

Family background A Nexus between Entrepreneurial Learning & Attitude toward Entrepreneurship an Empirical Analysis

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ABSTRACT:- The study adopted survey research design. Questionnaire with Cronbach's alpha reliability coefficients constructs ranging from 0.73 to 0.95 was adopted and there was a response rate of 76.91%. A sample of 1,673 was obtained using Krejcie and Morgan formula. Stratified random sampling technique was adopted and data was analyzed using descriptive and inferential (hierarchical) statistics. Family background revealed a significant moderating effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship.

The study concluded that family background is a predictor of positive entrepreneurship attitude. The research therefore recommended that the government and policy makers should introduce mentorship programmes into entrepreneurship curriculum in the university and also foster strong collaborative culture of fostering advanced educational practices of excellent curriculum, internship and mentorship.

Keywords: Family background, Entrepreneurial learning, Entrepreneurship, Attitude

I. INTRODUCTION

In the world over, the place of family background in entrepreneurial learning has had divergent views sequel to a number of studies which have been conducted along this line of discourse in conjunction with other variables. In the same vein empirical studies on entrepreneurial learning and attitude towards entrepreneurship are inconclusive, intriguing and divergent. Empirical works reveal that most countries nowadays are facing a surge in unemployment problems. Thus, entrepreneurial knowledge and skills may help the countries to reduce the unemployment problem (Agbonna, 2021) and more recently, researchers shifted attention to the learning processes that occur in the course of developing entrepreneurship attitude (Fernando, 2018) and existing literature on entrepreneurial learning have originated from different theoretical insights A few studies have investigated entrepreneurial learning (Beliaeva, Laskovala, & Shirokova, 2017; Christensen & Lelling, 2016; Karen, 2016; Dirk, Benson, & Bruce, 2015; Philip, 2018). The studies of (Dirk, Benson, & Bruce, 2015; Karen, 2016) and a few looked at family background. For example there is a study on the determinants of entrepreneurial attitude among youth in families in India (Radha, Micheal, Bagavan, Jale, & Sadagopan, 2017) another study on family background, entrepreneurship education and entrepreneurial attitude in venture creation. The moderating effect of gender (Ranwala, 2016) and another study which investigated if family support matter (Camen, Juan, & Jose, 2016). Hence it is important to establish the moderating effect of family background on attitude towards entrepreneurship. With specific emphasis on a developing country like Nigeria it has been identified that there is a decline in parents' involvement in children development and involvement in entrepreneurial activities (Tao, Arturo, & Alexander, 2017) These undergraduates whose attitudes towards entrepreneurship is supposed to be stimulated through learning from family. Unfortunately, the non involvement of the family has trimmed the positive attitude the students ought to have towards entrepreneurship. Similarly, and the belief that entrepreneurs are made and not born is a hindrance consequently affecting the involvement of family background in arousing undergraduates' positive attitudes towards entrepreneurship.

Tao, et.al (2017) found that family background is positively related to the rate at which students learn entrepreneurially which positively affect their attitude towards entrepreneurship. In congruence Shittu and Dosunmu (2015) found that family background has significant influence on attitude towards entrepreneurship of students. Shen, Osorio and Settle (2017) found that family background have positive influence of attitude towards entrepreneurship. Ranwala (2016) found that family background has positive impact on attitude towards entrepreneurship of students towards entrepreneurship. However, Jagannathan, Camasso, Das and Iyengar (2017) found that family background is negatively related to attitudes towards entrepreneurship. For, Radha, et.al (2017) family is a determinant of attitude towards entrepreneurship and Lisette & Rosa (2016) corroborated earlier finding that family background is negatively related attitude towards entrepreneurship.

