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ASSESSMENT OF PARENTAL INFLUENCE ON STUDENTS ENTREPRENEURSHIP EDUCATION IN SELECTED SECONDARY SCHOOLS, IN ZARIA METROPOLIS

KESTON BUKKY

Federal College of Education, Zaria.

Introduction

Over the years, entrepreneurship as a concept has evolved in its meaning. According to Ogunaka (2014) it is a process of thinking ideas, pioneering change, discovering new skills, combining limited resources, taking measured risks and utilizing opportunities. An entrepreneur taught at school includes education, thus a famous educational philosopher John Locke (1632 - 1704) stresses that every human has a fortune in their own personality.

Falkang and Albert! in Ogunaka (2014) stressed that entrepreneurship education is the process of developing entrepreneurial spirit through the development and application of relevant and entrepreneur based educational curriculum.

Entrepreneurship is a much broader concept than entrepreneurship as a practice of trade. It

Abstract

The study is on the parental influence on students entrepreneur ship education in selected secondary schools in Zaria metropolis. The objectives of the study were to examine the assessment of parental influence on career choice of students entrepreneur ship education in selected secondary schools in Zaria metropolis and others, /-our research questions, four null hypotheses were formulated based on the objectives and they are what is the assessment of parental influence on career choice of students in entrepreneur ship education and others. Survey research design was used and the population of study includes 570 students and 344 teachers. The sample size -was determined using Nwana technique of percentage and simple random method. The sample size is 100 structured questionnaire was used using

Likert rating scale and content validity was used and oral interview. The reliability of the instrument was determined using Cronbach alpha and the reliability coefficient is .984 T' Test was used for testing the hypotheses at 0.05 significant level. The findings revealed that parents do not influence career choice of students in entrepreneurship education and also parents act as a role model to student entrepreneurship education. The recommendations of the study include parents should encourage students entrepreneurship education.

Keywords: Parental, Education, Influence, Secondary, Entrepreneurship

Is a concept that encompasses training for entrepreneurship. Entrepreneurship generates at all levels of society and strengthens and create business.

It is very important for schools to focus on entrepreneurship education since entrepreneurial skills and attitudes provide benefits to the society even beyond their application to business activity. Akpomi (2009) see entrepreneurship education that would initiate specialized learning activities that will help students with the right experience and insight discovered create entrepreneurial opportunities, provide jobs, create wealth as well as take advantage of existing opportunities.

Parents have great roles to play in influencing students' commitments to entrepreneurship education. This is because students who have been influenced become so committed to entrepreneurship and embrace competencies by practicing innovation of any business activity by his neighbor, friend, relative or by parents' (Krueger, 2014).

However, parental influence on student in entrepreneurship education has over the years played a significant role to students' commitment to entrepreneurship education especially parents who are entrepreneur. Sadiq (2014) stressed further that career choice is aligned with one's personality, interest and values.

Simpson (2003) opined that career choice is the progress and actions taken by a person throughout a lifetime especially those related to that of entrepreneurship. There are several theories of career choice by Jack (1986) some of the theories are enumerated below.

Early childhood, the psychology of occupations, this theory states of how the original family (parents) behaved towards the child (warm or cold) *is* as directly related to how a person chooses a career.

The self concept theory hypothesizes how a person, consciously or unconsciously defines oneself in terms of self-concepts determines one to seek that type of career choice.

Personality: The basic assumption of this theory is that people select a career similar to their type of personality fit. Chukwuma (2009) opine that societal expectations sometimes form the basis of how parents influence the career choice of their children. Kniveton (2004) opined that parents have the greatest influence on which career they choose. Additional studies by Kniveton (2004) shows that parents have a greater influence than teachers on career choice towards entrepreneurship. Ferry (2006) opined that most children perceived that their parents have the highest influence on their career choices.

Kniveton (2004) opined that entrepreneurship education is aimed at preparing and equipping students with skills that will help many business venture. However, parents continue to influence the choice of equipment tools for entrepreneurship education.

