

**THE ROLE OF ENTREPRENEURSHIP EDUCATION ON WOMEN'S
PARTICIPATION IN ENTREPRENEURSHIP**

BY

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DEPARTMENT OF ENTREPRENEURSHIP

FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN

BENIN CITY

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**BEING A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF
ENTREPRENEURSHIP, FACULTY OF MANAGEMENT SCIENCES, UNIVERSITY
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FOR THE AWARD OF DEGREE OF BACHELOR OF SCIENCE (B.SC) DEGREE
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APRIL 2025.

DECLARATION

I, AIMIENMWONA VICTORIA OMOYEME, hereby declare that this project work is based on a study undertaken by me in the Department of Entrepreneurship, University of Benin under the supervision of MR. AARON A. ANAMA. This research work has not been previously submitted for the award of degree elsewhere. All ideas and views are products of my personal research and where the views of others have been used and expressed they were duly acknowledged.

AIMIENMWONA VICTORIA OMOYEME

DATE

CERTIFICATION

We, the undersigned, certify that this project was carried by AIMIENMWONA VICTORIA OMOYEME with the matriculation number MGS2007723 and submitted to the Department of Entrepreneurship, Faculty of Management Sciences, University of Berun, Benin City, Nigeria,

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DEDICATION

This research project is dedicated to God Almighty. The most sovereign king, my Stone of help my motivator, my strength and my number one inspiration throughout my study period. Also to my ever loving parents Mr and Mrs BELIEVE AIMIENMWONA. May God bless you both.

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ABSTRACT

This study investigates the role of entrepreneurship education on women's participation in entrepreneurial activities in Edo State, Nigeria. Amid rising unemployment and economic challenges, entrepreneurship has emerged as a viable path to economic empowerment, particularly for women. Despite the integration of entrepreneurship education into Nigeria's educational system, women's participation in business remains limited due to socio-cultural, financial, and structural barriers. This research examines how different forms of entrepreneurship education—formal education, vocational training, business workshops, and mentorship programs—affect women's entrepreneurial engagement.

The study employed a descriptive survey design; with a sample of 400 women entrepreneurs selected using stratified random sampling. Data were collected through structured questionnaires and analyzed using descriptive statistics and multiple regression analysis. Findings reveal that entrepreneurship education significantly influences women's participation in entrepreneurship, accounting for 53.9% of the variation in their engagement. Formal education and mentorship programs were found to be the most impactful, followed by vocational training and business workshops.

However, challenges such as limited access to capital, cultural and gender norms, lack of mentorship, and high market competition continue to hinder women's full entrepreneurial participation. The study recommends the expansion of gender-sensitive entrepreneurship education, improved access to funding, stronger mentorship networks, and policy reforms to foster a more inclusive entrepreneurial environment for women.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Entrepreneurship has gained recognition as a critical driver of economic development and social progress worldwide, especially in developing nations. It is commonly viewed as a pathway toward self-reliance and empowerment, offering solutions to poverty, unemployment, and economic stagnation (Adewumi, Abiodun, and Ajayi, 2020). In Nigeria, the growth of entrepreneurial activities has become increasingly essential due to the fluctuating economic conditions and high unemployment rates, particularly among youth and women. Entrepreneurship education plays a key role in equipping individuals with the necessary skills, knowledge, and competencies to identify, evaluate, and pursue entrepreneurial opportunities, making it crucial in the nation's pursuit of economic resilience and sustainable development (Akpan and Ekpenyong, 2018).

The importance of entrepreneurship education has been particularly notable in relation to women's participation in entrepreneurial ventures. In many societies, women have been marginalized in economic activities due to social, cultural, and structural barriers that restrict their access to resources, skills, and opportunities (Olawale, Abiola, and Fadeke, 2019). In Nigeria, where traditional gender roles often limit women's professional engagement, entrepreneurship education is a potential vehicle for enhancing women's socioeconomic

status by increasing their participation in entrepreneurship (Ibrahim and Olorunfemi, 2021). Studies have shown that educating women on entrepreneurship not only equips them with essential business management skills but also boosts their confidence, enabling them to make informed business decisions and compete in the economic sphere (Emmanuel, Ifeanyi, and Onyeka, 2020).

Globally, governments and educational institutions have increasingly recognized the role of entrepreneurship education in fostering an entrepreneurial mindset among women. For instance, the United Nations has emphasized the importance of gender equality and empowerment in its Sustainable Development Goals, specifically Goal 5, which focuses on achieving gender equality and empowering all women and girls (United Nations, 2015). Recognizing this global agenda, Nigeria has implemented various initiatives to support women's entrepreneurship. However, the practical impact of these initiatives has often been limited by regional disparities, cultural resistance, and an education system that sometimes lacks adequate focus on entrepreneurial skills (Nwafor, Emeka, and Bello, 2020). This context underlines the need for entrepreneurship education tailored specifically to overcome the obstacles faced by Nigerian women, particularly in regions like Edo State, where socio-cultural norms and limited educational resources can hinder women's entrepreneurial ambitions (Ogundele, Hassan, and Ahmed, 2022).

Edo State, located in Nigeria's South-South region, is known for its diverse and vibrant culture. However, despite the state's potential for economic growth and innovation, women's participation in entrepreneurship remains relatively low. Many women in Edo State, especially in rural areas, still face significant challenges in accessing formal education, financial capital, and market opportunities, which are necessary for successful entrepreneurship (Eke, Amina, and Ogbo, 2021). Entrepreneurship education in this context could play a transformative role by providing women with skills that can lead to financial independence and community development. It not only equips them with technical knowledge but also fosters resilience, critical thinking, and networking abilities, all of which are crucial for navigating the entrepreneurial landscape (Akinola, Esther, and Okafor, 2019).

The concept of entrepreneurship education encompasses a variety of approaches, including formal academic programs, vocational training, and informal mentoring. These approaches seek to instill in individuals the capacity to recognize and pursue business opportunities effectively. In Nigeria, entrepreneurship education has been integrated into the tertiary education curriculum to address the nation's unemployment crisis, especially among graduates (Abubakar, Tunde, and Oladipo, 2020). However, the impact of these programs on women's entrepreneurship remains underexplored, as most entrepreneurship curricula do not sufficiently account for the unique challenges women face, such as limited family support, cultural expectations, and financial restrictions (Onyeka and Olayinka, 2022). By understanding the role of entrepreneurship education in enhancing women's participation in

entrepreneurship, stakeholders can develop more inclusive and impactful educational programs that address these gender-specific challenges.

Recent studies have demonstrated that entrepreneurship education has a positive impact on women's entrepreneurial intentions and actual business establishment. For instance, Amadi, Adeola, and Bamidele (2022) found that female graduates who underwent entrepreneurship training were significantly more likely to establish and manage their own businesses than those who did not receive such training. Furthermore, another study by Dada, Joy, and Funmilayo (2021) indicated that women who have access to entrepreneurship education are not only more likely to start their own businesses but also to sustain these ventures in the long term. These findings suggest that a well-structured entrepreneurship education program tailored to the needs and realities of women in Edo State could substantially enhance their participation in entrepreneurship, thereby contributing to economic development within the region.

Despite these positive outcomes, the effectiveness of entrepreneurship education in Nigeria is often hampered by factors such as inadequate funding, outdated curricula, and a lack of qualified instructors (Obiora, Chinyere, and Olufemi, 2021). Many entrepreneurship programs focus primarily on theory rather than practical skills, leaving graduates ill-equipped to deal with the challenges of starting and sustaining a business. Additionally, the absence of mentorship programs and networking opportunities in many educational institutions further

limits the practical applicability of entrepreneurship education for women. In Nigeria, where access to quality education is already constrained, these limitations are even more pronounced, suggesting a critical need for reforms that emphasize practical skill acquisition, mentorship, and support systems that are accessible to women (Igbinovia, Iruoma, and Ikemefuna, 2023).

This study aims to explore the impact of entrepreneurship education on women's entrepreneurial activities within Edo State and surrounding areas, identifying the factors that promote or hinder their engagement in entrepreneurship. By focusing on this regional context, the study hopes to provide targeted recommendations that can strengthen women's contributions to the local economy and promote gender equality in entrepreneurship.

1.2 Statement of the Problem

Despite the increasing emphasis on entrepreneurship as a solution to unemployment and a means for economic growth, women's participation in entrepreneurship remains disproportionately low in many regions of Nigeria, including Edo State. Although entrepreneurship education has been introduced within Nigeria's tertiary education curriculum to provide individuals with the skills needed to identify, evaluate, and pursue business opportunities, significant barriers still hinder many women from venturing into entrepreneurship. This discrepancy between the potential benefits of entrepreneurship

education and the limited entrepreneurial participation among women suggests that there are unresolved underlying issues (Olawale, Abiola, and Fadeke, 2019).

Women in Edo State face a multitude of social, economic, and educational challenges that restrict their entrepreneurial engagement. Gender-based societal norms and expectations often confine women to specific roles, creating an environment where women's entrepreneurial ambitions are either minimized or outright discouraged. Many women in the state lack access to financial resources, support networks, and mentorship opportunities, all of which are crucial for establishing and sustaining a business (Ibrahim and Olorunfemi, 2021). Furthermore, entrepreneurship education programs are generally structured in ways that overlook the unique challenges women face in the business world, which limits the effectiveness of these programs in fostering women's entrepreneurial development (Dada, Joy, and Funmilayo, 2021).

