

Gender as a Predictor of Entrepreneurial learning and Attitude

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I. Introduction

This age long formal education in the colonial era has been inherited from one generation to another in Nigeria which has turned university graduates into job seekers as against employers of labour. This aggravates graduate unemployment problem especially, with huge turnout of educated individuals into the labour force on yearly basis. The problem is further worsened with the evidence that university graduates in Nigeria are best suited for white-collar jobs because they do not possess positive attitudes towards entrepreneurship which can enable them to engage in entrepreneurial activities (Adedeji & Mohammad, 2018) and also because they count white collar job more attractive than being self-employed (Osakede, Lawanson & Sobowale, 2017). Consequently, the ministry of education in 2007 made entrepreneurship a compulsory requisite for graduation on the premise that it will provide students with a well-rounded education in terms of knowledge, skill, techniques and values needed to produce self-reliant individuals who can create employment anywhere in the world. This gives rise to the need for entrepreneurial learning to equip students with positive attitude towards entrepreneurship for value job creation.

In consistent with the foregoing, it is important that those factors which arouse positive attitude of university undergraduates towards entrepreneurship should be adequately understood and developed to implement effective strategies and to prepare the students for life after graduation. This is because despite, the fact that universities offer entrepreneurship as a compulsory general course while some universities offer major Bachelor degree in entrepreneurship (Adefokun, Edebor, & Obera, 2018) university undergraduates still lack positive attitude towards entrepreneurship which is evident in the increasing rate of graduate unemployment. This is indicated in the National Bureau of statistics time data which shows that the rate of the total unemployment in Nigeria between year 2015 and 2017 ranges from 6.4% to 18.8%. While about 61.5% of those with gainful employment have under employment. This is worrisome and alarming and detrimental to the economy of Nigeria.

Many studies have been done on entrepreneurial learning, gender and attitude towards entrepreneurship in conjunction with other variables and in different context (Laspita, Chlosta, Klandt, Scheiner, Brem, & Voigt; 2007; Mohammad, Shariq, & Samir, 2016). Hence, it is important to establish the moderating effect of gender on the relationship between entrepreneurial learning and attitude towards entrepreneurship. Gender discrimination has been on the high side in determining who is better in the field of entrepreneurship. Some are of the opinion that entrepreneurial activities are regarded as more suitable to male than female. The barriers that women-owned SMEs face is from unfavorable lending policies to lack of collateral severely restrict their access to finance (SMEDAN, 2013). Moreover, non-financial constraints exacerbate this challenge of obtaining credit, further restricting the growth and profitability of women-owned SMEs. While these constraints often affect both men and women SME owners, women tend to experience greater constraints. Study of Gure (2017) noted males have good representation in entrepreneurship than females and the study noted that there are gender-related differences in attitude towards entrepreneurship Furthermore, female entrepreneurs in emerging countries, like Nigeria usually lack the support needed unlike their male counterparts. Coupled with the fact that males are believed to have more attitude towards entrepreneurship than females. Despite the increasing number of female entrepreneurs, entrepreneurship is still associated with masculine traits and female entrepreneurship is significantly lower than male where the reason for gender gap is not clearly understood (Recher, Isiksal, & Koc, 2018).

All of these studies did not consider the moderating effect of gender on the relationship between entrepreneurial learning and attitude of students towards entrepreneurship. The review of literature indicates that further studies should focus on the role models as catalyst to determining students' preferences towards

entrepreneurships. However, the study can be investigated in Nigeria. (Gure, 2017; Laspita, Chlosta, Klandt, Scheiner, Brem, & Voigt, 2007) suggested that further studies should examine entrepreneurial learning and attitude introducing some moderating or mediating variables such as Age, gender and family background. Sequel to the foregoing this research focuses on gender as a predictor of entrepreneurial learning attitude.

