

## IMPROVING THE ENTREPRENEURIAL MIND-SET OF BUSINESS EDUCATION STUDENTS FOR SELF-EMPLOYMENT AFTER GRADUATION IN ENUGU STATE

**G.M Eya and Dr. Emeka Promise Ugwunwoti**

Department Of Business And Entrepreneurship Education; Enugu State University Of Science And Technology

**ABSTRACT:** This study empirically investigated on improving the entrepreneurial mind-set of Business Education students for self-employment after graduation in Enugu State. The study adopted a descriptive survey research design. Two research questions and two null hypotheses guided the study to achieve the purpose of the study. The population consisted of 30 Business Educators and 90 final year Business Education students from two government owned universities offering Business Education. The entire 120 respondents was used; hence there will be no sampling. The instrument for data was a 20 item questionnaire titled: Improving the Entrepreneurial mind-set Questionnaire (IEMSQ) developed by the researchers. Three experts validated the instrument; while the reliability was done using cronbach Alpha which yielded coefficient index of 0.77 indicating that the instrument was reliable. The research questions were answered using mean with standard deviation; while the null hypotheses were tested at 05 level of significance using t-test at appropriate degree of freedom. Findings from the study revealed that lecturers' and institutional related strategies are keys to improving the entrepreneurial mindset of Business Education for self-employment after graduation in Enugu state. Again, there was no significant difference between lecturers and their students on institutional and lecturers'-related strategies on improving the entrepreneurial mind-set of Business Education students for self-employment after graduation in Enugu State. Based on the findings, it was recommended among others that Business Education students be given the opportunity to do their Industrial Training (IT) programme in Entrepreneurship based offices to enable them update their entrepreneurial mind-set.

**Keywords:** Entrepreneurial mind-set, Business Education students and self-employment

### Introduction

The challenges of unemployment has continued to be on an incremental level as the economy has continued to be fluctuating without positive strategies to revitalize it. Graduates of Business Education roam about the streets looking for white-kola jobs that never existed. No wonder, government at level welcomed Entrepreneurship Education.

Entrepreneurship education according to, Ugwunwoti and Okorojiofor (2017), is a vital tool for responding to Business Education program in order to train people with the mind-set of becoming self-employed. To be self-employed, is working for oneself instead of for an employer (Uzodinma, 2015). In view of the inevitable unemployment challenges in the country, self-employment becomes a sure means of creating amongst the graduates of Business Education.

Business Education students are students undergoing four years Business Education programme in universities. Oduma (2021) opined that, Business education students are the group beneficiaries of Business education programmes in tertiary institutions. These students while in classroom are expected to have business mind-set.

Mindset is a set of beliefs that shape how one make sense of the world and oneself. According to Dweck (2021), mindset influences how one think, feel and behave in any given situation. The author further stated that mindset is made up of fixed and growth. Growth mindset believes that one's talents and abilities can be developed over time through effort and persistence. Hence the need to get Business education students smarter and more talented by improving their entrepreneurial mindset.

Entrepreneurial mindset is a way of thinking, that enables one to overcome challenges, be decisive and accept responsibility for ones outcomes. Menipaz (2021) noted that, entrepreneurial mindset include but not limited to: curiosity, commitment, optimism, flexibility, ownership, leadership connection self-respect, independence drive, focus and determination. Entrepreneurial mindset should be seen as a constant need by Business Education students to improve their skills, learn from mistakes and take continuous action idea.

Business Educations and other stakeholders are expected to improve the entrepreneurial mindset of their Students (university Business Education students) while still in schools. Business Educator is the implementer of the Business Education programme. According to Nsude (2015), the teacher (A business educator) is the main force and the last person that ensure that any programme is implemented according to specification. He decides on what to teach and at what time.

A Business Educator according to Chibuike (2019) is a person who understands the vocational interest of his students and significant values of business concepts which contributes to the developments of economically and vocationally able members of the society. Business Educator (Lecturers) are expected to improve the entrepreneurial mindset of their students while in the schools to be self-employed after graduation. They could be made more realistic through entrepreneurship education.

Entrepreneurship Education according to Enebe (2012), is an answer to the ever increasing unemployment problem in our society. The author also stated that, entrepreneurship Education is a special training given to students to help them acquire the skills, ideas and managerial abilities and capabilities, for self employment rather than being employed to pay. With entrepreneurship Education, Business Education students will change their attitude towards thinking for a way to initiate business projects of their own.

