Abdullahi (2016); Oludare et al., (2017); Akinbode et al., (2018); Georgescu and Herman (2020); Baraya (2021); Puspasari (2023) and Tong et al., (2025) who found that family background is one of the numerous determinants of entrepreneurial self-efficacy development among undergraduate students. Similarly, the finding affirmed Bandura (1977) social learning theory that people learn from each other through; observation, imitating and role model. This is based on the idea that we use to learn from our interactions with others in social context,

separately, by observing the behaviors of others, people develop similar behaviors.

The results of research question two revealed that family business experience is a strong predictor of accounting student's entrepreneurship self-efficacy. This finding disagrees with Rachmanwan, Lizar and Mangundjava (2015) in which their results showed parent's influence has no significant influence on student's entrepreneurial self-efficacy. On the other hand, the studies of Oyuigi (2016); Indriyani and Subowo (2019); Mala et al., (2019); Wardani and Nugraha (2021), and Baraya (2021) concurred with the finding of the current study. However, earlier empirical studies (Shapero, 1982; Scott and Twomey, 1988; Moa-Liberty et al., 2016) have argued that there is more to the role of family background than just family members or family business in the decision-making process of a new venture creation. Thus, entrepreneurship education may be less effective on entrepreneurial self-efficacy development for students from an entrepreneurial family than for students without an entrepreneurial family background (Taen, Shanshan, Chao & James, 2014).

#### CONCLUSION

Empirical evident has shown that there is increasing number of graduates coming out of universities in Nigeria, who have undergone entrepreneurship education training as part of university requirements for graduation, without corresponding jobs for them. This training has failed to influence their entrepreneurship self-efficacy development among undergraduate Business education students, which has led to wastage. This has resulted in the production of university graduates without requisite skills for self-reliance. Therefore, evidence from qualitative findings of the present study revealed that family background influences undergraduate Business education students' entrepreneurial self-efficacy development.

#### RECOMMENDATIONS

Based on the findings of the qualitative data analysis and conclusion of this study, the following recommendations were made;

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Corresponding author: Abdulmutallib U. Baraya

✉ [ubabdulmutallib@atbu.edu.ng](mailto:ubabdulmutallib@atbu.edu.ng)

Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi.

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1. Parent level of education, occupation and entrenched community values in the family business should be strengthened toward developing Business education students' entrepreneurship self-efficacy.
2. Corporate cultures in family business enterprise and family business beliefs as well as family business and mentoring process should be strengthened and maintained. By doing that, it will go a long way in developing undergraduate students' zeal, confidence and capability toward venture creation.

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Corresponding author: Abdulmutallib U. Baraya

✉ [ubabdulmutallib@atbu.edu.ng](mailto:ubabdulmutallib@atbu.edu.ng)

Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi.

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Corresponding author: Abdulmutallib U. Baraya

✉ [ubabdulmutallib@atbu.edu.ng](mailto:ubabdulmutallib@atbu.edu.ng)

Department of Vocational Education, Abubakar Tafawa Balewa University, Bauchi.

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