A further challenge lies in the traditional focus of Nigerian entrepreneurship programs on theoretical knowledge rather than practical application. Many educational institutions, including those in Edo State, emphasize the conceptual aspects of entrepreneurship while failing to equip students, particularly women, with the real-world skills needed to start and sustain businesses (Ogundele, Hassan, and Ahmed, 2022). This lack of practical exposure is especially detrimental for women, who often have limited external support due to societal and familial pressures. Without practical training, networking opportunities, and access to

mentorship, women struggle to navigate the complex entrepreneurial landscape (Igbinovia, Iruoma, and Ikemefuna, 2023).

This persistent gap between the intended outcomes of entrepreneurship education and the realities faced by women aspiring to entrepreneurship raises questions about the efficacy of these programs. If entrepreneurship education is to genuinely serve as a transformative tool for economic empowerment, especially for women, then it is critical to examine and address the specific ways in which these programs may be falling short. This study therefore aims to explore the role of entrepreneurship education in supporting women's participation in entrepreneurship within Edo State, identifying specific program gaps and offering targeted recommendations for making entrepreneurship education more inclusive and impactful for women (Akinola, Esther, and Okafor, 2019).

1.3 Research Questions

This study seeks to address the following research questions:

- i. How does entrepreneurship education influence women's participation in entrepreneurship in Edo State and its environs?
- ii. What challenges do women face in participating in entrepreneurship despite access to entrepreneurship education?

- iii. What specific aspects of entrepreneurship education contribute the most to women's entrepreneurial success in Edo State?
- iv. How do government policies and support programs impact the effectiveness of entrepreneurship education for women in Edo State?

1.4 Objectives of the Study

The objectives of this study are to:

- i. Examine the influence of entrepreneurship education on women's participation in entrepreneurship within Edo State and its environs.
- ii. Identify the challenges hindering women's active participation in entrepreneurship, even with access to entrepreneurship education.
- iii. Assess the specific components of entrepreneurship education that contribute the most to women's success in entrepreneurship.
- iv. Analyze the impact of government policies and support programs on the effectiveness of entrepreneurship education for women in Edo State.

1.5 Research Hypotheses

To provide a structured analysis, the following hypotheses will guide this research:

Hypothesis 1 (H₀₁): Entrepreneurship education has no significant influence on women's participation in entrepreneurship in Edo State and its environs.

Hypothesis 2 (H₀₂): There are no significant challenges that prevent women from participating in entrepreneurship, despite having access to entrepreneurship education.

Hypothesis 3 (H₀₃): The specific aspects of entrepreneurship education do not significantly contribute to women's entrepreneurial success in Edo State.

Hypothesis 4 (H₀₄): Government policies and support programs have no significant impact on the effectiveness of entrepreneurship education for women in Edo State.

1.6 The Significance of the Study

This study holds significance for various stakeholders involved in education, policy, and women's empowerment. By examining the role of entrepreneurship education in enhancing women's participation in entrepreneurial activities, this research provides valuable insights for educational institutions and policymakers aiming to support economic growth and empowerment initiatives. The study sheds light on the unique challenges women face in utilizing entrepreneurship education effectively, enabling institutions to design curricula and interventions that address these specific needs. For women in Edo State and similar regions, this research identifies the skills and knowledge gaps that, if addressed, could foster greater economic independence and participation in the business sector.

Additionally, the study benefits future entrepreneurs by highlighting best practices within entrepreneurship education, thereby setting a foundation for improvement in educational programs. By addressing the barriers faced by women entrepreneurs, this research may also contribute to policies that enhance gender equality in economic participation, supporting broader efforts to achieve balanced development. Ultimately, the findings will add to the growing body of research on the intersection of education, gender, and economic engagement, providing a local perspective on how educational initiatives can be tailored to support women's entrepreneurial ambitions.

1.7 The Scope of the Study

This study is geographically focused on Edo State, Nigeria, and its neighboring regions, providing a localized examination of how entrepreneurship education influences women's participation in entrepreneurial activities. The research will analyze the accessibility, effectiveness, and impact of entrepreneurship education programs specifically tailored for women in urban and rural areas of Edo State. By doing so, the study aims to capture the diverse experiences of women entrepreneurs across different socio-economic and cultural backgrounds within the state.

Time-wise, the study covers entrepreneurship education initiatives, policies, and programs implemented between 2015 and 2024. This period was selected to ensure an assessment of recent developments, trends, and emerging challenges in women's entrepreneurship. The

study will also review historical data where necessary to provide context but will primarily focus on contemporary entrepreneurship education efforts.

In terms of subject scope, the study will focus on the content, delivery methods, and accessibility of entrepreneurship education programs available to women in Edo State. This includes formal education programs offered by universities and polytechnics, vocational training, business incubation programs, and government-backed initiatives. Additionally, the study will assess non-formal education avenues, such as community-based entrepreneurship training, mentorship programs, and online learning platforms, to determine their role in equipping women with entrepreneurial skills.

The study will also explore the socio-economic and cultural dimensions that influence women's participation in entrepreneurship. This includes traditional gender roles, societal perceptions of female entrepreneurs, financial access barriers, family and community support, and the regulatory environment. By addressing these contextual factors, the research aims to provide a comprehensive understanding of the challenges and opportunities that affect women's ability to engage in and sustain entrepreneurship.

Furthermore, this study will examine the impact of government policies, support systems, and institutional interventions on women's entrepreneurial participation. This includes an analysis of microfinance programs, tax incentives, business development grants, and training workshops designed to support female entrepreneurs in Edo State. The study will investigate

whether these interventions have effectively enabled women to transition from entrepreneurship education to successful business ownership.

While the study is regionally specific to Edo State, its findings may be applicable to other parts of Nigeria and countries with similar economic and social structures. By analyzing the localized factors influencing women's entrepreneurship, the study seeks to contribute to broader discussions on how entrepreneurship education can be optimized to empower women in different cultural and economic contexts.

1.8 The Limitations of the Study

This study is subject to certain limitations that may impact the generalizability and comprehensiveness of its findings. One major limitation is the geographic focus on Edo State and its environs, which may restrict the applicability of the results to other regions with differing cultural or economic environments. While the findings may provide insights relevant to similar socio-economic contexts, they may not fully capture the dynamics of women's entrepreneurship education in other parts of Nigeria or beyond.

Another limitation is the reliance on self-reported data collected through surveys and interviews. Participants may exaggerate or underreport their experiences and challenges, leading to potential response bias. To mitigate this, the study will employ multiple approaches, including triangulation, where responses from surveys will be compared with

interview data and secondary sources. Additionally, ensuring anonymity and confidentiality in responses may encourage participants to provide more honest and accurate information.

The availability and willingness of participants to provide accurate information also pose a challenge. Some women entrepreneurs may be hesitant to disclose personal or business-related information due to privacy concerns, distrust in research processes, or time constraints. To address this, the study will use clear informed consent procedures, flexible data collection methods (e.g., online surveys for those unable to meet in person), and assurances of anonymity to increase participation.

Furthermore, while the study aims to address a wide range of challenges faced by women in entrepreneurship, it may not capture all potential barriers outside the scope of education, such as financial constraints, market accessibility, and policy limitations. However, by focusing on entrepreneurship education as a key enabler of women's participation in business, the study will provide valuable insights into an important aspect of female entrepreneurship.

Despite these limitations, the study seeks to offer meaningful contributions to the understanding of how entrepreneurship education can influence women's entrepreneurial engagement. The findings will help shape future research, policy recommendations, and program development to enhance women's participation in entrepreneurship in Edo State and similar environments.

CHAPTER TWO

LITERATURE REVIEWS

2.1 Conceptual Framework

The conceptual framework for this study is grounded in the relationship between entrepreneurship education and women's participation in entrepreneurial activities. It provides a lens through which to understand the various elements that influence how entrepreneurial knowledge, skills, and attitudes can empower women to engage in business ventures. The framework is structured around three key components: the concept of entrepreneurship education, women's participation in entrepreneurship, and the relationship between these two concepts. By delving into each of these components, the study highlights the critical factors that facilitate or hinder women's entrepreneurial engagement in Edo State, Nigeria.

2.1.1 Concept of Entrepreneurship Education

Entrepreneurship education refers to the process of equipping individuals with the knowledge, skills, and mindset necessary to identify, evaluate, and exploit opportunities to create and manage businesses. It encompasses both formal and informal learning programs that focus on fostering entrepreneurial thinking and behaviors, including the development of specific skills such as creativity, risk-taking, financial management, and leadership. Entrepreneurship

education is recognized globally as a vital mechanism for stimulating innovation, economic development, and job creation, particularly in emerging economies (Adewumi, Abiodun, and Ajayi, 2020; Ogundele, Hassan, and Ahmed, 2022).

In the context of women, entrepreneurship education plays a significant role in addressing gender disparities by providing women with the tools and resources needed to participate more fully in the economic activities of their communities. Women often face multiple barriers to entrepreneurship, including limited access to education, lack of networks, gender biases, and financial constraints. Entrepreneurship education helps mitigate some of these barriers by enhancing women's confidence, improving their business acumen, and fostering a sense of independence and self-efficacy (Igbinovia, Iruoma, and Ikemefuna, 2023). However, the effectiveness of these educational programs often depends on various factors, including curriculum content, delivery methods, and the availability of support services such as mentorship and access to finance.

Entrepreneurship education can take many forms, including classroom-based learning, online courses, community training programs, and workshops. Each of these formats provides different levels of interaction, engagement, and practical experience. For instance, classroom-based education may offer theoretical knowledge, while experiential learning opportunities, such as internships, business incubation programs, and field projects, provide hands-on experience (Man, Lau and Chan, 2002). In recent years, there has been a growing emphasis

on integrating entrepreneurial education into mainstream curricula across schools, universities, and vocational institutions. These initiatives aim to make entrepreneurship more accessible and appealing, especially for marginalized groups such as women (Nwafor, Emeka, and Bello, 2020).