II. Literature Review

Entrepreneurship

Zozimo, et.al (2017) argue that entrepreneurship is a process of identifying and investigating real world problems and opportunities; creating authentic artifacts of value to others; working in teams; and interactive experimentation over an extended period of time. This definition was looked at from an angle of an entrepreneur which is at the verge of going into the realm of practicality by experimenting among team members neglecting the individual learning aspect of entrepreneurship. Away from the team perspective of the immediate author, Ngah and Osman (2017) looked at entrepreneurship 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, entrepreneurship 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. Micheal (2017) argues that entrepreneurship 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 entrepreneurship 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 entrepreneurship posited by (Leila, Zali, & Rezvani, 2018) who identified entrepreneurship as a cognitive process. Sequel to their submissions, entrepreneurship 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 entrepreneurship from the pedagogical perspective, their submission is in line with that of Leila et.al, 2018) who had their discussion from a cognitive perspective.

Attitude Towards Entrepreneurship

The Global Entrepreneurship Monitor (GEM) global report (2010) in Muresan, Chiciudean, Atron, Harun, & Porutiu (2017) define attitude towards entrepreneurship as the extent to which people think there are at good opportunities for starting a business. The shortcoming of this definition is that attitude has nothing to do with thinking rather it has to do with action.

In congruence Researchers, (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 (Fasla, 2017) who argued that there are two important elements of attitude towards entrepreneurship, namely the ability to recognize opportunities and the ability to take calculated risk. The position of this author is that attitude towards entrepreneurship is 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.

Gender

The first usage of gender was in the 1970 when the American and English feminists used it in gender and gender relations. Recber, Isiksal and Koc (2018) referred to gender as the condition of being male, female, or neuter and it implies the psychological, behavioral, social, and cultural aspects of being male or female, that is masculinity or femininity. Gender refers to the different roles and responsibilities attributed to male and female which goes beyond the biological definition of sex as male and female to the ways in which these biological definitions are constructed in a social context and are historically and culturally contingent (Karimi, Biemans, Lans, Chizari, Mulder, & Mahdei, 2016) contributing to the concept of gender. Boison, Branchet, Delanoë, and Velo (2016) refer to gender as the attitude, feelings, and behaviours that a given culture associates with a person's biological sex. The definition takes culture so important because any role ascribed by culture to an entity is as important as that culture. In the words of Joshua and Kristin (2017) the act of being and maintaining one's gender is constant work that is not a display, but a structure, a process and the act of identifying ones nature. It is an on-going and recurring accomplishment that requires work to create and maintain (Saeid, Harm, Biemans, Thomas, Mohammad, Martin, & Karim, 2015). Researchers (Boison, Branchet, Delanoë & Velo, 2016) identified some advantages of gender as it gives one an identity, and expression which may begin with the assignment of our sex, that is the complex interrelationship between three dimensions that is our body, the experience of our own body, how society genders bodies, and how others interact with us. It also gives us an identity: which is our deeply held personality, internal sense of being a male, female, a blend of both, or neither; who we internally know ourselves to be; Expression: how we present our gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender (Salvador & Luisa, 2015). Gender is disadvantaged by many factors like when males may believe because they are males or masculine they should: Be in control and appear unemotional; be the dominant partner in a relationship; exert pressure or force on their sexual partners; become sexually active early and have many partners (Recher, Isiksal, & Koc, 2018). Males believe strongly that careers that are mechanical or analytical are for them; assume responsibility as the breadwinner (Talia, 2010) male take unnecessary risks to prove their manhood; resolve conflicts with violence; avoid traditionally female work in the arts or human services.