This can be made possible by Business education lecturers in universities by working collaborately and effectively to see that their students are equipped with right entrepreneurial skills, attitudes and capacities that will enable them not only to be employable but to be-job providers upon graduation. Upon this background, the need arose to determine the strategies for improving the entrepreneurial mindset of Business education students for self-employment after graduation in Enugu State.

### **Statement of the problem**

One of the objectives of Entrepreneurship Education in the universities is to equip students to be employers of labour instead of job seekers. This objectives can be achieved if the entrepreneurial mind-set is improved while in schools. Business Education students in universities are expected to be exposed to entrepreneurial knowledge, attitudes and skills. Through this exposure, they will realize that they can be self employed after graduation.

Regrettably, students lack adequate entrepreneurial competencies (knowledge, attitudes and skills). Even when they tend to know about, it is theory based not practical as observed by the researchers. This becomes an issue that, bordered the researchers to assess on improving the entrepreneurial mind-set of Business Education students for self-employment after graduation in Enugu State.

### **Purpose of the study**

The main purpose of the study was to assess on improving the entrepreneurial mind-set of Business Education students for self-employment after graduation in Enugu State specifically, the study sought to.

1. determine the lecturers related strategies for improving the entrepreneurial mind-set of Business Education students for self-employment after graduation in Enugu State; and,
2. ascertain the institutional-related strategies for improving the entrepreneurial mind-set of Business Education students for self-employment in Enugu State.

### **Research questions**

The following research questions guided the study

1. What are the lecturers-related strategies for improving entrepreneurial mind-set of Business Education students for self employment after graduation in Enugu State?

2. What are the institutional-relate strategies for improving entrepreneurial mind-set of business education students for self-employment after graduation in Enugu State?

### Hypotheses

The following research hypotheses were tested at .05 level of significance.

HO<sub>1</sub>: There is no significant difference between the mean responses of Business Education lecturers and their students on the lecturers-related strategies for improving entrepreneurial mind-set for self-employment after graduation in Enugu State.

HO<sub>2</sub>: There is no significant difference between the mean responses of Business Education lecturers and their students regarding the institutional-related strategies for improving entrepreneurial mind-set of business education students for self-employment after graduation in Enugu State.

### Method

The study adopted description survey research design. According to Nworgu (2015), a survey research is one in which a group of people or item is studied by collecting and analyzing data from only a few people or items considered to be a representative of the entire group. The area of the study was Enugu State. Enugu is one of the states in south-East geographical zone of Nigeria; with government-owned universities.

The population for the study consisted of 120 respondents (30 Business Education lecturers and 90 Business Education final year students) from two government owned universities. There was no sampling because the size was manageable.

The instrument for the data collection was a 20-item questionnaire titled "improving the entrepreneurial mind-set Questionnaire (IEMSQ)", developed by the researchers. The questionnaire was structured in four-point response category of strongly agree, agree, disagree and strongly disagree with values of 4, 3, 2 and 1 respectively. The instrument was validated by three experts. The instrument achieved a reliability coefficient based on Cronbach Alpha procedure. Data collected were analyzed using mean and standard deviation for the research questions while t-test was used to test the hypotheses at .05 level of significance at the appropriate degree of freedom. The decision rule for answering the research question was based on the real limit scale. Thus: strongly Agree (SA)-3.50-4.00; Agree strongly disagree (SD)-1.00-1.49.

For the hypotheses, when the calculated t-value was equal to or greater than the critical value, the null hypothesis will be rejected, otherwise it was not rejected.

### Results:

**Research Question 1:** What are lecturers'-related strategies for improving the entrepreneurial mind-set of Business Education students for self-employment after graduation in Enugu State?

**Table 1: Mean responses with standard deviation of Business Education lecturers and their students on lecturers'-related strategies for improving the entrepreneurial mind-set after graduation in Enugu State.**

SN	Items on lecturers'-related strategies	Lecturers	Students	Overall	
		N= 30	N= 90	N= 120	Remarks