II. LITERATURE

Entrepreneurial Learning

Ngah and Osman (2017) looked at entrepreneurial learning from practicing entrepreneurs' perspective. The author argued that it is an event in which an entrepreneur learns through actual entrepreneurial experience by reproducing specific learned behavioural patterns. However, entrepreneurial learning is not just about 'learning by doing' or learning how entrepreneurs succeed, it is also about learning to take risks, learning by failing and learning by gradually achieving mastery over a set of skills (Agbonna, 2022). Micheal (2017) argues that entrepreneurial learning is a process of developing entrepreneurship key competences in students. Key competencies are specific qualities used as bench marks to rate in the context of entrepreneurship competencies which are not learnt but are taken up after learning might have taken place through experience. Defining entrepreneurial learning from students' perspective, Fernando (2018) submits that entrepreneurial learning occurs both in and outside of the classroom, within dynamic environments where knowing intersects with making and creative experimentation, where students (182) and faculty learn together through productive application of knowledge. The position of this author pointed it out that entrepreneurial learning stands as a way of acquiring skills and capabilities to position both faculties and students for success as entrepreneurs and to cultivate mindsets and capabilities needed to identify and respond to new opportunities. Furthermore, from the pedagogical perspective entrepreneurial learning is a pedagogical exercise that aims to develop the characteristics of students that are relevant to entrepreneurship (Jonas & Balli, 2016) which can, according to the authors, stimulate attitude and abilities that increase positive attitude towards entrepreneurship. This is consistent with the definitions of entrepreneurial learning posited by (Leila, Zali, & Rezvani, 2018) who identified entrepreneurial learning as a cognitive process. Sequel to their submissions entrepreneurial learning is seen as a phenomenon that works across disciplines and it teaches opportunity recognition, comfort with risk, creativity and innovation, future orientation, flexibility and adaptability, initiative, self-reliance, critical thinking, problem solving, communication and collaboration. Though Jonas and Balli (2016) defined entrepreneurial learning from the pedagogical perspective, their submission is in line with that of Leila et.al, (2018) who had their discussion from a cognitive perspective. In congruence, entrepreneurial learning is a process of opportunity recognition and zooms on the entrepreneur's cognitive mechanisms for identifying entrepreneurial business opportunities and making decisions about them (Peter, 2016). Although the submission of Peter (2016) on entrepreneurial learning is a bit older than that of the aforementioned scholars, his submission along with that of (Leila, et.al, 2018) who had their discussion from a cognitive perspective supersede the foregoing, based on the premise that it is based on cognitive mechanism vis-a-vis process of entrepreneurial learning because cognitive mechanism involves elements such as attention, the formation of knowledge, working memory, Judgment and evaluation, reasoning and computation, problem solving and comprehension are rudiments required for successful learning of entrepreneurship. Through cognitive mechanism a learner of entrepreneurship can learn all the rudiments of entrepreneurship for successful business creation and operation. Such as risk-taking, creativity and innovation, problem solving, flexibility and adaptability, initiative and self-reliance, critical thinking, good communication and collaboration. Sequel to the submissions of the aforementioned scholars, this study defines entrepreneurial learning as a process of facilitating and developing necessary knowledge for creation and managing of business ventures. Entrepreneurial learning is advantageous and has flourished in the past decade, and demonstrates several advantages (Micheal, 2018). Researchers from the Mitchell Institute at Victoria University in a research conducted a research in 2017 on the paradigm shifters in which he highlighted the benefits of entrepreneurial learning as what brings about increased confidence, greater resilience, stronger collaboration skills and improved empathy; it allows Students and teachers to work side by side and to give more responsibility to learners to action their ideas, take risks and discover ways to overcome challenges; Students gained more knowledge, developed new skills and had better relationships with teachers after participating in the initiative.

Family Background

A family is a group of persons united by the ties of blood, marriage, adoption or cohabitation, it is characterized by a common residence or not, interacting and communicating with one another in their respective family roles, maintaining a common culture and governed by family rules. The family an individual belongs to affects who he/she is and who he becomes, both for the better and for worse (Selma, Begin, & Aykut, 2017). Family background is the environment where a person learns his vocabulary, his habits, his customs and rituals, and how to view and observe the world around through the family he comes from (Rashni & Chennai, 2016). It is found that mother and father are the key role models who expose their children to different constructs of life (Adebayo & Kavoos, 2016). Away from this family background has been identified as prior characteristic that every member of a family has been exposed to (Ranwala, 2016). Contrarily Tao, Arturo, & Alexander (2017) identified family background as an environment that enhances student's entrepreneurial activities.