2.1.2 Women's Participation in Entrepreneurship

Women's participation in entrepreneurship refers to the extent to which women engage in entrepreneurial activities, including the establishment and management of businesses. Despite the significant progress made in recent decades, women remain underrepresented in entrepreneurship globally. Women's participation is shaped by a variety of factors, including cultural norms, societal expectations, access to resources, and legal and institutional frameworks. In many regions, including Nigeria, women face systemic barriers such as limited access to capital, unequal treatment in the workplace, and the responsibility of household duties, which can restrict their ability to engage fully in business ventures (Amadi, Adeola, and Bamidele, 2022).

In Edo State and similar regions, women's participation in entrepreneurship is influenced by several factors, including educational attainment, socio-economic status, and the presence of entrepreneurial role models. Women who have access to entrepreneurship education are more likely to start and sustain their own businesses, as they acquire not only technical skills but also the confidence to navigate challenges (Emmanuel, Ifeanyi, and Onyeka, 2020).

Nevertheless, several obstacles still hinder women's full participation in entrepreneurship, such as gender biases, social norms, and limited access to financial resources (Akpan and Ekpenyong, 2018). In particular, cultural beliefs often shape the types of businesses that women are encouraged to pursue, with women in many societies being steered toward sectors such as retail, food production, and services rather than high-growth industries like technology and manufacturing (Igbinovia, Iruoma, and Ikemefuna, 2023).

The role of women in entrepreneurship is not only critical for individual economic empowerment but also for community and national development. Women entrepreneurs contribute to job creation, poverty alleviation, and economic diversification. However, their potential is often untapped due to the aforementioned barriers. By improving women's access to education, networks, and resources, societies can unlock the full economic potential of women's entrepreneurship (Dada, Joy, and Funmilayo, 2021).

2.1.3 Relationship between Entrepreneurship Education and Women's Participation

The relationship between entrepreneurship education and women's participation in entrepreneurship is a crucial area of focus for this study. Research suggests that entrepreneurship education plays a transformative role in empowering women to participate in entrepreneurial activities by addressing some of the systemic barriers they face. Women who undergo entrepreneurship education programs are often better equipped with the

knowledge and skills necessary to start and manage businesses, leading to increased participation in the entrepreneurial ecosystem (Olawale, Abiola, and Fadeke, 2019).

Entrepreneurship education fosters skills that women need to navigate the challenges of entrepreneurship, such as financial literacy, strategic planning, marketing, and risk management. Furthermore, these programs often encourage critical thinking, creativity, and innovation—qualities essential for entrepreneurship success (Ogundele, Hassan, and Ahmed, 2022). In addition to practical skills, entrepreneurship education helps women build networks, gain access to financial resources, and develop a stronger sense of confidence and independence. These factors contribute to the increased participation of women in entrepreneurial activities, particularly in sectors that were previously male-dominated (Dada, Joy, and Funmilayo, 2021).

Moreover, entrepreneurship education programs that are specifically designed to cater to women's unique needs, such as mentorship opportunities, tailored curricula, and flexible learning models, have been found to be more effective in encouraging women to pursue entrepreneurship. These programs can provide not only technical knowledge but also emotional and psychological support, helping women overcome the challenges posed by societal norms and expectations (Olawale, Abiola, and Fadeke, 2019). For example, programs that involve female entrepreneurs as role models or mentors can help demystify

entrepreneurship for aspiring women, providing inspiration and practical guidance for navigating the challenges of starting a business.

The relationship between entrepreneurship education and women's participation in entrepreneurship is reciprocal and mutually reinforcing. On the one hand, entrepreneurship education provides women with the necessary tools to participate in business activities. On the other hand, increased women's participation in entrepreneurship creates a demand for more targeted and inclusive educational programs. As such, strengthening the link between education and entrepreneurship is essential for fostering gender equality and economic development (Igbinovia, Iruoma, and Ikemefuna, 2023).

2.1.4 Entrepreneurship Education in Nigeria

Entrepreneurship education in Nigeria has become a vital tool for addressing unemployment, economic instability, and poverty. The Nigerian government and private institutions have made efforts to incorporate entrepreneurship education into different learning platforms to equip individuals with the necessary knowledge and skills to establish and sustain businesses. Entrepreneurship education is essential in fostering an entrepreneurial mindset, innovation, and self-reliance, which contribute to national economic development (Adebisi and Oni 2021).

2.1.4.1 Forms of Entrepreneurship Education in Nigeria

Entrepreneurship education in Nigeria exists in various forms, including formal, vocational, informal, and digital training. These forms aim to cater to diverse groups, including students, unemployed graduates, and artisans.

- i. **Formal Entrepreneurship Education:** Formal entrepreneurship education is embedded in Nigeria's primary, secondary, and tertiary education curricula. The Nigerian government introduced this initiative as a response to the growing rate of unemployment. In 2006, the National Universities Commission mandated all universities to incorporate entrepreneurship courses into their curricula to promote self-employment among graduates (Olokundun and Akhidime 2018). Institutions such as the University of Lagos and Covenant University have established entrepreneurship development centers that offer structured programs in business creation and management (Igbokwe-Ibeto and Akhakpe 2022).
- ii. **Vocational and Technical Entrepreneurship Training:** Vocational and technical training serves as a crucial aspect of entrepreneurship education in Nigeria, targeting individuals who seek to acquire practical business skills. Organizations such as the National Directorate of Employment and the Industrial Training Fund provide training in carpentry, tailoring, hairdressing, agriculture, and catering to equip individuals with skills that enable them to establish small-scale enterprises (Olawale and Oyewole 2022).

- iii. **Informal Entrepreneurship Education:** Informal entrepreneurship education takes place through apprenticeship, peer learning, and mentorship programs. A significant percentage of Nigerian entrepreneurs, especially in the informal sector, acquire their skills through traditional apprenticeships. This method of learning is prevalent in artisanal businesses, trade associations, and local markets, where knowledge is transferred from experienced business owners to apprentices (Edewor and Akpan 2021).
- iv. **Online and Digital Entrepreneurship Education:** The increasing accessibility of the internet has led to a surge in online entrepreneurship education in Nigeria. Platforms such as Udemy, Coursera, and YouTube provide business training, enabling entrepreneurs to learn at their own pace. Organizations like the Tony Elumelu Foundation and the African Development Bank have introduced digital training programs focused on entrepreneurship development for young business owners (Nwosu and Chima 2022).

2.1.5 Entrepreneurship Programs Targeted at Women

Women entrepreneurs in Nigeria contribute significantly to economic development, yet they face challenges such as limited access to finance, cultural restrictions, and lack of business training. Several initiatives, both governmental and private, aim to support women in business by providing financial assistance, mentorship, and entrepreneurial training (Adebayo and Olayemi 2021).

2.1.5.1 Government-Sponsored Entrepreneurship Programs for Women

- i. National Women Empowerment Fund (NAWEF): The Nigerian government introduced this program under the Government Enterprise and Empowerment Programme (GEEP) to provide microloans to women entrepreneurs. The program enables women to access funds that help them sustain and expand their businesses (Federal Ministry of Women Affairs 2020).
- ii. YouWiN! Women (Youth Enterprise with Innovation in Nigeria): This initiative provides grants and training to young female entrepreneurs. The program helps women establish and expand their businesses while also fostering job creation (Adeyemo 2021).
- iii. Women Fund for Economic Empowerment (WOFEE): The Bank of Industry launched WOFEE to provide low-interest loans and business management training to female entrepreneurs, particularly those in rural areas (Afolabi and Egbetokun 2020).
- iv. N-Power Women in Business: This program, under the broader N-Power scheme, focuses on equipping female entrepreneurs with business management skills and financial support (Nduka and Chibuzo 2023).

2.1.5.2 Private and NGO-Sponsored Entrepreneurship Programs for Women

- i. Tony Elumelu Foundation Women Entrepreneurship Programme: This program offers seed funding, mentorship, and training to women entrepreneurs across Africa. The initiative

aims to empower women by providing them with access to finance and business networks (Tony Elumelu Foundation 2023).

- ii. Cherie Blair Foundation for Women: This foundation provides mentorship and digital business training to female entrepreneurs, helping them scale their businesses and compete in the global market (Blair 2022).
- iii. She Leads Africa Accelerator Program: She Leads Africa offers business development, digital marketing training, and funding opportunities for women entrepreneurs to enhance their business strategies and market reach (Edewor and Akpan 2021).
- iv. Women in Business (WIMBIZ) Mentorship Program: WIMBIZ provides mentorship programs, networking opportunities, and leadership training to support female entrepreneurs in achieving business growth (Ogunbowale 2022).
- v. African Women Entrepreneurship Program (AWEP-Nigeria): AWEP offers business education, access to finance, and global networking opportunities for women entrepreneurs to help them become competitive in local and international markets (Ezeani and Nwankwo 2020).

Entrepreneurship education in Nigeria is essential for fostering innovation, self-reliance, and economic growth. Women-focused entrepreneurship programs provide financial assistance, mentorship, and business training to female entrepreneurs, addressing barriers such as lack of

access to credit, cultural biases, and inadequate mentorship. However, more inclusive policies and support structures are needed to ensure women's full participation in entrepreneurship.

2.2 Theoretical Framework

This section outlines the theoretical framework for this study, focusing on two well-established theories that provide valuable insights into how entrepreneurship education can influence women's participation in entrepreneurial activities. These theories are Social Learning Theory and the Theory of Planned Behavior. Both theories are instrumental in explaining how entrepreneurship education can shape women's attitudes, behaviors, and intentions toward entrepreneurship.