		<b>X<sub>1</sub></b>	<b>SD<sub>1</sub></b>	<b>X<sub>2</sub></b>	<b>SD<sub>2</sub></b>	<b>X</b>	<b>SD</b>	
1	Exposing students on how to run business for project(s)	3.14	0.90	3.35	0.82	3.25	0.86	Agree
2	Exposing students to self-employment skills	3.58	0.84	3.45	0.87	3.52	0.71	Strongly Agree
3	Preparing lessons/classes based on entrepreneurship activities	3.60	0.49	3.32	0.71	3.43	0.66	Agree
4	Regular assignment to students	3.57	0.50	3.33	0.89	3.45	0.70	Agree
5	Ensuring regular attendance of students to classes	3.28	0.72	3.52	0.57	3.40	0.60	Agree
6	Recommending entrepreneurship based text books to students	3.40	0.66	3.25	0.75	3.33	0.71	Agree
7	Making Business Education students to be committed	3.28	0.72	3.52	0.57	3.40	0.63	Agree
8	Exposing students to leadership qualities	3.25	0.75	3.40	0.66	3.32	0.71	Agree
9	Teaching students to be optimist	3.35	0.82	3.14	0.90	3.25	0.86	Agree
10	Exposing students to business risks	3.60	0.49	3.32	0.71	3.43	0.66	Agree
<b>Cluster mean</b>		<b>3.41</b>	<b>0.68</b>	<b>3.27</b>	<b>0.76</b>	<b>3.34</b>	<b>0.76</b>	<b>Agree</b>

Data presented in Table 1 above shows that the mean responses of respondents (Business Education Lecturers and their students) on item number 2 was strongly agree with mean score of 3.52. The table also shows that the items numbers 1,3,4,5,6,7,8,9 and 10 respectively were agreed as lecturers'-related strategies for improving entrepreneurial mind-set of Business Education students for self-employment after graduation in Enugu State; with aggregate mean score ranges from 3.25 to 3.43. the grand mean of 3.34 also attested to that: The cluster standard deviation of 0.71 shows that the disparities of opinions of the respondents are slim.

### Hypotheses 1

There is no significant difference between the mean responses of Business Education lecturers and their students on the lecturers'-related strategies for improving entrepreneurial mind-set for self-employment after graduation in Enugu State.

**Table 2: summary of t-test of difference between the mean responses of Business Education lecturers and their students on the lectures'-related strategies for improving entrepreneurial mind-set for self-employment after graduation in Enugu State.**

Respondent	N	$\bar{X}$	SD	df	Signif	t-tab	t-cal	Decision
Lecturers	30	3.41	<b>0.68</b>	118	.05	1.96	0.194	Not Significant
Students	90	3.27	<b>0.76</b>					
Total	120							

Table 2, shows that the calculated t-value (table) at 0.05 level of significance and 118 degree of freedom is 0.194; while the critical t-value under the same condition is 1.96. Since the calculated t-value is less than the table value, the null hypothesis is therefore not significant. This invariably means that there is no significant difference between the mean responses of Business Education lecturers and their students on improving entrepreneurial mind-set of Business Education graduates for self employment after graduation in Enugu State.

## Research Question 2

What are the institutional-related strategies for improving entrepreneurial mind-set of Business Education students for self-employment after graduation in Enugu State?

**Table 3: Mean responses with standard deviation of Business Education lecturers and their students on the institutional-related strategies for improving entrepreneurial mind-set for self-employment after graduation in Enugu State.**

Items on institutional related strategies:		Lecturers		Students		Overall		Remarks
		N= 30		N= 90		N= 120		
		$\bar{X}$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}$	SD	
11	Creating an enabling environment for entrepreneurial activities	3.60	0.58	3.59	0.60	3.60	0.59	Strongly agree
12	Engaging every student in a particular entrepreneurial skill	3.15	1.03	3.49	0.71	3.32	0.81	Agree

13	Provision of entrepreneurship development facilities	2.86	0.97	2.92	0.96	2.89	0.97	Agree
14	Monitoring entrepreneurship programme in Business Education courses	3.20	0.79	3.12	0.82	3.16	0.81	Agree
15	Employment of quality supportive staff for practicals	3.26	0.83	3.26	0.85	3.26	0.84	Agree
16	Establishing entrepreneurship development centers in the schools	3.23	0.83	3.35	0.59	3.29	0.63	Agree
17	Provision of adequate fund for entrepreneurship development in schools	3.48	0.50	3.47	0.60	3.48	0.55	Agree
18	Retraining business education lecturers on entrepreneurship venture	3.49	0.71	3.15	1.03	3.32	0.89	Agree
19	Organizing workshops for lecturers	3.35	0.59	3.23	0.66	3.29	0.63	Agree
20	Rewarding students with entrepreneurial mindset	3.25	0.77	3.31	0.73	3.29	0.78	Agree
Cluster mean (X)		3.29	0.76	3.80	0.67	3.56	0.72	Agree

Data presented in table 3 shows that mean responses of Business Education lecturers and their students on item number II was strongly agreed while items 12, 13, 14, 15, 16, 17, 18, 19, and 20 with mean scores of 3.32, 2.89, 3.16, 3.26, 3.29, 3.48, 3.29 and 3.29 respectively were agreed as the institutional-related strategies for improving the entrepreneurial mindset of Business Education students for self-employment after graduation in Enugu State. The grand mean value of 3.56 also attested to that; while the cluster standard deviation of 0.72 show the homogeneity of opinions of the respondents.

