

Influence of Socio-Demographic Factors on Entrepreneurial Intentions Among Senior Secondary School Adolescents in Osogbo Local Government, Osun State, Nigeria

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Abstract

This study investigated the influence of environment and role model as social factors influencing entrepreneurial intentions in adolescent students. This study dwelt on the theory of planned behaviour which predicts intentions. The study adopted a survey research design. A simple random sampling technique was used to select a sample of two hundred (200) adolescents from four senior secondary schools in Osogbo local government area of Osun State, Nigeria. A self-structured questionnaire titled Dominant Environment, Role Model and Entrepreneurial Intention (DERoMEi) with reliability index of 0.69 was adapted for the study. Data collected were analysed using the Analysis of Variance (ANOVA) statistical method. The result confirmed that: entrepreneurial intentions of adolescents is favourably and positively influenced by the adolescents' dominant environment ($f=7.696$, $p<0.05$); role model had no impact on entrepreneurial intention of students ($f=2.523$, $p>0.05$); gender sensitivity played a role in the prediction of entrepreneurial intentions of adolescents as males tended to conceive entrepreneurial intention more than

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(Received 12th January 2023; Revised 10th May 2023; Accepted 30th June 2023) © OUSL)



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females ($f=15.596$, $p<0.05$). Recommendations given included that: entrepreneurship engagement should be promoted in communities to encourage wider acceptability by adolescents; parents and care givers who are entrepreneurs should encourage their children to acquire entrepreneurial skills alongside their senior secondary school education; more female adolescents should be encouraged to venture into entrepreneurship despite their educational engagement in senior secondary schools.

Keywords: entrepreneurial intention, environment, role model, gender, adolescent

Introduction

Intention plays a very relevant role in the decision of kicking off any life engagement. It is very important in the decision to start a business and the pursuance of a life plan. In a developing country like Nigeria, self-employment intention is more important as far as creation of self-employment opportunities and reduction of unemployment situations are concerned. The importance of cognitive, social, and behavioural contexts in intentions cannot be overestimated. Therefore, assisting, encouraging, and supporting entrepreneurship intentions is considered as germane to the central elements of economic development and improvement all over the world (Engle et al, 2011). Karimi et al. (2013) also perceived entrepreneurship as crucial in increasing innovation activity, improving quality of life, and reducing the employment rate.

The willingness of an individual to exhibit entrepreneurial behaviour, engage in entrepreneurial action, be self-employed and establish new business with inner guts clearly describes entrepreneurial intention and ambition (Dohse & Walter, 2011). Williams (2009) mentioned that the beginning of an intentional process is often based on an entrepreneur's personal needs, values, wants, habits, and beliefs. An individual may have the potential to be an entrepreneur but not make any transition into entrepreneurship unless he acknowledges/identifies an intention to do so.

The concept of entrepreneurial intention was conceived by Bird (1988), as the mindset that directs, guides, coordinates and controls the actions involved in the development, implementation, and evaluation of a new business. Thompson (2009) also envisioned entrepreneurial intention as the self-acknowledged

conviction of an individual mind on the possibility of starting up a new business with a sincere and dedicated plan at a certain point of time. Thompson further stated that the concept of entrepreneurial intention determines the strength of entrepreneurial involvement of an individual. This is in line with the assumption of the Ajzen's theory which explains that higher the intention, higher the possibility of displaying a particular behaviour (Ajzen, 2009).

Consistent with this approach, Singh & Onahring (2019) mentioned that individuals do not start a business as a reflex, but they do so intentionally.

Investigators like Awogbenle & Iwuamadi (2010) have informed that people's behaviours are strongly influenced by their confidence in their ability to perform a task (that is, by perceived behavioural control). Awogbenle & Iwuamadi (2010) affirmed that in Nigeria today, one of the critical challenges confronting the nation is the army of unemployed youths, including graduates, since the labour markets are presently unable to accommodate the expanding pool of these youths. This plight, which according to the National Bureau of Statistics (NBS, 2012), has been on an alarming increase since 2010. Unconfirmed statistics indicate that three out of every ten youths in Nigeria are skilfully unemployed with the majority engaging in unskilled labour with un-guaranteed continuous sustenance. This unconfirmed statistic includes the enormous yearly turn out of graduates who are not equipped with survival skills to wade through the depreciating and receding economy of the country.