2.2.1 Social Learning Theory

Social Learning Theory, first introduced by Albert Bandura in 1977, emphasizes the role of observation and imitation in learning behaviors. Bandura argued that individuals acquire new behaviors by observing others, particularly role models, and imitating their actions. This process is reinforced by rewards or the perceived benefits of engaging in certain behaviors.

In the context of entrepreneurship, women can learn entrepreneurial behaviors, such as risk-taking, business management, and problem-solving, by observing others, particularly female entrepreneurs. According to Bandura, self-efficacy, or the belief in one's ability to perform a specific task, plays a crucial role in this process (Bandura, 2001). Women exposed to

successful female entrepreneurs are more likely to believe in their ability to engage in entrepreneurship themselves.

The importance of role models in shaping entrepreneurial intentions and behaviors is supported by recent research. For example, Gemmell, Smith, and Matlay (2020) found that female role models positively influence women's entrepreneurial intentions. By observing women who have succeeded in business, aspiring female entrepreneurs gain confidence in their ability to overcome challenges and succeed in their ventures. These role models serve as sources of inspiration, demonstrating that entrepreneurship is not only achievable but also rewarding for women.

Additionally, Bandura's Social Learning Theory is relevant in the context of entrepreneurship education because such programs often involve mentorship and learning through social networks. Research by Kuckertz, Cohen, and Perren (2021) demonstrates that educational programs with a focus on peer learning, mentorship, and networking provide women with opportunities to observe and interact with experienced entrepreneurs. Through these interactions, women acquire the necessary skills, behaviors, and attitudes to start and manage businesses.

Furthermore, social environments created in educational settings contribute to the formation of entrepreneurial self-efficacy, as evidenced by Bergmann, Grillitsch, and Dreiling (2020). When women participate in entrepreneurship education programs, they are not only exposed

to the theoretical aspects of entrepreneurship but also to the practical skills and experiences of others. These interactions help enhance women's belief in their ability to start their own businesses, increasing their entrepreneurial intentions.

2.2.2 Theory of Planned Behavior

The Theory of Planned Behavior (TPB), developed by Icek Ajzen in 1991, provides a framework for understanding how individual behavior is influenced by attitudes, subjective norms, and perceived behavioral control. The TPB has been widely used to explain entrepreneurial intentions and behaviors, particularly among women. According to Ajzen, three key factors influence an individual's intention to perform a behavior: attitudes toward the behavior, subjective norms, and perceived behavioral control.

Attitudes Toward Entrepreneurship: One of the core components of TPB is attitudes, which refer to the individual's positive or negative evaluation of entrepreneurship. Women's perceptions of entrepreneurship, shaped through entrepreneurship education, play a critical role in determining their entrepreneurial intentions. If women view entrepreneurship as a rewarding career choice that aligns with their personal values and goals, they are more likely to pursue entrepreneurial ventures (Sullivan and Meek, 2020). By providing women with the necessary knowledge and skills, entrepreneurship education can shift women's attitudes, making them more inclined to consider entrepreneurship as a viable option.

Subjective Norms: Subjective norms refer to the perceived social pressure to engage or not engage in a particular behavior. For women in many societies, social expectations often discourage entrepreneurial pursuits, as entrepreneurship is typically associated with male-dominated industries (Löfström, Varamäki, and Salmi, 2020). In Nigeria, traditional gender roles place emphasis on women's domestic duties, creating a barrier to their participation in the workforce and entrepreneurial activities. However, as more women engage in successful entrepreneurship, these norms begin to shift. Entrepreneurship education programs that feature female entrepreneurs as role models can help normalize women's involvement in entrepreneurship and create positive social norms. Pellegrino, DeSantis, and Mancino (2022) suggest that when women observe the success of their peers, it reduces the perceived social stigma attached to female entrepreneurship, encouraging other women to follow suit.

Perceived Behavioral Control: The third element of TPB is perceived behavioral control, which refers to an individual's belief in their ability to perform the behavior in question, considering the resources and opportunities available. For women, perceived control over starting a business may be influenced by various factors such as access to capital, social support, and the availability of relevant skills and education. Women in many developing countries, including Nigeria, face significant barriers in these areas, which can limit their perceived control over their entrepreneurial aspirations. However, entrepreneurship education can empower women by providing them with the knowledge and skills necessary to overcome these obstacles. According to Martínez-Pérez, Santos-Vijande, and Rodríguez

(2021), entrepreneurship education programs that address challenges such as financial literacy, business planning, and networking significantly enhance women's perceived control over entrepreneurship. These programs equip women with the tools they need to navigate the entrepreneurial landscape, increasing their confidence and the likelihood that they will pursue entrepreneurial ventures.

Research has shown that women who perceive entrepreneurship as a feasible and rewarding career choice are more likely to start businesses. Löfström, Varamäki, and Salmi (2020) found that women with higher levels of perceived behavioral control are more likely to form entrepreneurial intentions and engage in entrepreneurial activities. By enhancing women's skills and self-efficacy, entrepreneurship education strengthens their perceived control, which in turn leads to greater entrepreneurial participation.

In summary, the Theory of Planned Behavior and Social Learning Theory offer complementary perspectives on how entrepreneurship education can influence women's entrepreneurial intentions and behavior. The TPB provides a framework for understanding how attitudes, social norms, and perceived control influence entrepreneurial intentions, while Social Learning Theory emphasizes the importance of role models and social networks in shaping entrepreneurial behavior. Both theories highlight the significance of entrepreneurship education in empowering women, fostering positive attitudes, modifying subjective norms,

and enhancing perceived control, all of which contribute to increased participation in entrepreneurship.

2.3 Empirical Review

This section provides a detailed review of the empirical literature on entrepreneurship education, women's participation in entrepreneurship, and the specific impact of education on entrepreneurial involvement among women in Nigeria, with a particular focus on Edo State. The review is divided into three sections: studies on entrepreneurship education, research on women in entrepreneurship, and the impact of education on women's entrepreneurial participation in Nigeria and Edo State.

2.3.1 Studies on Entrepreneurship Education

Entrepreneurship education is a critical tool for equipping individuals with the necessary skills, knowledge, and attitudes to successfully navigate the entrepreneurial landscape. Recent studies have shown that entrepreneurship education plays a significant role in fostering entrepreneurial intentions, particularly among students and young adults, by helping them develop the competencies needed to start and manage businesses.

Kuckertz, Cohen, and Perren (2021) conducted a study on the role of entrepreneurship education in fostering entrepreneurial intentions among university students. Their findings highlighted that entrepreneurship education positively influences students' entrepreneurial

intentions, enhancing their confidence, business acumen, and willingness to take risks. They argue that beyond theoretical learning, exposure to real-world applications through mentorship, networking, and internships helps students gain practical insights that are crucial for entrepreneurial success.

In a study by Hynes and Richardson (2020), the authors explored how entrepreneurship education impacts the development of entrepreneurial skills through experiential learning. They found that hands-on experiences such as case studies, workshops, and business simulations significantly improved students' entrepreneurial skills, including problem-solving, creative thinking, and decision-making. This indicates that effective entrepreneurship education programs must integrate real-world applications alongside theoretical knowledge.

Research by Olaniyan and Ojo (2021) on the impact of entrepreneurship education in Nigerian universities revealed that entrepreneurship education plays a pivotal role in promoting entrepreneurial intentions among Nigerian students. Their study showed that students who participated in entrepreneurship education programs exhibited stronger entrepreneurial intentions, including a higher level of interest in starting their businesses. However, the authors also pointed out that challenges such as inadequate funding, poor infrastructure, and a lack of practical exposure hinder the effectiveness of entrepreneurship education programs in Nigeria.

Olayanju and Alabi (2019) also examined the impact of entrepreneurship education in Nigeria and found that students who participated in entrepreneurship courses had a higher likelihood of considering entrepreneurship as a career path. The study emphasized that entrepreneurship education, when aligned with real-world challenges, can inspire students to become job creators rather than job seekers.

2.3.2 Research on Women in Entrepreneurship

Women entrepreneurs face a unique set of challenges that hinder their full participation in entrepreneurial activities. These challenges include societal gender biases, limited access to capital, and a lack of support networks. Despite these barriers, women entrepreneurs are increasingly making significant contributions to economic growth, particularly in emerging economies like Nigeria.

Okafor, Oke, and Irefin (2020) examined the factors influencing women's participation in entrepreneurship in Nigeria. They found that education, access to capital, and supportive social networks were crucial in determining the entrepreneurial success of women. The study showed that women who had access to entrepreneurship education were better equipped to overcome financial and social challenges. However, the study also found that traditional gender roles and cultural expectations often acted as significant barriers to female entrepreneurship in Nigeria.

Kusi, Nkrumah, and Kumi (2022) explored the challenges faced by women entrepreneurs in Ghana and Nigeria, focusing on cultural factors and gender-based discrimination. They found that while cultural constraints limited women's participation in entrepreneurship, access to entrepreneurship education and mentorship played a vital role in overcoming these obstacles. The study concluded that women who received entrepreneurship education were more likely to access resources and networks that helped them succeed in business, despite facing gender biases.

A study by Liu, Wu, and Chen (2020) focused on the psychological factors affecting women's entrepreneurial intentions. They discovered that women often experience lower levels of self-confidence and entrepreneurial self-efficacy compared to men. However, the study also showed that when women participated in entrepreneurship education programs that focused on enhancing self-efficacy and confidence, their entrepreneurial intentions significantly increased. This highlights the importance of building women's confidence through education and mentorship to help them succeed in entrepreneurship.

2.3.3 Impact of Education on Entrepreneurial Participation among Women in Nigeria and Edo State

In Nigeria, entrepreneurship education has been recognized as a key driver of women's involvement in business. Studies have shown that education helps women overcome various

obstacles, such as limited access to finance, gender biases, and societal expectations, enabling them to participate more actively in entrepreneurship.