Giving this construct more substance, Salgado and Sumaya, (2016) looked beyond the submissions of (Adebayo & Kavooos, 2016; Ranwala, 2016) their study identified family background as a transmitter of information, knowledge and competencies to their members. This is based on the premise that direct and repetitive contact with members of the family favours a learning process, which encourages other family members to choose a career path. Family business has advantages as posited by Francesca and Paola (2016) who identified that family where one of the relatives and particularly parents run their own business not only provides an inspiring and supportive environment for entrepreneurship but also serves as an opportunity to have experiences relating to business; when family involve in entrepreneurship it brings about opportunity to other members of the family to develop entrepreneurial qualities. In the same vein, Prianto (2017) highlights that family business background affect early socialization and hence formation of attitude towards entrepreneurship. Diverse studies (Bassey, Ime, & Shirley, 2015; Jagannathan, Camasso, Das, & Iyengar, 2017; Salgado & Sumaya, 2016; Tahseen, Ahmed, & Tariq, 2015) in the field of entrepreneurship pointed it out that it is not easy to set up a business but some entrepreneurs establish their business if they already have a family background of business and mostly capital for start-up is provided by family and friends. Ajit and Anisha (2015) contribute to this discussion by identifying that family with a business background often influence and motivate their siblings to involve in entrepreneurial activity and they are expected to possess higher propensity to launch a business in future; it lowers barriers to entrepreneurial entry because of the availability of social ties and social capital (Adebayo & Kavooos, 2016; Jean, Marie, & Chris, 2016; Shittu & Dosumu, 2015) family business serves as an important intergenerational influence on intentions to become entrepreneur. Family characteristics have implication on emergence of new business, recognition of opportunity, start up decisions and resource mobilizations. It is empirically proved that people with family business background are more likely to start their own ventures (Ajit & Anisha, 2015).

Attitude

Abubarkar, (2016); Adefokun, Edebor, & Obera, (2018); Karim & Venkataiah, (2016); Khursheed, 2017; Salgado & Sumaya, 2016; Valencia-Arias, Montoyah, & Montoyah, 2018) describe attitude towards entrepreneurship as the favorable or unfavorable attitude towards in entrepreneurial activity which is a function of an individual's held beliefs on those attributes associated with entrepreneurship. These authors' definition has more substance than that of Global Entrepreneurship Monitor as cited in Muresan, Chiciudean, Atron, Harun, and Porutiu (2017) the attitude of individuals to get involved in the field of entrepreneurship is driven by a number of factors categorized as push factors and pull factors (Norman, Douglas, Takaruzza & Morgen, 2017). The push factors incorporate frustration that inherited entrepreneurial culture while frustration results from limited opportunities, economic down turn and dissatisfaction. The Pull factors are psychological and profit. According to them individuals will be pushed into entering a business as a result of the frustration faced due to limited job opportunities and social mobility. This is corroborated by (Agbonna & Agbonna, 2020) who argued that there are two important elements of entrepreneurship viz-a-viz self-efficacy which is depicted by attitude, namely the ability to recognize opportunities and the ability to take calculated risk. The position of this author is that attitude towards entrepreneurship are more likely to start-up new business activities which implies that risk-takers are more likely to initiate a new activity and risk attitude affects the selection of individuals into entrepreneurial positions. Attitude towards entrepreneurship is advantageous in the sense that it promotes achievement, in creating new venture; Innovation, by acting upon business incentives; perception of personal control and influence over business incentives; Perceived self esteem, perceived competence in operating business. It is argued that attitude towards entrepreneurship enables on to cope with uncertainties and challenges of the whole entrepreneurship process (Samsudin, Jalil, Wahid, Yahaya, & Jeizat, 2016) and challenges of the whole entrepreneurship process (Karim & Venkataiah, 2016).