Theoretical Review

Theory of Entrepreneurial Event

The proponents of the theory of Entrepreneurial Event are Shapero and Sokol (1982). The model is aimed at explaining the processes that leads to entrepreneurial event as framework used specifically for determining entrepreneurial intention (EI), rather than predict any intention. The theory of the entrepreneurial event assumes that two prerequisites should be met before starting a new business. Firstly, an individual must perceive the idea of starting a business as credible, that is, he or she finds this idea as both attractive and achievable. Secondly, starting a business is initiated by some type of displacing event which can take the form of neutral, negative or positive experiences. Neutral events may take the form of graduating from university. Negative events may include losing one's job, or getting a divorce. Whereas, positive events may include receiving an inheritance or venture capital from a stakeholder (Krueger, 2007; Shapero & Sokol, 1982). The displacement experienced will bring about a change in behaviour, and if the individual views the idea of starting a business as credible, he or she will act upon this feeling. This is known as the Entrepreneurial Event, where perceived feasibility, perceived desirability and propensity to act influence the intention and in turn the behaviour of an individual to start a business (Shapero & Sokol, 1982).

Entrepreneurial event model was tested by Abubakar and Kouana (2018) through the study titled assessing the impact of entrepreneurial intention on self-employment: Evidence from Ghana. This study found the link between entrepreneurial intention and self-employment was established and validated which supports the theory of entrepreneurial event. In the same vein Najafabadi, Zamani, and Mirdamadi (2016) also tested the entrepreneurial event model by designing a model for entrepreneurial intentions of Agricultural students. The study validated the applicability of entrepreneurial event model by identifying the relationship among entrepreneurial skills, self-efficacy, attitude towards entrepreneurship, psychological traits, social norms, perceived desirability, social support, and entrepreneurial intentions. The result of the study showed that Agriculture students were more desired to perform entrepreneurial activities. Further, these respondents were more desired to receive entrepreneurship training. Valencia-Ariase, Montoya and Montoya (2018) examined the constructs and relationships in the study of entrepreneurial intentions in university students, the result show that the model of entrepreneurial event measures the entrepreneurial intention and the necessity of adequately incorporating entrepreneurial self-efficacy in the entrepreneurial intention analysis in emerging economies. Furthermore, Malecki (2018) tested entrepreneurship and entrepreneurial eco-system. The study revealed that the students in the context of the study had higher perceived

desirability and feasibility to create a new business. Further, the desirability and feasibility of the students were significantly related to the positiveness of previous experience.

Theory of entrepreneurial event model has been critiqued by the study of Favwaaz (2017) titled the theory of planned behaviour and the entrepreneurial event model as predictive models of entrepreneurial intention on the premise that the entrepreneurial event model was found to be less sufficient than the theory of planned behaviour and only explained 38% of the variance in entrepreneurial intention. It was also critiqued by Semol, Mine and Yusuf (2018) on its investigation on self-efficacy, anxiety attitude on mathematics achievement regarding gender and school type on the basis of non- applicability of the theory vis-a- vis the negativity of the result of the study.

The theory of entrepreneurial event of Shapero and Sokol (1982) is relevant to this study because it explains the relationship between the independent and the dependent variables. How entrepreneurial learning can bring about positive attitude towards entrepreneurship. An undergraduate with perceived feasibility and perceived desirability will have a higher propensity to act if a displacement event of graduating from the university takes place. Perceived feasibility and desirability have been found to play a fundamental role in determining entrepreneurial intention. Attitude and beliefs can be shaped through various factors, e.g entrepreneurial learning this is because entrepreneurial learning has been found to encourage a favourable attitude towards starting a business.

Empirical Review

Gender as a predictor of attitude towards Entrepreneurship

Demographic characteristics of gender have received some attention as a possible predictor of attitude towards entrepreneurship (Camen, Juan, & Jose, 2016). It is generally believed that males are significantly more inclined towards entrepreneurship and studies have highlighted gender differences concerning entrepreneurial and attitude towards entrepreneurship (Laspita, Chlosta, Klandt, Scheiner, Brem, & Voit, 2007; Menisha & Madeleine, 2016; Mohammed, Sariq & Samir 2016; Saeid, Harm, Biemans, Thomas, Mohammad, Martin, & Karim, 2015). Some of these studies are believed to have more engagement of males in better ways in entrepreneurship than females. Similarly, many more other studies (Gure, 2017; Recber, Isiksal & Koc, 2018; Teresa & Pedro, 2016) discovered that males have more attitudes towards entrepreneurship than females.