The involvement of parent in the provision of adapted facilities and equipment for some of the skills the students learned in school is very important and this automatically makes students to learn effectively in entrepreneurship.

Adeyemi (2010) opined that availability of equipment to trained students in entrepreneurship education by parents is very important especially where the schools do not have adequate facilities. According to Teece (2011) stressed that studies have shown that there is a positive impact on students entrepreneurship education through provisions of learning. However, most parents who are not financially capable has influence students entrepreneurship either positively or negatively.

According to Dilani (2013) the qualities entrepreneurs bring to new venture largely depend on resources such as (capital, equipment). Williams (2004) explains that students whose parents are financially capable tend to make use of their resources in entrepreneurship than in salaried job.

Many researchers have argued that the qualities entrepreneurs bring to a new ventures largely depend on provision of equipment and other resources, the

training of entrepreneurs is perceived as a cost in terms of time but it would eventually be appreciated (Jones, 2010). Akeredolu (2006) examined that there are two broad categories of factors that affect the entrepreneurs. These factors are environmental and personal level factors which include the amount of time an entrepreneur parents dedicate to their children to help them develop the skills they have learned.

Role theory argues that role behavior is learned through socialization Thomas Biddle (2006) have argued that role models provide an observation learning experience for the individual.

Scherer et al (2004) reported that 35 - 65% of entrepreneurs had one or more entrepreneurial parents. Most research about the decision to start a business includes background or antecedent factors underlying the entrepreneurial decision, included among those antecedent factors is the influence of parental role models on the potential entrepreneur. Most parents who are business owners have the opportunity to share their wisdom and practical knowledge with their children Stephen (2010).

Objectives of the study

The following objectives were provided to guide the study to:

- i. Examine the parental influence on career choice of students entrepreneurship education in secondary schools in Zaria metropolis,
- ii. Assess the parental influence on provision of equipment's to students on entrepreneurship education in secondary schools in Zaria metropolis.
- iii. Identify the parental influence on time availability on students entrepreneurship education in secondary schools in Zaria metropolis.
- iv. Ascertain the assessment of parental influence as role model on students entrepreneurship education.

Research Questions

- i. Are the assessment of parental influence on career choice of students entrepreneurship education in secondary schools in Zaria metropolis?
- ii. What is the assessment of parental influence on provision of equipments to students entrepreneurship education in secondary schools in Zaria metropolis?

- iii. What is the assessment of parental influence on time availability on students entrepreneurship education in secondary schools in Zaria metropolis?
- iv. What is the assessment of parental influence as role model on students to entrepreneurship education in secondary schools in Zaria metropolis?

Hypothesis

- i. There is no significant difference in the opinion of respondents on assessment of parental influence and career choice of students entrepreneurship education.
- ii. There is no significant difference in the opinions of respondents on assessment of parental influence and provisions of equipment to students entrepreneurship education.
- iii. There is no significant difference in the opinions of respondents on assessment of parental influence and time availability on students entrepreneurship education.
- iv. There is no significant difference in the opinions of respondents on assessment of parental influence and role model on students entrepreneurship education.

Research methodology

Survey research was used for the study. This was used in order to collect data from the respondents. It is also used because it will yield reliable data on which generalization can be made to the entire population. The population of the study includes 570 students and 344 teachers in selected secondary school in Zaria metropolis.

Table 1: Population of the study

S/N	Name of schools	No of student	No of teacher
1.	Government girls secondary school Zaria (WTC)	40	25
2.	Government Girls Secondary school Kofan Gayan	40	30
3.	Government Day secondary school Dogon Sabon Gari	40	30
4.	Aunty Grace international school, Kaduna	20	15