It is highlighted by different authors that entrepreneurs associate the creation of a personal enterprises with independence and economic rewards (Abraham, 2015; Lafortune, Jlio, & Tessada, 2017; Khursheed, 2017). Among all the values gained from creation of a personal business, independence, having all the profits to oneself, complete control and decision-making power over the business. Independence would have a major effect on attitude, and therefore act as motivators on entrepreneurial decision. Therefore, individuals with positive attitude towards entrepreneurship has motivation and ability to get involved in entrepreneurial activities (Fasla, 2017) and perceive more opportunities where others consider the situation as a thread or risk, set more challenging goals, exert more effort and perseverance to achieve their vision and cope with challenges and crises associated with entrepreneurship (Zhai, Sun, Tsai, Wang & Zhao, 2018) Attitude towards entrepreneurship has its disadvantages. Risk involved in the creation of business is conditioned on negative beliefs e.g economic risk factors, the financial need of initial capital which are seen as main difficulties that the entrepreneur perceives among others (Tao, Arturo, & Alexander, 2017).

The components of attitude are in three forms which are cognitive, Affective and Behavioural attitude. Cognitive component of attitude is the belief, the thought and the knowledge about an attitude. It is assumed to occur, when people gain information about an attitude object, and thereby form beliefs. This can proceed directly through experience, or indirectly through external information (Pulka, Kikwentshe & Ibrahim, 2015). Belief is a reflector of individual's knowledge and assessment of attitude (Peter, 2018) the existence of belief is the most important either correct or incorrect. In the same context belief is a descriptive thoughts which a person holds about a construct, the belief an individual has towards a course will help him/her to develop favourable component of this attitude as time goes on. An affective component of attitude is based on emotional experiences or preferences. Both positive (e.g., delight) and negative affect (e.g., anger) can arise from experiences with the product or service attributes (Garcia-Santillan, Moreno-Garcia, Carlos-Castio, Zamudio-Abdala, & Garduno-Trejo (2012). Positive affect and negative affect make independent contributions to satisfaction or dissatisfaction judgments about products or services (Zeena & Suresh, 2018). Behavioural component of attitude refers to the way one behaves when exposed to an attitude. This is the way individuals responds or react to a specific set of attitudinal object. Attitudes are derived from past behavior is based upon the premise that people tend to infer attitudes that are consistent with their behaviours (Garcia-Santillan, et.al, 2012).

Empirical Review

Entrepreneurial learning, family background and attitude towards Entrepreneurship

The researches of Aslam, Awan, & Khan (2016); Jagannathan, Camasso, Das, and Iyengar (2017); Lisette and Rosa (2016); Salgado (2016); Radna, Micheal, Bagavan, Jale and Sadagopan (2017); Salgado and Sumaya (2016); Shen, Osorio and Settles (2017); Tao, Arturo & Alexander (2017) which were reviewed in the course of this research adopted survey research design using stratified random sampling and a combination of simple random sampling technique and stratified sampling techniques using hierarchical regression as the method of analysis.

The thrust of this section is to present previous studies on entrepreneurial learning, family background and attitude towards of students towards entrepreneurship (Salgado, 2016; Radna, Micheal, Bagavan, Jale & Sadagopan, 2017; Tao, Arturo & Alexander, 2017) found that family background is positively related to attitude towards entrepreneurship of students through entrepreneurial learning. Furthermore, Aslam, Awan, and Khan (2016) examined an empirical study of entrepreneurial learning; family background and entrepreneurship attitude among university students of Turkey and Pakistan found that family background exert a significant positive influence of family business background on the relationship between entrepreneurial learning and students' attitude towards entrepreneurship.