The studies of (Gure, 2017; Quien & Posavec, 2016) found that there exists a significant gender influence on attitude of the university students towards entrepreneurship. These are supported by Camen, Juan, and Jose (2016) who studied the relationship between gender and the attitude towards entrepreneurship in entrepreneurial learning. The study found that male students were found to have a higher attitude towards entrepreneurship than female students through entrepreneurial learning. In line with this submission, the result of the studies by Santos, Roomi, and Liñán (2016) examined gender differences and entrepreneurial ability towards the development of positive attitude towards entrepreneurship the finding of the study revealed that gender has a moderating effect on the relationship between entrepreneurial ability and attitude towards entrepreneurship. Corroborating this position, male students were found to have a higher attitude towards entrepreneurship than female students.

On the other hand, the study of Ranwala (2016) found that there is no significant difference of gender on the relationship between entrepreneurial ability and attitude towards entrepreneurship. In the same vein (Katarina, 2018; Shaik & Venkataiah, 2016; Talia, 2010) found that gender is negatively significant to attitude towards entrepreneurship and learning of university students. Furthermore, Zeffane (2015) provided statistical evidence that both males and females have same overall attitude towards entrepreneurship, there is no statistically significant difference on the overall attitude towards entrepreneurship and learning between males and females.

III. Methodology

Survey research design was adopted in the course of the studies of the following researchers (Camen, Juan, & Jose, 2016; Gure, 2017; Katarina, 2018;Laspita, Chlosta, Klandt, Scheiner, Brem, & Voit, 2007; Menisha & Madeleine, 2016; Mohammed, Sariq & Samir 2016; Quien & Posavec, 2016; Ranwala, 2016; Recber, Isiksal & Koc, 2018; Santos, Roomi, and Liñán; 2016; Saeid, Harm, Biemans, Thomas, Mohammad, Martin, & Karim, 2015; Shaik & Venkataiah, 2016; Talia, 2010; Teresa & Pedro, 2016; Zeffane, 2015) the studies adopted simple random and stratified random sampling techniques. Hierarchical regression was adopted in the analysis of the data collected for the study. The study employed table of sample size determination developed by Krejcie and Morgan in 1970 and obtained from Research Advisor (2006). At 0.05 margin error and 95% confidence level for each of the universities for the study. This table helps the researcher to determine the required sample size for this study which amounts to one thousand six hundred and seventy-three (1673) respondents as the sample size. Stratified random sampling techniques has been chosen for this study to select the respondents because it brings categorization into focus and it is more superior to other random sampling and for good

representation and yields more efficient result. Primary data will be collected through questionnaires. The justification of using questionnaire is for its high response rate and minimum intervention bias from the researcher also for an efficient and accurate accessing of information. 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.

Model specification

Following the objectives of this study the dependent and independent variables were factored into a functional equation. Attitude toward entrepreneurship is the dependent variable, Entrepreneurial learning is the independent while gender is the moderating variable and the following equation was established and tested.

$$Y = \alpha_0 + \beta_1 EA + \beta_2 GD + \beta_3 EL * GD + \mu_i \dots \dots \dots \text{Equation (1)}$$

Where:

Y= Attitude towards entrepreneurship- Dependent Variable

X = Entrepreneurial Learning- Independent Variable

Z₁= Gender (GD)- Moderating Variable

α₀= Intercept

β₁=Coefficient of the explanatory variable

μ= Error Term

Measures

Independent variable: Entrepreneurial Attitude is the independent variable of this study. Effort has been made to decrease the risk of common method bias of the empirical investigation. This study took an advantage of well-built scales of past researches. In this study entrepreneurial Ability 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; Leopold 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, Rikwentshe & Ibrahim (2015) using 6 likert scale with three constructs which are proactiveness, innovation and creativity.

Moderating variable: Gender, is a moderating variable in this study. Gender in this study will be measured using dichotomous responses of (1-male, 2= Female), based on the scale of Jagannathan *et al*, 2017; Menisha *et. al.*, 2016.