5.	Government Secondary School, Borno	20	15
6.	ECI international School, Zaria	20	15
7.	Linda academy , Zaria	25	15
8.	Hallmark international School Zaria	25	12
9.	Dabo International Secondary School, Shika _s Zaria.	25	12
10.	Redemption College Zaria	20	15
11.	Government Secondary School, Zango	30	15
12.	Dagama Legacy Schools, Zaria	40	25
13.	Army Day Secondary Schools, Chindit Barracks	40	20
14.	Government secondary school, tudun wada zaria	50	25
15.	Buks International School, Zaria	20	15
16.	Ibrahim Memorial College, Layin Zomo	20	15
17.	Vital Years Secondary School	25	15
18.	Christ centre Secondary School	30	15
19.	Terbow School, Zaria	25	
20.	Zaria Children School (Secondary School) GRA	70	15
Total		570	344

Source Zonal ministry of Education Zaria (2015)

Sample size

The sample size was determined using percentage according to Nwana (2004) format which says 40% of few hundred and simple random method was also used. The total sample size is One Hundred. Structured questionnaire with five Likert scale point was used for the study and validated by expert in educational management. The instrument was distributed among the sampled schools. The reliability of the instrument was determined using Cronbach Alpha reliability co-efficient and the result shows .984.

Table 2: Sample Size

S/No	Name of Schools	No of teachers	No of students
1	Government secondary school Bassawa	10	20
2	Redemption college Zaria	5	10
3	Buks international school, Zaria	5	10

4	Army day secondary school Chindit barracks	10	10
5	Government girl secondary school Kofa gaya	10	10
Total		40	60

Data Presentation

This focused on the presentation, analysis of data collected from the teachers and students opinion in questionnaire administered, mean frequency percentage and T test was used to summarize analysis and give a general description of the data collected.

Table 2: Opinions of teachers and students of parental influence on career choice

S/N	Item statement	Categories of principals, teachers and students	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Parents choose career for their children	Teachers	20	50	40	10	10
2.	The interest of student in the choice of their career	Students	60	10	30	1	10
	Is a result is	Teachers	60	10	20	1	10
		Students	60	10	30	1	10

Item 1 indicates that 30(50%) of teachers strongly agree that parents chose career for their children, 6 (50.0%) strongly agree, 33(55.0%) of students agree this is because most career student embarked on in life is mostly influenced by their parents and love for that career. However, 12(30.0%) of teachers disagree and 4 (10.0%) strongly disagree, 4 (10.0%) of teachers were undecided, 16(26.7%) disagree, 6 (10.0%) disagree, (10.0%) strongly disagree, the negative response shows that the respondents felt it is not right for parents to choose career for their children.

Item 2 indicates 20(50.0%) of teachers agree that the interest of students in the choice of their career is as a result of their parents influence 33(55.00%) agree, while 6(10.00%) of students strongly agree their response shows that the respondents choice of career is based on the interest of their parents. Meanwhile 16(40.8%) of teachers disagree 4(10.0%) strongly disagree and 11(8.30%) of students disagree, 5(8.30%) strongly disagree and 5(8.3%) were undecided.

The response on item 3 shows that 24(60.0%) of teachers agree that the ideas and creativity of students in their career choice is initiated by their parents, 33(55.0%) of students agree 6(10.00%) of students strongly agree, this so because every career choice of the students is as a result of their parents initiative 12(30.0%) of teachers disagree, and 4(10.0%) strongly disagree while 16(26.7%) of students disagree 5(80.3%) strongly disagree.

In response to item 4 20(50.0%) of teachers agree that most times parents allow the students to choose career for themselves, 33(55.00%) of student agree 6(10.0%) of strongly agree, this shows that parents still give their career 12(30.0%) of teacher disagree 8(20.0%) strongly disagree, 16(26.7%) of students disagree and 5(8.3%) strongly disagree..

Item 5 indicates that 4(10.0%) of teachers strongly agree that students commitment to entrepreneurship education is not motivated by then-parents. 20(50.0%) agree and 6(10.0%) of students strongly agree, 33(55.0%) agree. This result shows that every students who mare committed to entrepreneurship education is as a result of their parents motivation. Meanwhile 12(30.0%) of teachers disagree 4(10.0%) strongly disagree and 16(26.7%) of students disagree and 58.3 strongly disagree.