The study found that family background has a significant influence on the study relationship between entrepreneurial learning and attitude towards entrepreneurship which was further investigated by (Salgado & Sumaya, 2016; Shen, Osorio, & Settles, 2017) who also found that family background have a significant positive effect the relationship between entrepreneurial learning and attitude towards entrepreneurship. In contrast, (Jagannathan, Camasso, Das, & Iyengar, 2017; Lisette & Rosa, 2016) found that family background does not have a significant effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship. The study of Lisette & Rosa (2016) was reinforced by Jagannathan, Camasso, Das, and Iyengar (2017) who examined family background on entrepreneurial learning, determinants of attitude towards entrepreneurship among youth in Chennai, South India.

III. METHODOLOGY

Research Design and Sampling

The study adopted survey research design the study had a population of 24,282 and a sample size of 1,673 was obtained using Krejcie and Morgan formula. Stratified random sampling technique was chosen for this study because it brought categorization into focus and it was superior to other random sampling technique and good for equal representation.

Data Collection and Treatment

A validated structured questionnaire with Cronbach's alpha reliability coefficients for the constructs ranging 0.73 was employed in the study. The response rate was 76.91%. Data were analyzed using descriptive and inferential (hierarchical) statistics. The results of Kaiser-Meyer-Olkin measures (KMO) on the instrument for the variables were found to be greater than 0.5 and not above 1, hence acceptable indices. On the other side, the Bartlett's Test of Sphericity had p-values = 0.000 for all the variables which are less than 0.05. From the results of Bartlett's Test of Sphericity, it can be concluded that the factors were valid and suitable as there would be high significant correlation between the variables in the study. KMO and Bartlett's Test is a condition for carrying out. Data treatment as a pre-diagnostic test shows that no collinear relationship exists among the

explanatory variables, the Kolmogorov-Smirnov test conducted shows that the series was normally distributed, and there is a linear relationship between the independent variable and the dependent variable. Following the objectives of this study the dependent, moderating and the independent variables were factored into a functional equation. Attitude towards entrepreneurship is the dependent variable, entrepreneurial learning is the independent variable while family background is the moderating variable and the following equation was established and tested.

Hypothesis

Y=ATTITUDE TOWARDS ENTREPRENEURSHIP

Y=f (XZ)

Where Z= (Z₂)

Z=Moderating variable- Family Background

Y=f (XZ₂)

Y=f (EL*Family Background).....Functional Relationship

Y=α₀+β₁EL+β₂FB+β₃EL*FB+μ_i.....Equation 1

Where Y= Attitude towards entrepreneurship- Dependent Variable

X = Entrepreneurial learning- Independent Variable; Z1= Family Background (FB)- Moderating Variable α₀= Intercept; β₁=Coefficient of the explanatory variable; μ = Error Term

MEASURES

Independent variable: Entrepreneurial learning is the independent variable of this study. In this study entrepreneurial learning was measured by internship, self-efficacy, pedagogy, entrepreneurship club, Role mole (Abdillah & Jabor, 2015; Eva & Gunilla, 2014; Isaac et.al, 2016; Kissi et. al, 2015; Leoplod et.al., 2016; Marhamat, Zali, & Rezvani, 2018; Maija, 2017).

Dependent variable: Dependent variable of the study is attitude towards entrepreneurship. Three items will be used at six-point Likert scale to measure the attitude of undergraduates towards entrepreneurship using the scale of the model of Pulka, Rikwentishe & Ibrahim (2015) using 6 likert scale with three constructs which are proactiveness, innovation and creativity
Moderating variable: Family background moderates the variables in this study. Family background in this study was measured using Business family Background, 2= Non- Business family Background based on the scale of the work of (Aslam, et.al., 2016; Jagannathan, et.al.,2017; Lisettee & Rosa,2016;Ranwala, 2016; Shen et.al.,2017, Tao et.al.,2017) on a six-point likert-type response scale of very high (6) to very low (1).