Apriori Expectation

In this study negative or positive moderating effect is expected.

4.0 Analysis and Results

Model Summary for Regression Analysis for the moderating effect of gender on the relationship between entrepreneurial learning and attitude towards entrepreneurship.

Table 4.1: Regression Analysis of Moderating effect of Gender on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students

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	.626 ^b	.391	.391	4.47819	.001	2.703	1	1668	.100
3	.630 ^c	.397	.396	4.45761	.006	16.436	1	1667	.000

a. Predictors: (Constant), entrepreneurial Ability

b. Predictors: (Constant), entrepreneurial Ability, GENDER
c. Predictors: (Constant), entrepreneurial Ability, GENDER, entrepreneurial ability*Gender
d. Dependent Variable: Attitude towards Entrepreneurship

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	21502.556	2	10751.278	536.112	.000 ^c
	Residual	33450.342	1668	20.054		
	Total	54952.899	1670			
3	Regression	21829.151	3	7276.384	366.194	.000 ^d
	Residual	33123.748	1667	19.870		
	Total	54952.899	1670			
a. Dependent Variable: Attitude towards Entrepreneurship						
b. Predictors: (Constant), entrepreneurial ability						
c. Predictors: (Constant), entrepreneurial ability, GENDER						
d. Predictors: (Constant), entrepreneurial ability, GENDER, entrepreneurial ability*Gender						

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.349	.863		17.789	.000
	entrepreneurial ability	.198	.006	.625	32.687	.000
2	(Constant)	15.943	.935		17.051	.000
	entrepreneurial ability	.198	.006	.624	32.656	.000
	GENDER	-.353	.215	-.031	-1.644	.100
3	(Constant)	27.382	2.971		9.217	.000
	entrepreneurial ability	.117	.021	.370	5.657	.000
	GENDER	-7.381	1.747	-.657	-4.226	.000
	entrepreneurial ability*Gender	.049	.012	.674	4.054	.000
a. Dependent Variable: Attitude towards Entrepreneurship						

Source: (Researcher’s Field Results)

Table 1 shows hierarchical multiple regression results for the moderating effect of gender on the relationship between entrepreneurial ability and attitudes towards entrepreneurship among students of federal universities in South West Nigeria. The results in the first model indicate that $R = 0.625$, $R^2 = 0.390$ and $(F(1, 1669) = 1068.432, p = .0001)$. This shows that 39% of variance in attitudes towards entrepreneurship among students was explained by entrepreneurial ability. 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, $R = 0.626$, $R^2 = 0.391$ and $(F(2, 1668) = 536.112, p = .0001)$. The value of R^2 indicates that 39.1% of the variance in the attitudes towards entrepreneurship among students are accounted by entrepreneurial ability and gender. Model 3 shows results of analysis after the interaction term (by entrepreneurial ability and gender) was added into the model. The results show that the inclusion of the interaction term resulted into an R^2 change of .006, ($F\text{ Change} = 16.436, p = .001$) indicating presence of significant moderating effect of gender. The results show that interaction term of gender has 0.6% variance in the attitudes towards entrepreneurship among students of federal universities above the variance by entrepreneurial ability and gender. This implies that gender has moderating effect on the relationship between entrepreneurial ability 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 .000 and was below .05. The established regression model that shows the moderating effect of gender on the

relationship between entrepreneurial ability and attitudes towards entrepreneurship among students of federal universities in South West Nigeria is stated as follows:

$$\text{ATTENT} = 27.382 + 0.370\text{EL} - 0.657\text{GND} + 0.674\text{ENTL}*\text{GND} \dots\dots\dots \text{Eq. (1)}$$

Where:

- ATTENT = Attitude Towards Entrepreneurship
- EL = Entrepreneurial Ability
- GND= Gender
- EL*GND = Interaction of Entrepreneurial Ability and Gender

Based on the equation above and results, null hypothesis (H_0) which states that Gender has no significant effect on the relationship between entrepreneurial ability and attitudes towards entrepreneurship among students of federal universities in South West Nigeria is hereby rejected.