It was out of concern over this situation that the Federal Government of Nigeria introduced entrepreneurship education to the University curriculum as a deliberate policy to equip graduates with relevant skills for survival and global competitiveness (Idoko, 2014 in Njoku, 2019). This presumed that such a laudable effort should be groomed at an early age to give room for deeper information, intense timely engagement and sustainable experience which are all ingredients of expertise even when the individual pursues higher learning. A feature of entrepreneurship in young people can therefore be lauded as creating increased awareness as well as promoting a culture of self-employment in a desired or preferred profession.

The Social Learning Theory by Bandura (2008) affirmed that people learn by observing the behaviour of others, hence an experience with role models contributes to entrepreneurial intention and activity. The theory also places emphasis on the importance of modelling and imitating the behaviour, attitudes, and emotional reaction of others. It is concerned with attention, relation, motivation, and reproduction giving ample consideration on how environment and cognitive factors both interact to influence human learning of new information and behaviour by watching other people. The concept of the theory imposed that environment alone does not determine behaviour, but other factors like cognitive processes and context influence it to simultaneously help individuals to exhibit behaviours that will assist them in reaching their potentials.

The environment is a source of information on entrepreneurial opportunities which facilitate observation opportunities that assist the concretization and crystallization of entrepreneurial intention in an individual. The favourability of natural/geographical factors like sound, height, pollutant, population density, temperature, food as well as political disposition variously contribute to the environmental experiences that may inform an individual's entrepreneurial intention. The reaction of the environment is felt by the individual and the business investment itself because neither of them acts in a vacuum (Peters & Waterman, 1982). As such, each individual needs to relate to the environment to develop and sustain a productive entrepreneurial environment (Gnyawali & Fogel in Lee, 2010).

Early scholars on entrepreneurship like Van de Ven (1993) also conceived that any study on entrepreneurship that disregard environment is insufficient and incomplete because the environment is a key factor in predicting an effective and successful entrepreneurship development which significantly influences entrepreneurial intention. In the same vein, Arowomole (2000) expressed environmental factors as one of the key players that ensure and dictate the continual survival and continuation of any business. It is no gainsaying that the assumption and perception of people to engage in business is encouraged by a conducive environment irrespective of the region or specialty of the business.

Social identity can either have desirable or indescribable impacts. It can boost the morale, induce higher collective efforts as well as reduce the efficiency of a laid down economic setting. This

highlights the role model as another important factor that determine or alter entrepreneurial intention especially when the role model's attribute is able to enhance and define the self-concept of another individual and how a person's sense of self affects economic outcomes.

The unrelenting contributions of individuals, irrespective of their gender, to stimulate the economic growth of a country as entrepreneurs indicate their patriotic readiness to be a significant part of the development process, and these are individuals who can help a nation to move towards a more advanced and prosperous economy. A huge number of secondary schools turn-outs who are not able to access or gain admission into tertiary education have populated the labour market as unskilled workers thereby further impoverishing the economy with accelerated redundancy; hence the need to identify the contribution of environment and role model in influencing adolescents' entrepreneurial intentions and engagement as this would be beneficial to them after their secondary education.

Problem statement

It is relevant to pay attention to various factors that trigger and enact formation of individual intention as well as the antecedents of entrepreneurial intention. There is several literature acknowledging a variety of intertwined factors responsible for the formation of entrepreneurial act and intention which Hornsby (2009) identified as goals, motivations, and intentions. With this assertion, Hornsby inferred that individuals starting businesses have personal relevant goals too which they aspire. Likewise, Bird (2010), among other scholars, identified individual factors and contextual domains as germane to entrepreneurial intention. Bird expanded that the individual factor includes demographics, personal traits, psychological characteristics, individual skills, prior knowledge, individual network, and social ties while the contextual domains encompass environmental support, environmental influences, and organizational factors. This study therefore gives an insight to the influence of each of these two domains on the formation of entrepreneurial intention.