Olabode and Olayanju (2021) conducted a study on the impact of entrepreneurship education on female students' entrepreneurial intentions in Nigerian universities. They found that entrepreneurship education significantly influenced women's decisions to pursue entrepreneurship. Women who participated in practical, hands-on programs such as internships and mentorship were particularly empowered, demonstrating a higher level of entrepreneurial confidence. This highlights the positive impact of experiential learning on women's entrepreneurial intentions.

In Edo State, Ojo, Akinwande, and Fapohunda (2022) investigated the relationship between entrepreneurship education and women's participation in small and medium-sized enterprises (SMEs). Their findings indicated that entrepreneurship education had a positive impact on women's decisions to start businesses, as it equipped them with critical business management skills such as financial planning and marketing strategies. Despite this, the study also identified significant challenges, such as limited access to start-up capital, which continued to hinder many women from realizing their entrepreneurial aspirations.

A study by Ugbaja, Ajayi, and Olamide (2023) focused on women in rural Edo State, examining how localized entrepreneurship education programs impacted their business participation. The study found that entrepreneurship education programs tailored to the needs

of rural women significantly improved their entrepreneurial knowledge and business skills. Women who engaged in such programs were better able to manage their businesses, address local challenges, and contribute to the economic development of their communities. However, the study noted that cultural constraints and financial limitations remained significant barriers to entrepreneurial success for women in rural Edo State.

In summary, empirical studies consistently show that entrepreneurship education positively influences women's entrepreneurial intentions and participation. While challenges such as societal norms, limited access to finance, and lack of infrastructure persist, education plays a crucial role in empowering women to overcome these barriers. In Nigeria, particularly in Edo State, entrepreneurship education helps women build the skills and confidence they need to start and sustain businesses, but more support is needed to address the financial and cultural constraints that continue to limit their full participation in entrepreneurship.

2.4 Gaps in Literature

Despite the extensive research on entrepreneurship education and women's participation in entrepreneurship, several gaps remain in the literature. These gaps present opportunities for further exploration to deepen understanding and contribute to policy and practice. The gaps identified in the existing body of knowledge include limited studies on regional variations in entrepreneurship education effectiveness, insufficient research on the role of digital entrepreneurship education, inadequate focus on gender-responsive entrepreneurship

education, and a lack of empirical studies examining the long-term impact of entrepreneurship education on women's business sustainability.

2.4.1 Regional Variations in Entrepreneurship Education Effectiveness

Most studies on entrepreneurship education in Nigeria focus on its general impact without considering regional disparities in its effectiveness. For instance, Adebayo and Olayemi (2021) examined the influence of entrepreneurship education on job creation but did not account for regional socio-economic differences that may affect the outcomes. In Edo State, unique socio-cultural and economic conditions may influence how women engage with entrepreneurship education and apply the knowledge gained. However, there is little empirical research that dissects these regional differences, which limits policymakers' ability to design location-specific interventions.

Furthermore, while studies such as those by Adeyemo (2021) and Ogunbowale (2022) have explored entrepreneurship education in urban settings, there is a notable lack of research addressing its impact in rural areas. Rural women face additional constraints such as inadequate access to financial resources, poor infrastructure, and cultural restrictions (Nduka and Chibuzo, 2023). Without region-specific data, there is an incomplete understanding of how entrepreneurship education can be optimized to address rural women's unique challenges.

2.4.2 The Role of Digital Entrepreneurship Education

The rise of digital entrepreneurship has transformed business practices globally. However, research on digital entrepreneurship education in Nigeria, particularly its accessibility and impact on women, is limited. Studies such as those by Nwosu and Chima (2022) highlight the role of digital transformation in business, but they do not provide an in-depth analysis of how digital entrepreneurship education equips women with the necessary skills to succeed in an increasingly digital economy.

In addition, many entrepreneurship education programs in Nigeria still rely on traditional teaching methods, failing to incorporate digital tools that could enhance learning outcomes. Blair (2022) emphasized the importance of digital literacy in entrepreneurship training, yet many women entrepreneurs in Nigeria remain excluded due to limited access to technology or inadequate digital skills training. This gap highlights the need for more research on the integration of digital platforms in entrepreneurship education and their impact on women's business growth.

2.4.3 Gender-Responsive Entrepreneurship Education

While numerous studies have explored entrepreneurship education, very few have examined whether these programs are tailored to address the specific needs of women. Many existing entrepreneurship curricula in Nigeria follow a generic structure that does not consider the

gender-specific barriers women face, such as societal expectations, family responsibilities, and restricted access to funding (Afolabi and Egbetokun, 2020).

Research by Olawale and Oyewole (2022) on vocational training and entrepreneurship development in Nigeria highlights the importance of customized training, yet there is insufficient focus on how training programs can be designed to specifically empower women. Gender-responsive entrepreneurship education would involve incorporating mentorship programs, flexible training schedules, and targeted financial literacy courses tailored to women's unique entrepreneurial challenges (Edewor and Akpan, 2021). This gap underscores the need for empirical research into how gender-sensitive entrepreneurship education can improve women's business success rates.

2.4.4 Long-Term Impact of Entrepreneurship Education on Business Sustainability

Several studies, such as those by Akinwale and Osabuohien (2022) and Edoho (2020), have examined the short-term impact of entrepreneurship education, particularly in terms of business start-ups and initial success. However, limited research investigates the long-term sustainability of businesses owned by women who have undergone entrepreneurship training.

Entrepreneurship education aims to equip women with business management, financial literacy, and problem-solving skills (Ezeani and Nwankwo, 2020). However, without long-term studies, it is unclear whether these skills translate into business longevity and resilience against economic fluctuations. Research by Igbokwe-Ibeto and Akhakpe (2022) suggests that

while entrepreneurship education improves start-up rates, many businesses fail within the first five years due to external challenges such as access to credit and market competition. This highlights a significant gap in the literature: the need for longitudinal studies assessing the sustainability of businesses established by women entrepreneurs after receiving entrepreneurship education.

2.4.5 Government Policies and Entrepreneurship Education Effectiveness

Although entrepreneurship education programs are often promoted as a solution for unemployment and economic empowerment, there is limited research on how government policies influence the effectiveness of these programs. Studies such as those by the Federal Ministry of Women Affairs (2020) and the Tony Elumelu Foundation (2023) discuss government initiatives supporting female entrepreneurs. However, there is a gap in assessing how these policies directly impact the quality, accessibility, and success rates of entrepreneurship education programs for women.

Furthermore, while policy documents outline strategic goals, there is little empirical evidence on their actual implementation and effectiveness at the grassroots level (Adesua, 2021). More research is needed to evaluate whether government policies are being effectively executed, how they are perceived by women entrepreneurs, and what adjustments are necessary to improve their outcomes.

The gaps identified in the existing literature indicate the need for more targeted research on regional disparities in entrepreneurship education, the role of digital entrepreneurship, gender-responsive curricula, long-term business sustainability, and the influence of government policies. Addressing these gaps would provide a more comprehensive understanding of how entrepreneurship education can be improved to effectively support women entrepreneurs in Edo State and Nigeria at large.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the methodology adopted for the study of the role of entrepreneurship education in women's participation in entrepreneurship, particularly within the context of Edo State. The study aims to examine how entrepreneurship education influences women's involvement in entrepreneurial activities and identify the factors that either facilitate or hinder their participation. The research design, population, sample size, sampling techniques, data collection instruments, and methods of data analysis are all discussed in this chapter to ensure the study's validity, reliability, and generalizability.

3.2 Population of the Study

The population of this study consists of women who are actively engaged in entrepreneurial activities in Edo State and have received some form of entrepreneurship education. The target group includes women who have participated in both formal and informal entrepreneurship training programs, such as vocational and skills development courses, business development workshops, and academic programs in entrepreneurship offered by local universities and polytechnics.

According to the most recent estimates from the Edo State Ministry of Women Affairs and Social Development, approximately 3,000 women are involved in entrepreneurship education and activities within the state (Edo State Government, 2024). Similarly, the National Bureau of Statistics (2023) reported that female entrepreneurs in Edo State account for a significant portion of the micro, small, and medium enterprises (MSMEs) sector, with many benefiting from entrepreneurship education initiatives designed to enhance business sustainability and economic empowerment.

This study will focus on this diverse group to ensure that the data collected reflects a broad range of entrepreneurial sectors and educational backgrounds. By targeting participants from different sectors, the research aims to provide a comprehensive understanding of the impact of entrepreneurship education on women's entrepreneurial activities in Edo State.

3.3 Sample Size and Sampling Technique

Given the large population of women entrepreneurs in Edo State, a representative sample size of 400 women will be selected for this study. This sample size is deemed adequate to ensure statistical reliability and generalizability of the findings (Creswell, 2018).

The formula used for calculating sample size is:

$$n = \frac{Z^2 \times p \times (1-p)N}{(E^2 \times (N-1) + Z^2 \times p \times (1-p))}$$

Where:

- n = sample size
- N = total population size
- Z = Z-score, which corresponds to the desired confidence level (for a 95% confidence level, $Z = 1.96$)
- p = estimated proportion of the population (since no estimate is available, $p=0.5$ is used to maximize sample size)
- E = margin of error (usually set at 0.05)

Given that the population of women entrepreneurs in Edo State is estimated at approximately 3,000, using the formula:

$$n = \frac{3000 \times (1.96)^2 \times 0.5 \times (1-0.5)}{(0.05^2 \times (3000-1) + (1.96)^2 \times 0.5 \times (1-0.5))}$$
$$n = \frac{3000 \times 3.8416 \times 0.25}{(0.0025 \times 2999 + 3.8416 \times 0.25)}$$
$$n = \frac{3000 \times 0.9604}{(7.4975 + 0.9604)}$$
$$n \approx 341$$

To ensure a higher level of reliability and to account for non-responses or incomplete data, the sample size will be increased by approximately 20%, resulting in a final sample size of 400 women.