Table 3: Opinions of teachers and students on assessment of parental influence on provision of equipment to students entrepreneurship education

S/ N	Item statement	Catego ries of princip als, teache rs and	Stron gly agree		Agree		Undeci ded		Disagr ee		Strong ly Disagr ee	
			F	%	F	%	F	%	F	%	F	%

students												
6.	Parents provide tools for their children to work with	Teachers	4	10.0	2	50.0			8	2.0	8	20.0
		Students	2	3.3	3	63.8	4	6.7	6	10.0	1	16.7
7.	Parents make fund available for their children to set up their own business	Teachers			2	60.4			8	20.0	8	20.0
		Students	2	3.3	3	63.8	4	6.7	6	10.0	1	16.7
8.	Provision of every materials students need to set up their learned skills is made available by their parents	Teachers			2	60.4			8	20.0	8	20.0
		Students	6	10.0	3	63.8			6	10.0	1	16.7
9.	Most parents could not afford their children needs financially	Teachers			2	60.4			8	20.0	8	20.0
		Students	6	10.0	3	63.8			6	10.0	1	16.7

	and									
	materially									
10	Parents give	Teacher		2	60		8	20.	8	20.
	support to	s		4	0			0		0
	their	Student	6	10.	3	63.	6	10.	1	16.
	children	s		0	8	0		0	0	7
	through									
	provision of									
	all resources									
	that can									
	enhance									
	their									
	commitmen									
	t to									
	entrepreneu									
	rship									
	education									

Response to item 6, 4(10.0%) of teachers strongly agree that parents provide tools for their children to work with 20(50.0%) agree and 2(3.3%) of students strongly agree and 38(63.3%) agree this is because respondents have tools they work with which is provided by their parents meanwhile 8(20.0%) of teachers disagree and 8(20.0%) strongly disagree and 6(10.0%) of students disagree, 10(16.7%) strongly disagree and 4(6.7%) were undecided.

Item 7 shows that 24(60.0%) of teachers agree that parents make fund available for their children to set up their own business, 2(3.3%) of students strongly agree, 38(63.3%) agree this shows that every business skill learned by the students, then- parents are always willing to make fund available for them no matter how little 8(20.0%) of teachers disagree, 8(20.0%) strongly disagree, 6(10.0%) of students disagree 10(16.7%) strongly disagree and 4(6.7%) were undecided.

Item 8 shows 24(60.0%) of teachers agree that provision of every materials student need to set up their learned skills is made available by their parents, 6(10.0%) of students strongly agree, 38(63.3%) agree and 8(20.0%) of students disagree 8(20.0%) strongly disagree and 6(10.0%) of students disagree, 10(16.7%) strongly disagree.

In response to item 9 which is most parents could not afford all their children needs.

Financially and materially 24(60.0%) of teachers agree, 38(63.3%) of students agree, 6(10.0%) strongly agree because is not all parent that financially capable provide the finance and materials resources for their children. 8(20.0%) of teachers disagree, 8(20.0%) strongly disagree and 6(10.0%) of students disagree, 10(16.7%) strongly disagree.

In response to item 10 24(60.0%) of teachers agree that parents give support to their children through provision of all resources that can enhance their commitment to entrepreneurship education, 6(10.0%) of students strongly agree, 38(63.0%) agree while 8(20.0%) of teachers disagree, 8(20.0%) strongly disagree and 6(10.0%) of students disagree 10(16.7%) strongly disagree.