Relevant research works of Enadi & Gheith (2021); Shane (2003); Dohse et. al. (2011) dwelt solely on the entrepreneurial intentions and behaviour of individuals being influenced not only by personal characteristics but also by the environment, although the research

works of Farashah (2015); Omar & KebangSaa (2017); Goyanes (2015); Isiwu & Onwuka (2017) highlighted that cognitive focus/insight predict entrepreneur intention and engagement. With these works in mind, this study delved into investigating into some non-cognitive indices that are of significance in understanding entrepreneur intention.

Purpose of the study

The study examined the influence of social factors on entrepreneurial intentions of adolescents in Osun State, while the specific purposes were to:

- i. Assess the influence of environment on entrepreneurial intentions of senior secondary school adolescents in Osogbo local government, Osun State
- ii. Determine the extent to which role model influences the entrepreneurial intention of senior secondary school adolescents in Osogbo local government, Osun State.
- iii. Ascertain if there is gender impact in entrepreneurial intention of senior secondary school adolescents in Osogbo local government, Osun State

Research questions

Based on the purpose of the study, the following questions were raised:

1. Does the environment influence entrepreneurial intentions of senior secondary school adolescents in Osogbo local government, Osun State?
2. To what extent does a role model determine entrepreneurial intentions of senior secondary school adolescents in Osogbo local government, Osun State?
3. Would gender have any impact on entrepreneurial intention of senior secondary school adolescents in Osogbo local government, Osun State?

Rationale of the study

The findings of this study are beneficial to adolescents and researchers as they encourage the development of entrepreneurial interests and attitudes in adolescents, which will in turn motivate the propensity for job creation and reduction in unemployment. The study will be relevant to local communities since positive values of hard work are inculcated in adolescents who are able to groom their

entrepreneurial intention and engage in positive life development through acquisition of skills necessary for viable business engagement. It is relevant for individuals who have influential roles to play in the society to model appropriate behaviours that could encourage positive entrepreneurial engagement among adolescents whose minds are still flexible and open to external influences. It is also significant to government and other stakeholders who need to provide an enabling environment and necessary support for adolescents' engagement in entrepreneurial intention.

Review of Literature

Theory of Planned Behaviour

This study is anchored on the Theory of Planned Behaviour (TPB). The theory centres on planning and predicting the behaviour of an individual which are now considered as major factors in the study of intention (Fini, 2009). According to TBP, understanding the behaviour of an individual can be done through identifying some key determinants like attitude, subjective norms and perceived behavioural control, which is highlighted as very desirable in executing a particular behaviour and how an individual can control such a behaviour. This assumes that the higher the attitude, subjective norms and perceived behavioural control of an individual, the higher the possibility of becoming an entrepreneur. TPB stands out amongst the most predominant and well-known conceptual frameworks for the investigation of human activity and individual's intention to take part in different activities which are determined by the extent of understanding the antecedents of such intentions. TPB has a major place with intention models and has been consistently connected to the field of entrepreneurship in giving validated research outcomes. Research of Allen, Langowitz & Minniti (2007) regarding the decision to start a business have focused on building entrepreneurial intentions around the Theory of Planned Behaviour and the model of the entrepreneurial event of Shane (2003) as predictors of behaviour.

The TPB model showed that students entrepreneurial intentions are determined by their attitude towards an entrepreneurial career, their perception of the challenges associated with the entrepreneurial intention (perceived behavioural control) and what the individuals close to them think about how successful they will be in pursuing the intention (subjective norm).