IV. FINDINGS

Family background has significant effect on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students of federal universities in South West Nigeria. Hierarchical regression analysis was used. The responses for internship, self-efficacy, students’ entrepreneurship club, pedagogy, and role model variables were combined to generate composite score of Entrepreneurial learning which were used in the regression analysis. Data for attitudes towards entrepreneurship among students (Y) were created by adding responses of all items for the variable, while that of Family background (Z) was obtained from demographic characteristics reported Table 1 Hierarchical multiple regression as follows: Model 1: Entrepreneurial learning and attitudes towards entrepreneurship among students, Model 2: Entrepreneurial learning, Family background and Attitudes towards entrepreneurship among students, Model 3: Entrepreneurial learning, Family background, Entrepreneurial learning* Family background, and attitudes towards entrepreneurship among students. The results are presented on Table 2

Table 1: Regression Analysis of Moderating effect of Family background on the relationship between entrepreneurial learning and attitudes towards entrepreneurship

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.625 ^a	.390	.390	4.48047	.390	1068.432	1	1669	.000
2	.625 ^b	.390	.390	4.48174	.000	.057	1	1668	.811
3	.625 ^c	.391	.390	4.48127	.000	1.350	1	1667	.245

a. Predictors: (Constant), entrepreneurial learning
b. Predictors: (Constant), entrepreneurial learning , FAMILY BACKGROUND
c. Predictors: (Constant), entrepreneurial learning, FAMILY BACKGROUND, entrepreneurial learning*Family
d. Dependent Variable: Attitude towards Entrepreneurship

b

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21448.358	1	21448.358	1068.432	.000 ^b
	Residual	33504.541	1669	20.075		
	Total	54952.899	1670			
2	Regression	21449.511	2	10724.756	533.943	.000 ^c
	Residual	33503.388	1668	20.086		
	Total	54952.899	1670			
3	Regression	21476.627	3	7158.876	356.487	.000 ^d
	Residual	33476.272	1667	20.082		
	Total	54952.899	1670			

A. Dependent Variable: Attitude Towards Entrepreneurship

B. Predictors: (Constant), Entrepreneurial Learning

C. Predictors: (Constant), Entrepreneurial Learning , Family Background

D. Predictors: (Constant), Entrepreneurial Learning, Family Background, Entrepreneurial Learning*Family

C

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.349	.863		17.789	.000
	entrepreneurial learning	.198	.006	.625	32.687	.000
2	(Constant)	15.258	.943		16.174	.000
	entrepreneurial learning	.198	.006	.625	32.636	.000
	FAMILY BACKGROUND	.052	.218	.005	.240	.811
3	(Constant)	15.233	.944		16.145	.000
	entrepreneurial learning	.201	.007	.634	30.873	.000
	FAMILY BACKGROUND	.074	.219	.007	.340	.734
	entrepreneurial learning*Family	-.002	.002	-.024	-1.162	.245

a. Dependent Variable: Attitude towards Entrepreneurship

Source: Researcher's Field Results

Table 1 shows hierarchical multiple regression results for the moderating effect of family background on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students of federal universities in South West Nigeria. The results of the analysis are estimated in three models. The results in the first model indicate that $R = 0.625$, $R^2 = 0.390$ and $(F(1, 1669) = 1068.432, p = .0001)$. The result indicates that 39% of variance in attitudes towards entrepreneurship among students was explained by entrepreneurial learning. The overall model ($F=1068.432, p<0.05$) and the beta coefficient ($\beta= 0.198, t= 32.687, p<0.05$) was statistically significant.

In Model 2, $R = 0.625$, $R^2 = 0.390$ and $(F(2, 1668) = 533.943, p = .811)$. The value of R^2 shows that 39.0% of the variance in the attitudes towards entrepreneurship among students are accounted by entrepreneurial learning and family background.