Opinions of teacher and student on the assessment of parental influence on time availability for student entrepreneurship education

S/ N	Item statement	Catego ries of princip als, teache rs and studen ts	Stron gly agree		Agree		Undeci ded		Disagr ee		Strong ly Disagr ee	
			F	%	F	%	F	%	F	%	F	%
11	Parent devote more time in children entrepreneu rship skills	Teacher s			2	60.			8	20.	8	20.
					4	0				0		0
		Student s	1	20.	3	53.			6	10.	1	16.
			2	0	2	3				0	0	7
12	Parents create time to check what their children do	Teacher s			2	50.			8	20.	1	30.
					0	0				0	2	0
		Student s	1	20.	3	53.			6	10.	1	16.
			2	0	2	3				0	0	7

Item 11 indicates that parents denote more time in teaching their children entrepreneurship education the respondents response shows that 24(60.0%)

of teachers agree, 12(20.0%) of students strongly agree, 32 (53.3%) agree those who respond to feel every parent who knows the value of entrepreneurship will always have time to teach their wards.

However, 8(20.0%) of teachers disagree, 8 (20.0%) strongly disagree and 6(10.0%) of students disagree and 10(16.7%) strongly disagree this.

In response to item 12, 20 (50.0%) of teachers agree that parents create time to check what their children do with their skills, 12 (20.0%) of students strongly agree, 3 (53.3%) agree the simultaneous positive response indicates that parents influence the students entrepreneurship education when parents create time to know what their children do with their skills. Although 8 (20.0%) of teachers disagree and 12(30.0%) strongly disagree while 6(10.0%) of students disagree and 10(16.7%) strongly disagree.

Item 13 shows that 24(60.0%) of teachers agrees that parents map out time to ask their children questions on the type of innovative ideas they have, 32 (53.3%) of students strongly agree, 12 (20.0%) strongly disagree and 6 (10.0%) of students disagree and 10(16.7%) strongly disagree.

In response to item 14, 24(60.0%) of teachers agree that most parent never have time for their children when it involves entrepreneurship education, 12 (20.0%) students strongly agree, 32 (53.3%) agree their response may be as a result of too much engagement of some parents in their own secular job. However, 8 (20.0%) of teachers disagree and 8 (20.0%) strongly disagree, 10(16.7%) disagree and 6(10.0%) strongly disagree.

Item 15 shows that 24 (60.0%) of teachers agree that parents create time to take their children out to see other people who are in various field of entrepreneur, 32 (53.3%) of students strongly agree, 12 (20.0%) agree while 8 (20.0%) strongly disagree and 6 (10.0%) of students disagree and 10 (16.7%) strongly disagree.

Opinions of teachers and students on the assessment of parental influence on role model

S/ N	Item statement	Categor ies of princip als, teacher s and	Strong ly agree		Agree		Undecid ed		Disagr ee		Strongl y Disagr ee	
			F	%	F	%	F	%	F	%	F	%

		student s								
16.	Students develop keen interest in entrepreneurship education because their parents are entrepreneur	Teacher s		2	50.		1	30.	8	20.
				0	0		2	0		0
		Students	1	20.	3	53.	1	16.	6	10.
			2	0	2	3	0	7		0
17.	Students are committed to entrepreneurship education because of their parents deep involvement in entrepreneur	Teacher s		2	50.		1	30.	8	20.
				0	0		2	0		0
		Students	1	16.	3	53.	6	10.	1	20.
			0	7	2	3		0	2	0
18.	Parents desire to design anything and transom it into a business venture made their children to develop desire for entrepreneur ship education	Teacher s		2	60.		8	20.	8	20.
				4	0			0		0
		Students	1	20.	3	53.	6	10.	1	16.
			2	0	2	3		0	0	7

19.	Most students emulate their parents because of how they are doing well in their business	Teacher			2	60.			8	20.	8	20.
		s			4	0				0		0
		Students	3	53.	1	20.			1	16.	6	10.
			2	3	2	0			0	7		0
20	Parents are role model to their children because of how hard work and committed they are to their business	Teacher	2	50.					1	30.	8	20.
		s	0	0					2	0		0
		Students	1	10.	1	16.			3	53.	6	20.
			6	0	0	7			2	3		0

In response to item 16 20 (50.0%) teacher agree that students develop keen interest in entrepreneurship education because their parents are entrepreneur while 12 (20.0%) of students strongly agree 32 (53.3%) agree this is because most students see what their parents do and pick up interest in the same area. Meanwhile, 12(30.0%) of teachers disagree, 8(29.0%) strongly disagree and 10(16.7%) of students disagree and 6(10.0%) strongly disagree.