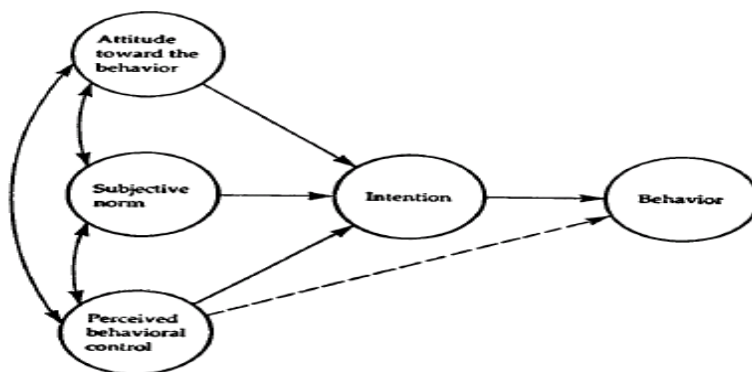


Figure 1: TPB Model - Source: Ajzen, (1991)

Concept of entrepreneurial intention

Intention was identified as a mental state that inspires an individual to a specific goal or a path which is believed to be a cognitive representation of a human's will towards a certain behaviour.

Empirical review

Environment and entrepreneurial intention

These variables refer to the potential entrepreneur's beliefs and expectations about the support he or she will receive from affiliations (parents, siblings, peers, role models, friends, colleagues, and teachers) in a bid to set up a business or becoming self-employed. This is akin to social support which is an important variable in the explanation of a person's behaviour.

The environment plays a vital role in influencing entrepreneurial activities, which made many scholars associate the government as playing key roles in promoting entrepreneurship (Fini, Grimaldi & Sobrero, 2009). Some of the roles of the government come in terms of the policies and programmes of the government in terms of funding, externalities and infrastructures that shape the real local context. In addition, the tertiary environment is also identified as vital mechanisms that influence entrepreneurial activities (Fini et al., 2009).

Another study in 2007 conducted among Asian students by Indarti, Rostiani and Nastiti found that the environment is a significant factor in influencing entrepreneurial intention. Lucky & Minai (2011) corroborated this previous view of environmental

factor playing a crucial role in determining the probability of individuals becoming entrepreneurs and argued that enabling the environment would help people to think of becoming entrepreneurs.

Role models and entrepreneurial intention

Role models are an important contextual factor in building career intentions and making career choices. Role model literature focuses on socio-cultural factors which sees entrepreneurs as one of the main factors promoting the creation of new ventures (Bergmann & Sternberg 2007; Sternberg 2009). More specifically, Dohse & Walter (2012) highlighted that role models promote the transfer of explicit knowledge as well as provide 'know-how' and 'know-who' that influence entrepreneurial intentions. Role model influence can cultivate entrepreneurial intentions and encourage entrepreneurial actions because it provides access to information about an entrepreneurial engagement, needed resources and legitimizes entrepreneurial behaviour.

Scherer et al. (1989) adopted the Social Learning Theory in their investigation on the link between parental role model and the development of entrepreneurial career preference. They considered a variety of studies that had indicated a relationship between role models and entrepreneurship but noted that none had shown whether an entrepreneurial role model did, in fact, lead an individual to pursue an entrepreneurial career. Scherer et al. contended that role models affect an individual vicariously through observational learning as this individual attempt to adopt favourable behaviours that have been exhibited by the role model. Their basic premise was that individuals will likely express a preference for an occupation if they have seen role models have positive experiences with that profession. As a result, they contend that individuals will pursue training in the field of the role model, have expectations about entering that profession and evaluate their own skills (self-efficacy) necessary to perform in that field. This study by Scherer et al. (1989) focused on the existence of an entrepreneurial role model and the successful performance of that role model and concluded that, to some extent, the performance of the role model was not as important as the very existence of the role model.

The Scherer studies added strength to the contention that role models affect entrepreneurial intentions. It is worthy to note that

although there was no information on how such an influence occurs, the observation of Scherer et al., (1989) on how long it takes the individual to learn or gain experience vicariously was enough to suggest that being around the role model was sufficient to develop the desire and self-efficacy of any individual to become an entrepreneur. It is also important to note that although it is not the role model per se that persuades students into entrepreneurship engagement, but the fact that they provide an opportunity to gain hands-on experience and knowledge, which is very important and germane.