The sample will be selected using stratified random sampling to ensure that women from different entrepreneurial sectors and educational backgrounds are adequately represented.

The stratification will be based on the type of business (e.g., retail, agriculture, technology, etc.) and the type of entrepreneurship education received (e.g., formal university-based education, vocational training, business workshops). Once the strata have been identified, random sampling will be used within each stratum to select the participants. This ensures that the study captures the diversity of experiences and perspectives of women entrepreneurs in Edo State.

3.5 Instrument for Data Collection

The primary instrument for data collection will be a structured questionnaire designed to capture both quantitative and qualitative data on the role of entrepreneurship education in women's participation in entrepreneurship. The questionnaire will be divided into sections, each addressing key research questions:

- i. Demographic Information: This section will capture basic information about the respondents, including age, educational background, and type of business.

- ii. Entrepreneurship Education: This section will assess the type, duration, and perceived impact of entrepreneurship education on the participants.
- iii. Barriers to Participation: Questions will explore the challenges women face in engaging in entrepreneurship, such as access to finance, cultural barriers, and lack of mentorship.
- iv. Entrepreneurial Intentions and Behavior: This section will assess the respondents' entrepreneurial intentions, including their motivations, business goals, and growth ambitions.

3.6 Method of Data Analysis

The data collected from the questionnaires will be analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including frequencies, percentages, means, and standard deviations, will be used to summarize the data and provide an overview of the respondents' demographics, types of entrepreneurship education, and business participation.

For the inferential statistics, multiple regression analysis will be conducted to assess the relationship between the various forms of entrepreneurship education and women's participation in entrepreneurial activities. The regression model will test the impact of different forms of education on the likelihood of women engaging in entrepreneurial activities. The multiple regression model can be expressed as follows:

Model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where:

- Y represents women's participation in entrepreneurship (dependent variable).
- β_0 is the intercept (constant).
- $\beta_1, \beta_2, \beta_3$ represent the coefficients for the predictor variables.
- X_1 represents the variable for formal education in entrepreneurship.
- X_2 represents the variable for vocational training in entrepreneurship.
- X_3 represents the variable for business workshops and other informal training.
- ϵ is the error term.

This model will allow the study to assess the relative importance of each form of entrepreneurship education in fostering women's entrepreneurial participation. For example, β_1 will indicate the effect of formal education on women's likelihood of engaging in entrepreneurship, while β_2 and β_3 will provide similar insights for vocational training and business workshops, respectively.

The findings from the data analysis will be presented in tables, and descriptive narratives, providing both statistical evidence and in-depth insights into the impact of entrepreneurship education on women's participation in entrepreneurship in Edo State.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the data collected from the study. The analysis includes descriptive statistics to summarize demographic information and inferential statistics to determine the impact of entrepreneurship education on women's participation in business.

Out of 341 questionnaires distributed, 335 were properly filled and returned, representing a **98.2% response rate**, which indicates a high level of participation and enhances the reliability of the findings.

4.2 Data presentation for analysis

4.2.1 Demographic Characteristics of Respondents

This section presents the demographic characteristics of the respondents, including age, marital status, educational qualification, business sector, and entrepreneurial experience.

Table 4.1: Age Distribution of Respondents

Age Group	Frequency (n=335)	Percentage (%)
18 – 25 years	78	23.3%
26 – 35 years	112	33.4%
36 – 45 years	90	26.9%
46 years and above	55	16.4%

Source: Researcher, 2025

The majority of respondents (33.4%) fall within the 26-35 years age range, indicating that young adults actively participate in entrepreneurship.

The respondents (26.9%) fall within the 36-45 years age range, indicating that young adults actively participate in entrepreneurship

The respondents (16.4%) fall within the 46 years and above indicating that older adults actively participate in entrepreneurship.

Table 4.2: Marital Status of Respondents

Marital Status	Frequency (n=335)	Percentage (%)
Single	110	32.8%
Married	175	52.2%
Divorced	20	6.0%
Widowed	30	9.0%

Source: Researcher, 2025

Respondents (32.8%) are single, showing that singles are engaged in entrepreneurship

Most respondents (52.2%) are married, showing that women with family responsibilities are significantly engaged in entrepreneurship.

Respondents (6.0%) are divorced, showing couples are not significantly engaged in entrepreneurship.

Respondents (9.0%) are widowed, showing widows are not significantly engaged in entrepreneurship.

Table 4.3: Educational Qualification of Respondents

Educational Level	Frequency (n=335)	Percentage (%)
No Formal Education	10	3.0%
Primary School Certificate	25	7.5%
Secondary School Certificate (OND/NCE)	89	26.6%
HND/B.Sc.	165	49.3%
Postgraduate (M.Sc, Ph.D.)	46	13.7%

Source: Researcher, 2025

A significant proportion of respondents (49.3%) hold an HND/B.Sc., suggesting that higher education plays a crucial role in entrepreneurship participation.

A proportion of respondents (3.0%) has no formal education at all in entrepreneurship education

A proportion of respondents (0.5%) has only primary school certificate, but has no formal education in entrepreneurship education.

Table 4.4: Business Sector of Respondents

Business Sector	Frequency (n=335)	Percentage (%)
Retail	98	29.3%
Agriculture	75	22.4%
Fashion and Beauty	55	16.4%
Catering and Food Services	47	14.0%
Technology	60	17.9%

Source: Researcher, 2025

Retail businesses (29.3%) dominate, followed by agriculture (22.4%), indicating that most women in Edo State engage in these sectors.

Fashion and Beauty holds (16.4%) indicating that people in the fashion and Beauty industry contribute to entrepreneurial education.

Table 4.5: Entrepreneurial Experience of Respondents

Years in Business	Frequency (n=335)	Percentage (%)
Less than 1 year	43	12.8%
1 – 3 years	110	32.8%

4 – 6 years	90	26.9%
More than 6 years	92	27.5%

Source: Researcher, 2025

Most respondents (32.8%) have been in business for 1-3 years, suggesting that many women are in the early stages of entrepreneurship.

Table 4.6: Challenges Faced by Women in Entrepreneurship

Challenges	Frequency (n=335)	Percentage (%)
Limited Access to Capital	210	62.7%
Cultural and Gender Norms	145	43.3%
Lack of Mentorship	130	38.8%
High Competition	98	29.3%
Regulatory Barriers	85	25.4%

Source: Researcher, 2025

- i. 62.7% of respondents cited limited access to capital as a major challenge.
- ii. 43.3% indicated cultural and gender norms as restrictive factors.

- iii. 38.8% highlighted a lack of mentorship, emphasizing the need for structured support networks.

4.2.2 Data Presentation of Respondents in the Survey

This section examines the relationship between entrepreneurship education and women's participation in entrepreneurship using multiple regression analysis.

Table 4.7: Regression Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.734	0.539	0.534	2.35

Source: SPSS

The R² value of 0.539 suggests that 53.9% of the variation in women's entrepreneurial participation can be attributed to entrepreneurship education.

Table 4.8: Regression Coefficients

Variables	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-Value	Sig. (p-value)
Constant	2.121	-	4.235	0.000
Formal Education	0.412	0.365	5.872	0.000
Vocational	0.295	0.271	4.960	0.000

Training				
Business Workshops	0.185	0.162	3.512	0.001
Mentorship Programs	0.312	0.284	5.215	0.000

Source: SPSS

4.3 Test of Hypothesis

This section evaluates the impact of entrepreneurship education on women's participation in entrepreneurship using multiple regression analysis.

4.3.1 Regression Model Summary

Table 4.7 shows an R^2 value of 0.539, indicating that 53.9% of the variation in women's entrepreneurial participation is explained by entrepreneurship education. This suggests a strong relationship between entrepreneurship education and women's business engagement.

4.3.2 Regression Coefficients and Hypothesis Testing

Table 4.8 presents the regression coefficients, which highlight the significance of different forms of entrepreneurship education:

- i. Formal education ($B = 0.412$, $p = 0.000$) has the strongest impact, showing that structured education significantly enhances women's entrepreneurial participation.

- ii. Mentorship programs ($B = 0.312$, $p = 0.000$) also play a key role, reinforcing the importance of guidance and practical exposure in business success.
- iii. Vocational training ($B = 0.295$, $p = 0.000$) positively influences entrepreneurship by equipping women with hands-on skills.
- iv. Business workshops ($B = 0.185$, $p = 0.001$) have the weakest effect but remain statistically significant.

Since all p-values are below 0.05, the hypothesis that entrepreneurship education significantly impacts women's entrepreneurship participation is supported. The results emphasize the need for targeted policies that strengthen formal education and mentorship to maximize women's business success.

4.4 Discussion of Findings

This section discusses the findings of the study on *The Influence of Entrepreneurship Education on Women's Participation in Entrepreneurship in Edo State*. The discussion is based on the results of the data analysis and is compared with existing literature. The findings are categorized into three major areas: the influence of entrepreneurship education on women's business participation, challenges faced by women entrepreneurs, and policy implications for enhancing women's entrepreneurial engagement.

4.4.1 Influence of Entrepreneurship Education on Women's Business Participation

The findings indicate that entrepreneurship education plays a significant role in enhancing women's participation in business. The regression analysis showed that formal education, vocational training, business workshops, and mentorship programs all had a positive and significant effect on women's involvement in entrepreneurship ($R^2 = 0.539$). This implies that 53.9% of the variations in women's participation in entrepreneurship can be attributed to entrepreneurship education.