Item 17 shows that 20(50.0%) of teachers agree that students are committed to entrepreneurship education because of their parents deep involvement in entrepreneur. 10(16.7%) of students strongly agree 32 (53.3%) agree while 12 (30.0%) teachers disagree 8(20.0%) strongly disagree and 6 (10.0%) of students disagree and 12 (20.0%) strongly disagree.

Respondents response on item 18 shows that 24(60.0%) of teachers agree that parents desire to design anything and transform it into a business venture made then: children to develop desire for entrepreneurship education, 12(20.0%) of students strongly agree, 32 (53.3%) agree this is because whatever parents does the children try to copy and follow the same. Meanwhile, 8 (20.0%) of teachers disagree, 8 (20.0%) strongly disagree and 6 (10.0%) of students disagree while 10 (16.7%) strongly disagree.

Item 19 shows that 24 (60.0%) of teachers agree that most students emulate then- parents because of how they are doing well in their business, 32 (53.3%) of students strongly agree. 12 (20.0%) agree this because parents do children will want to emulate and do better. However, 8 (20.0%) of teachers disagree, 8 (20.0%) strongly disagree 6 (10.0%) strongly disagree.

In response to item 20, 20 (50.0%) of teachers strongly agree that parents are role model to their children because of how hard work and committed they are to their business. 6 (10.0%) of students strongly agree 10 (16.7%) agree and 12 (30.0%) of teachers disagree, 8 (20.0%) strongly disagree, 32 (53.3%) of students disagree and 12 (20.0%) strangle disagree.

Test of Hypotheses

The researcher formulated four hypotheses in a null form for the study. These were intended to objectively determine the opinions of respondents entrepreneurship education in selected secondary schools, in Zaria metropolis. The statistical method adopted was 'T' Test at 0.05 level of significance.

Hypothesis 1

There is no significant difference between Students and Teachers on assessment parental influence and career choice of students in entrepreneurship education in some selected secondary schools in Zaria metropolis.

Variables	N	mean	S.D	t-calculated	Df	P	t-critical/value
Students	60	16.5000	6.52894	1.854	98	.067	1.96
Teachers	40	14.0000	6.71775				
Total	100						

The result above shows that the t-calculated value (1.854) at 98 degree is less than critical value (1.96) and 0.05 level of significance. The observed level of significance P (critical value (.067) is greater than 0.05 level significance. The observed level of significance P (..067) is greater than 0.05. This means that there is no significant difference between Students and Teachers on parental influence on career choice of students in' entrepreneurship education in some

selected secondary schools in Zaria metropolis. Therefore, the null hypothesis is retained.

Hypothesis 2

There is no significant difference between Students and Teachers on Asses of parental influence and provisions of equipment to students on education in some selected secondary schools in Zaria metropolis.

Variables	N	mean	S.D	t-calculated	Df	P	t-critical/value
Students	60	24.0000	27.78245	1.987	98	.050	1.96
Teachers	40	15.1000	6.49181				
Total	100						

The result above shows that the t-calculated value (1.987) at 98 degree is greater than critical value (1.96) and 0.05 level of significance. The observed level of significance $P(.050)$ is less than 0.05. This means that there is a significant difference between Students and Teachers on Assess parental influence on provisions of equipment to students on entrepreneurship education in some selected secondary schools in Zaria metropolis Therefore, the null hypothesis Is rejected

Hypothesis 3

There is no significant difference between Students and teachers on the assessment of parental influence and time availability Commitment to entrepreneurship education in some selected secondary schools in Zaria metropolis

variables	N	mean	S.D	t-calculated	Df	P	t-critical/value
Students	60	17.8333	6.33571	2.355	98	.021	1.96
Teachers	40	14.8000	6.27245				
Total	100						