Moreover, Model 3 shows results of analysis after the interaction term (by entrepreneurial learning and family background) was added into the model. The results show that the inclusion of the interaction term resulted into an R^2 change of .000, (F Change = .057, $p = .811$) indicating presence of significant moderating

effect of family background. The results show that interaction term of family background has 0.0% variance in the attitudes towards entrepreneurship among students of federal universities above the variance by entrepreneurial learning and gender. This implies that family background has no moderating effect on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students of federal universities in South West Nigeria. This was demonstrated by the computed p-value of the beta co-efficient which stood at .245 and was greater than .05. The established regression model that shows the moderating effect of family background on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students of federal universities in South West Nigeria is stated as follows:

$$ATTENT = 15.233 + 0.634ENTL + 0.007FB - 0.024ENTL*FB \dots\dots\dots Eq. (1)$$

Where:

ATTENT = Attitudes Towards Entrepreneurship

EL = Entrepreneurial Learning

FB= Family Background

EL*FB = Interaction of Entrepreneurial Learning and Family Background

Based on the equation above and results, null hypothesis (H_{01}) which states that family background has no significant effect on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students of federal universities in South West Nigeria cannot be rejected.

V. DISCUSSION

The findings of several researches supports the results of our study. In contrast, (Jagannathan, Camasso, Das, & Iyengar, 2017; Lisette & Rosa, 2016) found that family background does have a significant effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship. The study of Lisette & Rosa (2016) was reinforced by Jagannathan, Camasso, Das, and Iyengar (2017) who examined family background on entrepreneurial learning, determinants of attitude towards entrepreneurship among youth in Chennai, South India. Contrastingly, the studies of (Salgado, 2016; Radna, Micheal, Bagavan, Jale & Sadagopan, 2017; Tao, Arturo & Alexander, 2017) revealed that family background is positively related to attitude towards entrepreneurship of students through entrepreneurial learning. Furthermore, Aslam, Awan, and Khan (2016) examined an empirical study of entrepreneurial learning; family background and entrepreneurship attitude among university students of Turkey and Pakistan found that family background exert a significant positive influence of family business background on the relationship between entrepreneurial learning and students' attitude towards entrepreneurship. The study found that family background has a significant influence on the study relationship between entrepreneurial learning and attitude towards entrepreneurship which was further investigated by (Salgado & Sumaya, 2016; Shen, Osorio, & Settles, 2017) who also found that family background have a significant positive effect the relationship between entrepreneurial learning and attitude towards entrepreneurship. A number of empirical studies supports our finding that family background has no moderating effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship this means that our study did not reject the null hypothesis eight (H_{01}) that family background have no moderating effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship. Social learning theory did not support these findings as the findings of the study do not affirm the applicability of social learning theory.

VI. CONCLUSION AND RECOMMENDATION

This study investigated the effects of entrepreneurial learning on attitude towards entrepreneurship among university undergraduates. The results show that the inclusion of the interaction term (entrepreneurial learning *family background) resulted into an (R^2 change of .002; F Change = 1.350, $p = .811$) indicating presence of insignificant moderating effect of family background. The study has an implication for the society who will directly benefit from the findings and recommendations of this study. The study also provided immediate information to the members of the public willing to obtain information in the area of entrepreneurial learning and attitude towards entrepreneurship and it provides the society in general with insight into the effects of family background and attitude towards entrepreneurship Members of the society can identify entrepreneurial activities easily and be well informed about its rudiments. This study has implications for the society considering family background. Family background of entrepreneurship might not make their wards interested in becoming entrepreneurs.

The research recommended that on the part of the government through the ministry of education to initiate a mentorship programme in the university curriculum as a backup. Under this program undergraduates would be mentored towards achieving their goals as they learn entrepreneurship in order to arouse their attitude towards entrepreneurship. Also to the policy makers, a sound policy on which entrepreneurship teaching should be well anchored. The academia should guide the policy implementations since mentorship is dependent on support and cooperation of the institutions. The faculties should introduce a strong collaborative culture of

fostering advanced educational practices of mentoring the students along with the successful entrepreneurs around the students. The society should highlight the values of having mentors to their wards and also make themselves readily available as mentors to these students around them.

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