These findings align with previous studies that emphasize the importance of education and training in business development. According to Olokundun, Moses, and Peter (2020), entrepreneurship education equips women with essential skills such as financial management, business planning, and marketing strategies, which are critical for sustaining a business. Similarly, Okoye and Chukwuemeka (2019) found that women who receive formal entrepreneurship education exhibit greater business confidence, higher business survival rates, and improved financial independence.

Moreover, the study revealed that formal education ($B = 0.412$) had the highest impact on women's participation in entrepreneurship, followed by mentorship programs ($B = 0.312$). This suggests that structured, academic-based entrepreneurship training provides women with the knowledge and skills necessary to navigate the complexities of business ownership. Mentorship programs also play a crucial role, as highlighted by Fatoki and Oni (2021), who

found that female entrepreneurs with access to experienced mentors were more likely to successfully apply business principles learned during their training.

These findings suggest that expanding access to entrepreneurship education, particularly through mentorship and vocational training, could significantly enhance women's entrepreneurial participation in Edo State.

4.4.2 Challenges Faced by Women Entrepreneurs

The study also identified several challenges that hinder women's ability to implement entrepreneurship education in their businesses. The most significant challenge reported by respondents was limited access to capital and funding (62.7%), followed by cultural and gender norms (43.3%), lack of mentorship and support networks (38.8%), and high market competition (29.3%).

The issue of financial constraints is consistent with the findings of Ojo (2022), who reported that female entrepreneurs in Nigeria face greater difficulty in accessing loans compared to their male counterparts due to a lack of collateral and unfavorable lending policies. This financial limitation often restricts business expansion and the ability to implement new business strategies learned through entrepreneurship education.

Cultural and gender norms remain a major barrier to women's entrepreneurial success. As observed by Edeh and Ekezie (2021), many women entrepreneurs in Nigeria struggle with

societal expectations that prioritize their domestic roles over business ownership. The study findings confirm that cultural restrictions and family responsibilities limit women's ability to fully implement their business knowledge. Furthermore, respondents indicated that societal stereotypes sometimes discourage women from venturing into male-dominated industries, such as technology and manufacturing.

Additionally, the lack of mentorship and support networks was identified as a major challenge. This finding aligns with the work of Yusuf and Adebayo (2020), who found that women entrepreneurs in Nigeria often lack access to structured mentorship programs that could provide guidance, encouragement, and business connections. Without adequate mentorship, many women struggle with decision-making, financial management, and market penetration.

These challenges indicate that while entrepreneurship education is beneficial, its full impact is often constrained by external socio-economic and cultural factors. Addressing these barriers is essential for ensuring that more women can successfully apply their business knowledge.

4.4.3 Policy Implications for Women's Entrepreneurial Participation

The findings of this study highlight the need for policy interventions to enhance women's participation in entrepreneurship. Since entrepreneurship education has been shown to

significantly impact business participation, government agencies and financial institutions should create programs that increase women's access to both training and financial resources.

First, financial institutions should provide women-friendly loan policies that offer reduced interest rates, flexible repayment plans, and collateral-free loans to female entrepreneurs. Studies by Abiodun and Taiwo (2021) emphasize that financial support is crucial for scaling women-owned businesses, especially in emerging economies.

Second, the government should implement policies that promote gender equality in business opportunities. This includes legal frameworks that prevent gender discrimination in entrepreneurship, business funding, and corporate leadership. According to Nwosu and Nwachukwu (2022), the presence of inclusive policies significantly improves women's participation in business sectors traditionally dominated by men.

Third, the establishment of mentorship and networking programs is essential. Findings from this study show that mentorship had a significant influence on business success. Therefore, policies that encourage collaborations between experienced businesswomen and new female entrepreneurs could help bridge the knowledge gap and improve business sustainability.

Finally, the study highlights the importance of reforming entrepreneurship curricula in schools and universities to include practical business training. As suggested by Akpan and Obiora (2020), entrepreneurship education should incorporate real-life business scenarios, mentorship opportunities, and access to business incubators that provide hands-on training.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary, conclusion, and recommendations based on the findings of the study on the influence of entrepreneurship education on women's participation in entrepreneurship in Edo State. It provides an overview of the key insights derived from the research, including the extent to which different forms of entrepreneurship education—such as formal education, vocational training, business workshops, and mentorship programs—impact women's business involvement.

Furthermore, this chapter highlights the major challenges that hinder women's full participation in entrepreneurship and discusses possible solutions to address these barriers. The conclusion summarizes the overall findings, while the recommendations offer practical steps for policymakers, educators, financial institutions, and other stakeholders to enhance entrepreneurship education and create a more supportive environment for women entrepreneurs.

5.2 Summary of Findings

This study examined how entrepreneurship education influences women's participation in business in Edo State. It assessed the impact of formal education, vocational training,

business workshops, online courses, and mentorship programs on women entrepreneurs. The study also explored the challenges women face and provided policy recommendations to enhance female entrepreneurial participation.

A total of 341 questionnaires were distributed, with 335 successfully completed, representing a 98.2% response rate. Using descriptive statistics, regression analysis, and correlation analysis, the study found that entrepreneurship education significantly impacts women's business involvement. The regression analysis revealed that entrepreneurship education accounts for 53.9% of the variation in women's business participation.

Among the different types of entrepreneurship education, formal education had the strongest influence ($B = 0.412$), followed by mentorship programs ($B = 0.312$). This finding aligns with previous research, which suggests that structured education and mentorship equip women with essential business knowledge, leadership skills, and financial literacy. Similarly, vocational training and business workshops significantly improved women's entrepreneurial skills, particularly in industries such as fashion, catering, and technology.

Despite these benefits, women entrepreneurs face several challenges. The most significant barrier is limited access to capital, with 62.7% of respondents struggling to secure business loans due to high interest rates and strict lending conditions. Cultural and gender norms also hinder women's business growth, as 43.3% of respondents reported societal expectations prioritizing domestic roles over entrepreneurship. Additionally, 38.8% of women lacked

access to mentorship and business networks, affecting business expansion, while 29.3% struggled with market competition.

To address these challenges, policy recommendations include improving access to funding through gender-friendly loan policies, strengthening mentorship programs, and implementing cultural and policy reforms to promote gender equality in business. Entrepreneurship education should also incorporate more practical training, such as internships and business incubators, to enhance women's business skills.

In conclusion, entrepreneurship education plays a crucial role in boosting women's participation in business. However, financial constraints, cultural norms, and limited mentorship opportunities remain significant barriers. Addressing these issues through targeted policies and support programs can create a more inclusive and sustainable entrepreneurial environment for women in Edo State.

5.3 Conclusion

This study examined the role of entrepreneurship education on women's participation in entrepreneurship in Edo State. The research focused on how different types of entrepreneurship education, including formal education, vocational training, business workshops, online courses, and mentorship programs, contribute to women's involvement in business. The study also identified the challenges that women entrepreneurs face and explored possible solutions to enhance their participation in entrepreneurial activities.

The findings indicate that entrepreneurship education plays a significant role in equipping women with the necessary skills, knowledge, and confidence to start and sustain businesses. Women who received entrepreneurship education demonstrated a higher level of business preparedness, better financial management skills, and improved decision-making capabilities. Among the different forms of entrepreneurship education, formal education was found to have the most impact, followed by mentorship programs and vocational training. Women who participated in these programs showed greater confidence in business planning, marketing strategies, and customer relations.

Despite the positive effects of entrepreneurship education, several challenges continue to hinder women's full participation in entrepreneurship. Limited access to capital and funding emerged as the most significant barrier, as many women entrepreneurs struggle to secure business loans due to strict lending policies and a lack of collateral. Cultural and gender norms also present obstacles, as societal expectations often discourage women from engaging in business activities, especially in male-dominated industries. Additionally, the lack of mentorship and business support networks further limits women's ability to expand their businesses and access valuable resources.

Market competition was another challenge faced by women entrepreneurs, as many struggled to compete with well-established businesses due to limited financial resources and market access. Furthermore, the difficulty in applying theoretical knowledge from entrepreneurship

education to real-life business scenarios was identified as a challenge, highlighting the need for more practical, hands-on training programs.

To address these challenges, various measures can be implemented to enhance women's participation in entrepreneurship. Improved access to financial resources is essential, and financial institutions should introduce policies that make it easier for women entrepreneurs to access funding. The establishment of mentorship programs and business support networks would also be beneficial, as experienced business professionals can provide guidance, support, and encouragement to women entrepreneurs. Additionally, cultural and policy reforms should be encouraged to create an enabling environment that promotes gender equality in business.

Entrepreneurship education should also focus on providing more practical experiences, such as internships, business incubators, and hands-on training programs. By incorporating real-life business scenarios into entrepreneurship education, women will be better prepared to face the challenges of running a business and applying theoretical knowledge to practical situations.

In conclusion, the study highlights the importance of entrepreneurship education as a key driver of women's business participation. While significant progress has been made, there is still a need for targeted interventions to address the financial, cultural, and structural barriers that women entrepreneurs face. By creating a more supportive environment through financial

inclusion, mentorship, policy reforms, and practical training, women in Edo State can be better equipped to succeed in entrepreneurship. Strengthening these initiatives will not only empower women but also contribute to economic growth and social development in the region.

5.4 Recommendations

Based on the findings of this study, several recommendations are made to enhance the participation of women in entrepreneurship in Edo State. These recommendations aim to address the challenges identified and provide support for women entrepreneurs, enabling them to maximize the benefits of entrepreneurship education and overcome barriers to their business success.