The result above shows that the t-calculated value (2.355) at 98 degree is greater than critical value (1.96) and 0.05 level of significance. The observed level of significance $P(.021)$ is less than 0.05. This means that there Is a significant difference between Students and Teachers on Identify the

assessment of parental influence, on time availability of commitment to entrepreneurship education in some selected secondary schools in Zaria metropolis Therefore, the null hypothesis is rejected

Hypothesis 4

There is no significant difference between Students and Teachers as Asses and parental influence as role model and students entrepreneurship education in selected secondary schools in Zaria metropolies.

variables	N	Mean	S.D	t-calculated	Df	P	t-critical/value
Students	60	17.8333	6.33571	2.899	98	.005	1.96
Teachers	40	14.1000	6.26672				
Total	100						

The result above shows that the t-calculated value (2.899) at 98 degree is greater than critical value (1.96) and 0.05 level of significance. The observed level of significance P (.005) is less than 0.05.. This means that there is a significant difference between Students and Teachers on Assess parental influence as role model on students on entrepreneurship education in selected secondary schools in Zaria necropolis. Therefore, the null hypothesis is rejected

Summary of major findings

1. The finding disclosed that parents do not make choice for their student career in entrepreneurship education.
2. Parents provide equipment students need for entrepreneurship education.
3. Parents create time towards students commitment to entrepreneurship education.
4. Parents act as a role model to students entrepreneurship education.

Discussion of finding

There is no Significant Difference In The Opinions Of teachers and student on parental influence on careers chose of student entrepreneurship education, these hoopster is retained because parent do not influents their children /ward choice of career. This is in line with Sadiq (2014) opines that career choice is aligned with ones personality, interest and value , this explain why

parent choice of career can not fit in to there word career choice especially if their interest and value is not there. This is also back up with Simpson (2003) who opened that career choice is the progress and action taken by an individual through out a life time not influence by people decision. However the scholar like innovator (2004) is of the opinion that parent should influence student career choice. The study also shows that parent should provide equipment student needs for entrepreneurship education. This is line with Adeyemi (2010) opinion mat availability of equipment to trained student in entrepreneurship education by parent is very important especially where there schools do not have adequate facilities. It is also disclose in the findings parent make funds available for the student to set up brassiness in their leant. This is in line work the drain (2013) that opened that the equality of entrepreneurship bring to new venture largely depend on resources such as capital and equipment.

Also in the findings, it is discovered that parent create time toward student commitment to entrepreneurship education. This shows that parent who often have time in teaching their children some of the skills In entrepreneurship. Also check what their children do with do with it. Luke lose parent do take their time to ask there children what skills they have leaned when it comes to entrepreneurship this is in line with Akeredolu (2015) that the amount of fire an entrepreneur parent dedicate to their children to help from develop the skills they have learned.

It is also discovered from the findings that parent act as a role model to student entrepreneurship education must because most of the students develop keen interest in entrepreneurship because their parent are entrepreneur. Also most student become committed to entrepreneurship education because their parents deep involvement in entrepreneurship and parents desire to desire anything and transform it into a business venture has made some student to develop desire for entrepreneurship education. This is inline with Scherer et al (2009) who reported that 35-65% of student who have interest in entrepreneurship education had one or more entrepreneurial parents.

From the findings, some parents who were interviewed shows that majority of parent do influence the choice of their children choice of career also most students who develop interest in entrepreneurship education is as a result of some of their parent who are already in a business. While 30% of the parents

interviewed agreed that some parent encourage their children to into entrepreneurship education because of inadequate white collar job opportunity.

Recommendation

1. Every parent should encourage their wards towards entrepreneurship.
2. Government should set up entrepreneurship center in school and also incorporate it into the curriculum in primary tertiary institution.

Conclusion

Student choice of career are not influence by their parent also student who have keen interest in entrepreneurship education are mostly influence by their parent as role model. Likewise parents do create time for students commitment to their entrepreneurship education also capital and equipment are made available for student who have entrepreneurship education in school to set up their business by their parent.

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