Gender and entrepreneurial intention

Entrepreneurship has traditionally been a male-dominated field with men owning more businesses than women (Marlow, 2012). Marlow also suggested that the fact that an entrepreneurial career is gendered can shape the interaction between female entrepreneurs and various service providers and, as a result, limit women's participation and ability to access the necessary resources or receive necessary support to become successful in a chosen entrepreneurial engagement.

Methodology

The study adopted a survey research design. The population of this research comprised of adolescents in senior secondary schools in Osun State, Nigeria. The simple random sampling technique was used to select four senior secondary schools in Osogbo local government area of Osun State. It was observed that all the students in the selected senior secondary schools were adolescents; hence, fifty adolescent students were also randomly selected from each of the four selected schools, totalling two hundred respondents.

A self-developed questionnaire titled Dominant Environment, Role Model and Entrepreneurial Intention (DeRoMEi) which consisted of four (4) sections was used to collect data for the study. Section A concentrated on gathering demographic information of the respondents. Section B adapted the Measure of Core Entrepreneur Intention Model by Ajzen (2001). The items measured perceived social valuation based on the respondents' perceived environmental pressure to, or, not to carry out an entrepreneurial behaviour; professional attraction based on the degree to which an individual holds a positive or negative valuation about being an entrepreneur. These were measured on a seven-point scale,

ranging from total dis-approval (1) to total approval (7). Some of the items included: If I had an opportunity with resources, I would like to start a firm; among various options, I would like to be an entrepreneur. Section C had items on measuring the influence of the environment on entrepreneurial intentions of adolescents while Section D focused on parents, siblings, colleagues as role models and the extent to which they determine entrepreneurial intentions of adolescents. The reliability index of the scale was 0.69. The responses from the participants were analysed using the regression analysis.

Findings and Discussion

Research question one: Does the environment influence entrepreneurial intentions of senior secondary school adolescents in Osogbo?

Table 1. Summary of bi-variate regression on the influence of environment on entrepreneur intention of adolescents in senior secondary schools in Osogbo

Independent variable	Coefficients		
	B	B	t-value
Environment	0.194	0.193	2.774*
Test results			
F- value	7.696*		
R	0.293		
R ²	0.086		
Constant	0.376		7.367*

*Significant at 0.05 significance level; probability value = 0.006; Critical F-ratio = 3.04

Result in Table 1 confirmed that the environment has a significant influence on the entrepreneurial intentions of adolescents in senior secondary schools in Osogbo ($\beta = 0.193$, $F = 7.696$, $p < 0.05$). This suggested that the environment is a strong and potent force in determining entrepreneurial intentions of adolescents. It implies that a unit increase in environmental friendliness will bring about

a significant 19.3% change in adolescent entrepreneurial behaviour.

Research question two: To what extent does a role model determine entrepreneurial intentions of senior secondary school adolescents in Osogbo local government, Osun State?

Table 2. *Extent to which a role model determines the entrepreneur intentions of adolescents in senior secondary schools in Osogbo*

Independent variable	Coefficients		
	B	B	t-value
Role model	0.151	0.112	1.588
Test results			
F- value	2.523		
R	0.192		
R ²	0.037		
Constant	0.455		11.787*

*Significant at 0.05 significance level; F-probability value = 0.114; Critical F-ratio = 3.04

Result on Table 2 confirmed that a role model has no influence on the entrepreneurial intentions of adolescents in senior secondary schools in Osogbo (F = 2.523, $p > 0.05$). This implies that a role model does not influence entrepreneurial intention in adolescents; neither does it determine the engagement of adolescents in entrepreneurial behaviour.

Research question three: Would gender have any influence on the entrepreneurial intention of adolescents in senior secondary schools in Osogbo local government, Osun State?