### Research Question 2:

There is no significant difference between the mean responses of Business Education lecturers and their students regarding the institutional-related strategies for improving entrepreneurial mindset of Business Education students for self employment after graduation in Enugu State.

**Table 4: Summary of t-test analysis of difference between the mean responses of Business Education lecturers and their students regarding the institutional-related strategies for improving the entrepreneurial mindset of Business Education students For self-employment after graduation in Enugu State.**

Respondent	N	X	SD	df	Signif	t-tab	t-cal	Decision
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Lecturers	30	3.29	<b>0.76</b>					
				118	.05	1.96	0.366	Not
								Significant
Students	90	3.80	<b>0.67</b>					
Total	120							

Table 4 shows that, the calculated t-value at .05 level of significance and 118 degree of freedom is 0.366; while the critical t-value under the same condition is 1.96. Since the calculated t-value is less than the table value, the null hypothesis is therefore not significant. There is no significant difference between the mean responses of Business Education lecturers and their students on the institutional-related strategies for improving entrepreneurial mindset of Business Education students for self employment after graduation in Enugu State.

### Principal Findings of the Study

Result of data analysis relating to the study have shown the following:

1. Lecturers' -related strategies are keys to improving the entrepreneurial mindset of Business Education students for self-employment after graduation in Enugu State.
2. There was no significant difference between the mean responses of Business Education lecturers and their students on lecturers' related strategies for improving the entrepreneurial mindset of Business Education students for self-employment after graduation in Enugu State.
3. The itemized strategies are institutional-related strategies for improving the entrepreneurial mindset of Business Education students for self-employment after graduation in Enugu State.
4. There was no significant difference between the mean responses of Business Education lecturers and their students on institutional related strategies for improving the entrepreneurial mindset of Business education students for self-employment after graduation in Enugu State.

### Discussion of the Findings

The data presented in Table 1 showed that, the respondents (Business Education lecturers and their students) were in agreement that lecturers'-related strategies are capable of improving the entrepreneurial mindset of Business Education students for self-employment after graduation in Enugu State. The finding is in agreement with Nsude (2015) that a teacher (a Business Educator) is the main force and the last person that ensures that any programme is implemented according to specification.

The null hypothesis one tested on the lecturers' related strategies showed that there was no significant difference between the mean responses of Business Education lecturers and their students on lecturers' related strategies for improving entrepreneurial mindset of Business Education students for self-employment after graduation in Enugu State. The implication of the finding of no significant difference was that the status of the respondents had no significant influence in their opinions.

Data obtained regarding research question two showed that, Business Education lecturers and their students were in agreement that the itemized institutional strategies are keys to improving entrepreneurial mindset of Business Education students for self-employment after graduation in Enugu State. This is in a harmony with Ugwunwoti and Okorjiofor (2017) that institutional-related strategies enhance entrepreneurial mindset among Business Education students in tertiary institutions in Enugu State.



The null hypothesis two tested on the institutional related strategies revealed that, there was no significant difference between the Business Education lecturers and their students in institutional related strategies for improving entrepreneurial mindset of Business Education students for self employment after graduation in Enugu State. The implication of the findings of no significant difference was that, the status of the respondent had no significant influence in their opinions.

## **Conclusion**

Business Education lecturers and their students in Enugu State were of the view that lecturers' and institutional related strategies are capable of improving the entrepreneurial mindset of Business Education students for self-employment after graduation in Enugu State.

Respondents (lecturers and students) were equally of the view that, there was no significant difference in the mean responses regarding lecturers' and institutional respectively for improving entrepreneurial mindset of Business Education for self-employment after graduation in Enugu State.

## **Recommendations**

Based on the findings and conclusion, the following recommendations were made:

1. Business Educators and curriculum planners should work closely with relevant authorities to provide entrepreneurship curricula contents for Business Education programme.
2. Entrepreneurs should from time to time be invited to address Business Education students on self employment.
3. Business Education students should be given the opportunity to do their Industrial Training (IT) programme in Entrepreneurship based offices to enable them update their entrepreneurial mindset.
4. There should be regular conferences and workshop for Business Education lecturers on lecturers and institutional related strategies.

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