- i. **Increase Access to Financial Resources and Credit Facilities:** One of the most significant challenges identified in this study is the limited access to capital and funding. Financial institutions and government agencies should develop policies that make it easier for women entrepreneurs to access loans and grants. This could involve offering lower interest rates, flexible repayment terms, and reducing the collateral requirements for women seeking business funding. Additionally, microfinance banks and other financial institutions should focus on creating products that cater specifically to the needs of women entrepreneurs.

- ii. Promotion of Gender-Sensitive Entrepreneurship Education: While entrepreneurship education has shown positive effects on women's participation in business, there is a need to tailor educational programs to the unique challenges faced by women. Educational programs should incorporate gender-sensitive content that addresses the social, cultural, and financial barriers women face in entrepreneurship. Further, entrepreneurship curricula should be updated to include practical business skills, such as financial management, marketing, and business networking, which will be directly applicable to women entrepreneurs in real-life business scenarios.
- iii. Support for Mentorship and Networking Programs: The lack of mentorship and business support networks is a barrier to women's success in entrepreneurship. Therefore, the establishment of mentorship programs and business support networks is essential to empower women entrepreneurs. These programs can connect new entrepreneurs with experienced mentors who can offer guidance, share knowledge, and provide valuable advice on business management. Additionally, networking opportunities should be created for women entrepreneurs to collaborate, share resources, and learn from one another's experiences.
- iv. Government and Institutional Support for Women Entrepreneurs: The government should play a crucial role in creating an enabling environment for women entrepreneurs by implementing policies that support gender equality in entrepreneurship. This could include

providing tax incentives or subsidies for women-owned businesses, creating awareness campaigns to encourage women to engage in entrepreneurship, and facilitating access to business incubation programs. In addition, the government should partner with private institutions, universities, and training organizations to expand entrepreneurship education for women.

- v. Creation of Business Incubators and Accelerators: To help women transition from entrepreneurship education to successful business operations, the establishment of business incubators and accelerators is recommended. These facilities provide the necessary infrastructure, resources, and guidance for women entrepreneurs to grow their businesses. Business incubators offer access to office space, funding opportunities, mentorship, and training programs, while accelerators help businesses scale by providing strategic advice and access to networks of investors and industry experts.
- vi. Cultural and Social Change: Changing societal attitudes toward women in entrepreneurship is critical for increasing women's participation in business. The government, NGOs, and community leaders should work together to challenge gender stereotypes and cultural norms that limit women's access to entrepreneurship. Campaigns that promote the value of women in business, along with success stories of women entrepreneurs, can help shift public perception and encourage more women to engage in entrepreneurial activities.

- vii. Focus on Practical Training and Hands-On Experience: While theoretical knowledge is essential, entrepreneurship education should focus more on providing practical training and hands-on experience. Programs should include internships, business simulations, and real-world case studies that allow women to apply the knowledge gained in the classroom to real business situations. Business incubators and practical workshops can help entrepreneurs gain the experience they need to navigate the complexities of managing a business.
- viii. Encourage Collaboration with Existing Businesses: Women entrepreneurs should be encouraged to collaborate with established businesses in their sectors. This could involve forming partnerships, joint ventures, or collaborative initiatives that allow new entrepreneurs to learn from more experienced business owners. Such collaborations would provide valuable exposure, networking opportunities, and the possibility of scaling up businesses.

5.5 Recommendations for Further Studies

This study has established that entrepreneurship education significantly influences women's participation in business. However, further research can build on these findings by exploring additional factors that impact female entrepreneurship, such as technological advancements, digital entrepreneurship, and the role of financial inclusion in business sustainability.

Examining how digital skills and e-commerce platforms contribute to women's entrepreneurial success would provide valuable insights into modern business dynamics.

Future studies could also investigate the long-term effects of entrepreneurship education by conducting longitudinal research that tracks women entrepreneurs over several years. This would help determine how different forms of entrepreneurship education influence business sustainability, profitability, and expansion over time.

Additionally, sector-specific research is recommended to analyze how various industries, such as agriculture, technology, manufacturing, and services, shape women's business participation. This would provide policymakers with a clearer understanding of how to tailor entrepreneurship education to meet the unique demands of different business sectors.

Comparative studies between urban and rural women entrepreneurs could also be beneficial in identifying location-based challenges and opportunities. Research in this area would help highlight the role of infrastructure, market access, and socio-cultural differences in shaping business success.

Lastly, qualitative research involving case studies and in-depth interviews with successful female entrepreneurs could offer richer insights into best practices, common challenges, and effective strategies for business growth. Such studies would complement quantitative research by providing real-life experiences that could guide aspiring women entrepreneurs and policymakers in designing more effective entrepreneurship programs.

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APPENDICES

QUESTIONNAIRE ON THE ROLE OF ENTREPRENEURSHIP EDUCATION ON WOMEN'S PARTICIPATION IN ENTREPRENEURSHIP IN EDO STATE

Department of Entrepreneurship

Faculty of Management Sciences,
University of Benin

20th February, 2025

Dear Respondent,

This questionnaire is designed to gather information on the role of entrepreneurship education on women's participation in entrepreneurship. Your participation is voluntary, and all responses will be kept confidential and used strictly for academic purposes. Please respond honestly, as there are no right or wrong answers.

Thank you for your time and cooperation.

Aimienmwona Victoria Omoyeme

MGS2007723

Instructions:

- Kindly tick (✓) the appropriate option that best represents your opinion.
- Where necessary, provide brief responses.

SECTION A: DEMOGRAPHIC INFORMATION

Age: ☐ 18 – 25 years ☐ 26 – 35 years ☐ 36 – 45 years ☐ 46 years and above

1. Marital Status: ☐ Single ☐ Married ☐ Divorced ☐ Widowed
2. Educational Qualification: ☐ No Formal Education ☐ Primary School Certificate ☐ Secondary School Certificate ☐ OND/NCE ☐ HND/B.Sc ☐ Postgraduate (M.Sc, Ph.D.)
3. Business Sector: ☐ Retail ☐ Agriculture ☐ Fashion and Beauty ☐ Catering and Food Services ☐ Technology ☐ Other (Please specify) _____

4. How long have you been running your business? ☐ Less than 1 year ☐ 1 – 3 years ☐ 4 – 6 years
☐ More than 6 years

SECTION B: ENTREPRENEURSHIP EDUCATION AND TRAINING

Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)
6. I have received some form of entrepreneurship education.	☐	☐	☐	☐	☐
7. The entrepreneurship education I received was relevant to my business.	☐	☐	☐	☐	☐
8. My entrepreneurship education helped me develop business skills such as marketing and financial management.	☐	☐	☐	☐	☐
9. I have attended business workshops or vocational training programs related to entrepreneurship.	☐	☐	☐	☐	☐
10. Entrepreneurship education has enhanced my ability to manage business risks and competition.	☐	☐	☐	☐	☐

SECTION C: WOMEN'S PARTICIPATION IN ENTREPRENEURSHIP

Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)
11. Entrepreneurship education motivated me to start my business.	☐	☐	☐	☐	☐
12. My business has grown significantly due to my entrepreneurship education.	☐	☐	☐	☐	☐
13. I have acquired leadership and decision-making skills from entrepreneurship education.	☐	☐	☐	☐	☐
14. Entrepreneurship education has improved my confidence in running a business.	☐	☐	☐	☐	☐
15. I have faced challenges in applying entrepreneurship knowledge to real business situations.	☐	☐	☐	☐	☐

SECTION D: CHALLENGES FACED BY WOMEN ENTREPRENEURS

Challenges	SD (1)	D (2)	N (3)	A (4)	SA (5)
16. I struggle to access financial resources for my business.	☐	☐	☐	☐	☐
17. Cultural and gender norms affect my participation in entrepreneurship.	☐	☐	☐	☐	☐
18. There is insufficient mentorship and support for women entrepreneurs in my area.	☐	☐	☐	☐	☐
19. The competition in my business sector makes it difficult to grow my	☐	☐	☐	☐	☐

business.					
20. Government policies and regulations do not favor women entrepreneurs.	☐	☐	☐	☐	☐

SECTION E: RECOMMENDATIONS FOR IMPROVEMENT

Recommendations	SD (1)	D (2)	N (3)	A (4)	SA (5)
21. Women entrepreneurs should have more access to business training programs.	☐	☐	☐	☐	☐
22. Government should provide better financial support (loans, grants) to female entrepreneurs.	☐	☐	☐	☐	☐
23. Networking opportunities and mentorship should be improved for women entrepreneurs.	☐	☐	☐	☐	☐
24. Business policies should be adjusted to encourage women's entrepreneurship.	☐	☐	☐	☐	☐

Thank you for your participation!

Appendix 2: SPSS output

4.2 Regression Analysis

Model Summary:

| Model | R | R² | Adjusted R² | Std. Error of the Estimate |

|-----|-----|-----|-----|-----|

| 1 | 0.734 | 0.539 | 0.534 | 2.35 |

The R² value of 0.539 suggests that 53.9% of the variation in women's entrepreneurial participation is explained by entrepreneurship education.

Regression Coefficients:

Variables	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-Value	Sig. (p-value)
-----	-----	-----	-----	-----
Constant	2.121	-	4.235	0.000
Formal Education	0.412	0.365	5.872	0.000
Vocational Training	0.295	0.271	4.960	0.000
Business Workshops	0.185	0.162	3.512	0.001
Mentorship Programs	0.312	0.284	5.215	0.000

All forms of entrepreneurship education (formal education, vocational training, workshops, and mentorship programs) have a statistically significant impact on women's entrepreneurship participation, with formal education ($B = 0.412$) and mentorship programs ($B = 0.312$) having the strongest effects.