Table 3. *Gender influence on entrepreneur intention of adolescents in senior secondary schools in Osogbo*

Independent variable	Coefficients		
	B	B	t-value
Gender	0.338	0.270	3.949*

Test results

F- value	15.596*	
R	0.270	
R ²	0.073	
Constant	0.412	10.793*

Table 3 shows that gender influences the entrepreneurial intention of adolescents in senior secondary schools in Osogbo local government, Osun State ($F=15.596$, $p<0.05$). This confirms that gender remains a potent influence in determining entrepreneurial intention.

Discussion

This result supported the assumption of the Theory of Planned Behaviours which posited that certain social factors of environment influence individual intention to become what he/she wants to become. The study further confirms that entrepreneurial intentions of adolescents in senior secondary school in Osogbo, to a large extent, is favourably and positively influenced by his environment. This infers that, in environments where people talk of the benefits of owning a business compared to searching for jobs after graduation, adolescents may tend to develop or have favourable entrepreneurial intentions. Likewise, the study showed that environments where there are prospective clients encourage entrepreneurial intentions of adolescents. The finding was consistent with Fini et al. (2009) whose submission affirmed that the environment predicts entrepreneurial intention; as well as confirmed Lucky & Ibrahim (2018) who reported a positive but insignificant effect of environment on entrepreneurial intention among students.

Lucky et al. however argued that although providing an enabling environment can aid the entrepreneurial intention of students, environmental factors remain a serious concern for an effective entrepreneurial intention among students. The study gave credence to Qureshi et al. (2014)'s affirmation that lack of enabling and supportive environment are major challenges on peoples' intention on entrepreneurship activities. The results of Cai, Cui & Shi (2007) also identified the environment as a significant factor

that has a considerable influence on entrepreneurial intentions, thereby agreeing that entrepreneurship environmental conditions are important determinants of entrepreneurial activity with entrepreneurial activities being limited, restricted, or encouraged by the entrepreneurship environment. This is a confirmation that the milieu of existence remains a potent force in determining an individual's entrepreneurial intention and any positive emergency in environmental factors would bring about corresponding efforts in actualizing entrepreneurial intentions.

The encouragement from school environment affects the entrepreneurial intention of students. This aligned with the assertion that professional education is an efficient way of obtaining necessary knowledge about entrepreneurship. This perception was supported by Wang and Wong (2004), cited in Saeed, Muffatto & Yousafzai (2014), who pointed out that entrepreneurial intention of many students is hindered by inadequate preparation of the academic institution as the school and education system also play a critical role in identifying and shaping entrepreneurial intention.

The Result of this finding negated the influence of family, friends, peers and significant role models on adolescent's life decisions even when this ought to have an obvious influence on an individual's behaviour and intention to carry out an act. If an individual has friends that are into entrepreneurial activities, he can be influenced to consider such activities as career intention. Therefore, the way an individual's friends operate, and the kind of life they live, can have a tremendous impact on his decision to go into entrepreneurship, not necessarily related to the involvement of any significant in entrepreneurial behaviour.

A look into the Social Learning Theory informed that peers as a social institution is able to determine the aspiration or career choice of an individual. It is however expected that individuals take some personalities like fathers or mothers as role models and will always want to imitate their ways of life; this can also determine their entrepreneurial intentions if the said role model is a successful entrepreneur or employer of labour. The types of occupation engaged by parents are known to positively influence the career intention or choice of children. A child whose father is successful in business is more likely to follow in the footsteps of his or her father either to keep the business going or to create new ones.

This study is not in tandem with Feng, Jiashui & Ran (2019), whose study showed that role models influence positive effects of entrepreneurial stories. It confirmed that both positive and negative stories of role models have a great impact on entrepreneurial intentions although success stories are of greater impact. Students who have been exposed to entrepreneurial roles in their families show a high intention to become entrepreneurs when compared to those who lack such role modelling. Linan & Chen (2009) discussed that there is a positive correlation between students exposed to an entrepreneur model within their family and those who are not. They further opined that the students' entrepreneurial intention at exposure to role models is an antecedent of entrepreneurial intention, and such behaviours may encourage students' self-confidence and desire to become entrepreneurs. However, Laviolette (2012) indicated that positive role models and their success stories are not always effective at triggering favourable emotional intentions because stories of failure may have more impact to motivate emerging entrepreneurs on the need to struggle harder in order to avoid negative outcomes as experienced by their role models.