Discussion

The study found that gender has positive significant effect on the relationship between entrepreneurial ability and attitudes towards entrepreneurship among students of federal universities in South West Nigeria. Several studies supported our empirical finding that gender has significant influence on entrepreneurial ability and attitudes towards entrepreneurship (Camen, Juan, & Jose, (2016); Menisha & Madeleine, (2016); Saeid, Harm, Biemans, Thomas, Mohammad, Martin, & Karim, (2015); Gure, (2017); Recker, Isiksal & Koc, (2018); Teresa & Pedro (2016). In the same vein Quien and Posavec (2016) carried out a study where the abilities of male and female regarding entrepreneurship was investigated and the study found that females can be better entrepreneurs because of their more managerial competencies than males. These are supported by Camen, Juan, and Jose (2016) who studied the relationship between gender and the entrepreneurial attitude in entrepreneurial ability. The study found that male students were found to have a higher entrepreneurial attitude than female students through entrepreneurial ability. In line with this submission, the result of the studies by Santos, Roomi, and Linan (2016) examined gender differences and entrepreneurial ability towards the development of positive attitude towards entrepreneurship. The finding of the study revealed that gender has a moderating effect on the relationship between entrepreneurial ability and attitude towards entrepreneurship. Corroborating this position, male students were found to have a higher entrepreneurial attitude than female students.

Majority of empirical findings supported our study finding that gender has significant influence on entrepreneurial ability and attitudes towards entrepreneurship among students. This infers that our study rejected the null hypothesis seven (H_0) that gender has no significant influence on entrepreneurial ability and attitudes towards entrepreneurship among students of federal universities in South West Nigeria. Consistently, Social learning theory also supported our finding as it explains the relationship between gender and entrepreneurial ability and attitudes towards entrepreneurship because observation in the environment where individuals are and interact will affect individual learning. Based on these empirical and theoretical support of this study finding that gender has significant influence on entrepreneurial ability and attitudes towards entrepreneurship among students, this study rejected the null hypothesis (H_0) that gender has no significant influence on entrepreneurial ability and attitudes towards entrepreneurship among students of federal universities in South West Nigeria.

IV. Conclusion and Recommendations

This study examined the moderating effect of gender on the relationship between entrepreneurial ability and attitude towards entrepreneurship among undergraduates of federal universities in South-West, Nigeria. The study provides both theoretical and statistical evidences that gender has a moderating effect on the relationship between entrepreneurial ability and attitude towards entrepreneurship among undergraduates of federal universities in South-West, Nigeria. this is evident in the results which show that the inclusion of the interaction term (entrepreneurial ability *gender resulted into an R^2 change of .006, (F Change = 16.436, $p = .001$) indicating the presence of significant moderating effect of gender. As practical contributions, the results help entrepreneurship education units to understand gender-specific particularities and attitudes. Entrepreneurial training courses by gender, allows a potential optimization of results. From the theoretical point of view, the incipient character of the literature regarding the association between gender and the way of undertaking a business venture is highlighted, which imposed considerable barriers in the identification of the causes associated with the findings. In addition, the objective of the study contemplated the identification of the relationship between such variables, only initiating the debate on the substantive elements present in this relation. This study therefore recommends that both males and females should be encouraged, motivated and supported towards entrepreneurship start-up. Government and policy makers should further promote policies on gender equality to reduce imbalance and perception of people regarding the role of women in economic activities in the societies. Future studies should conduct comparative studies with

samples amplified in other regions of the country, considering socio-cultural and economic characteristics as control variables. This study also suggests that future studies should consider the other perspectives of gender, expanding the scope of discussion not only to the perspective of gender binary at birth of individuals but it is suggested that carrying out a qualitative study that seek to deepen the association of gender with the way of undertaking an entrepreneurial learning and attitude, thus strengthening the theoretical corpus of the thematic.

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