The assumption of Bosma (2011) that prior exposure to a role model is central to influencing and understanding entrepreneurial intention as well as expending entrepreneur careers agreed with Tong, Tong & Loy (2011) who argued that families with a business orientation or background have a significant influence on children's involvement in entrepreneurial activities and children in such families are expected to have a privileged predisposition to establish a business in future. Their study further revealed that male adolescents tend to conceive and pursue entrepreneurial intention more than females. This simply means that more males are likely to become entrepreneurs than females. The reason for this is not far-fetched and it could be because many men want to be self-reliant and as such, would accept the idea of setting up their personal entrepreneurial outfit. Men want to be able to cater for their future homes or family and be successful in life and see working for the government or other related employer as a less preferred option. Men compared to women are more likely to have the intentions to establish private enterprises borne out of desires for prestige, social status and the need to be independent. Some believe that being successful in their respective entrepreneurial venture will increase their social status in the community and make them self-dependent thereby improving their standard of

living. On the other hand, Santos et al. (2016) affirmed that formation of entrepreneurial intention is similar for males and females, although males consistently exhibit a more favourable intention than females do.

The desire for independence without depending on the government, families and relatives for employment and other necessities inspire many young men to think of establishing businesses of their own. This view was shared, clearly verified and noted in the literature of Santos in consistence with Haus et al. (2013) who concluded in their study on gender effects on entrepreneurial intention that males have higher average entrepreneurial intention compared to women. The above assertion also agreed with Zhao (2005) who found significant gender differences in entrepreneurial intention. It also aligned with DeBruin, Brush & Welter (2006) who stated that although the number and importance of female entrepreneurs has consistently increased over the past several years, the bulk of entrepreneurs are still male.

Conclusions

The study has shown that entrepreneurial intention is influenced by diverse factors. From the analysis carried out and results obtained, environment and gender have a significant influence on the entrepreneurial intentions of adolescents in senior secondary schools while role model does not. This means that the environment from which the student grows and stays to a large extent determines his/her entrepreneurial intentions and the desire to acquire and fulfil entrepreneurship intention. It also showed that individuals have internal control on their intentions irrespective of what the role models around them engage in. Furthermore, the study confirmed that entrepreneurial intentions is gender sensitive and that male adolescents are more likely to manifest entrepreneurial intentions more than female adolescents.

Recommendations

From the study, it is recommended that:

1. Community leaders, youth leaders, care givers and significant others in each environment should create a conducive environment that will encourage and boost entrepreneurial intentions in adolescents by assisting less financially able individuals to subsidise the apprenticeship

charges. It is not only enough to assist towards apprenticeship charges but setting up such an individual after apprenticeship is over is equally very important. Otherwise, his training will not be of benefit to him or the community in the long run.

2. The environment should cease to stigmatise adolescents who nurse the intention to engage in entrepreneurship as dropouts or academic failures, as getting involved in such skills provides stronger guarantee of financial stability and independence in the future.
3. Periodic talks from individuals who are successful in their chosen careers to act as models and sources of encouragement towards adolescents' involvement in entrepreneurial engagements should be promoted. Such successful individuals will also need to be ready to mentor adolescents who have exhibited interest in engaging in specific skills.
4. The confirmation of gender as having any influence on entrepreneurial intentions suggests that female adolescents in senior secondary schools should be co-opted into participation and exposed to entrepreneurial life skills, as this will guarantee their financial autonomy, enhance self discovery, assist their timely identification of strengths and talents as well as boost their creativity and innovative tendencies.
5. Policy makers, curriculum planners, school managements should ensure the inclusion of entrepreneurial programmes in their school curriculum; such that each adolescent in senior secondary school will complete secondary education with at least one entrepreneurial skill which will cushion his or her financial responsibilities as their life course progresses.
6. Promotion and enlightenment programmes on the benefits of entrepreneurship engagement should be facilitated in communities.

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