



## THE EFFECT OF ENTREPRENEURSHIP EDUCATION ON STUDENTS' ENTREPRENEURIAL PSYCHOLOGICAL ADJUSTMENT IN LAGOS STATE UNIVERSITY

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### Abstract

The study was carried out to investigate the effect of entrepreneurship education on students' entrepreneurial psychological adjustment in LASU. The sample for the study consisted of One Hundred and Ninety-Seven (197) selected Lagos State University students using the simple random sampling technique. A self-developed Questionnaire designed in line with Likert's attitudinal four-point scale was used for data collection. The drafted questionnaire was face and content validated by researcher's supervisor and other experts in the department. The reliability of the instrument was carried out using the test-retest method. The data collected were correlated using the Kuder-Richardson formula which yielded an r-value of 0.70. A total of One Hundred and Ninety-Seven (197) copies of the validated instrument were administered on selected respondents using the spot technique to ensure high percentage returns. The data collected was analyzed using frequency counts and percentage for demographic data of respondents, while the inferential statistics of Chi-Square  $X^2$  was used to test the stated hypotheses at 0.05 level of significance. Findings from the study revealed that no significant difference was recorded in the effect of entrepreneurship education on tertiary institution students' mindset towards enterprise and innovation. A significant difference was recorded in the impact of counselling on tertiary institution students' ability to achieve, excel, and compete, through honest and meaningful societal wellbeing. A significant difference was recorded in the extent to which counselling motivate tertiary institution students' in becoming successful entrepreneurs through the psychological empowerment obtainable from entrepreneurship education. And there was a significant difference in the extent to which entrepreneurship education influences tertiary institution students' capacity for independent thought, economic freedom and creativity.

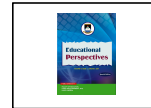
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## INTRODUCTION

The desire to diversify and grow the Nigerian economy as well as create substantial number of jobs for the teeming youth population has been expressed by successive administrations for the past three decade. Yet unemployment has continued to be a major challenge of the Nigerian state. Indeed, Nigeria has been grappling with high rate of unemployment in the last 30 years. Available records show that the unemployment challenge was most devastating or at its pick in the past five years (Harry, 2016). This was further exacerbated in the wake of the country slipping into recession in 2016 and the attendant sack of personnel by organizations in the different sectors of the economy. Hence, making desire for gainful employment in both the public and private sectors a mirage for increasing number of youths graduating from various institutions of learning. Efforts by successive administrations to address the unemployment challenge through the National Directorate of Employment (NDE), Graduate Internship scheme, N-Power, etc have yielded little or no remarkable outcomes. Hence, the encouragement of entrepreneurship development among youths, especially in the agricultural sector.

Entrepreneurship has been recognized as a major solution for several economic, social and environmental consternations. It has been, and will keep on to be, one of the major drivers of universal economic development and sustainability. Entrepreneurship is an important engine of growth in the economy. Entrepreneurship is the capacity and willingness to formulate, organize and manage a business venture along with anyone its risks to make a profit. (Colbert & Ugo, 2019).

Entrepreneurship is the act of creating a business or businesses at the same time as building and scaling the business to make income (Nicole, 2018). Entrepreneurship has also been explained as the capability and zeal to put up, organize and run a business venture along with any of its risks so that it can make a profit (Riita, Eric and Henning, 2012). Starting up one's own business instead of being an employee in someone else's business is what entrepreneurship is concern about. While entrepreneurs must deal with a larger amount of obstacles and uncertainties than waged or salaried employees, the payoff may be far better as well. (Ronald, 2018).

## STATEMENT OF THE PROBLEM

Youth unemployment has become the biggest developmental challenge in almost every country in the world in the 21st century. International Labour Organization (ILO) estimates, 60 million young people are searching for work but cannot find any. Around the world, youth are nearly three times as likely to be unemployed as adults. Eighty percent of the young jobless are in the developing countries and economies in transition. In all developing countries across the world, youth unemployment is growing annually at more than 15 percent. Many countries are still struggling to boost their economic growth in order to provide jobs for all the youths entering the job market each year (ILO, 2008).

In view of this, not much research has been carried out on the effect of entrepreneurship education on student's entrepreneurial psychological adjustment. Researchers have found that there is entrepreneurship education course in all tertiary institution but the extent to which the knowledge acquired from the course has not be substantial enough to affect their psychological



adjustment to entrepreneurial activities and subsequently see how counselling can help bridge the gap.

### PURPOSE OF THE STUDY

The aim of this study will be the effect of entrepreneurship education on student's entrepreneurial psychological adjustment: implication for counselling. The specific objectives of the study are:

- i. To develop a group of competent professionals in the field of entrepreneurship who will be responsible for transforming the mindset of tertiary institution students' towards enterprise and innovation.
- ii. To imbibe in tertiary institution students' a greater magnitude of the urge to achieve, excel and compete, through honest and meaningful ventures that add value to national and societal wellbeing.
- iii. To motivate tertiary institution students' in becoming successful entrepreneurs through the psychological empowerment obtainable from entrepreneurship education.
- iv. To instil in tertiary institution students' the capacity for independent thought, economic freedom and creativity.

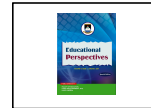
### RESEARCH HYPOTHESES

To aid the completion of the study, the following research hypotheses were formulated by the researcher;

- H0<sub>1</sub>:** There will be no significant difference in the effect of entrepreneurship education on tertiary institution students' mind set towards enterprise and innovation
- H0<sub>2</sub>:** There will be no significant difference in the impact of counselling on tertiary institution students' ability to achieve, excel, and compete, through honest and meaningful societal wellbeing.
- H0<sub>3</sub>:** There will be no significant difference in the extent to which counselling and motivate tertiary institution students' in becoming successful entrepreneurs through the psychological empowerment obtainable from entrepreneurship education.
- H0<sub>4</sub>:** There will be no significant difference in the extent to which entrepreneurship education influences tertiary institution students' capacity for independent thought, economic freedom and creativity.

### SIGNIFICANCE OF THE STUDY

The findings from this study will be significant for many reasons. Firstly, there has been little research concerning the effect of entrepreneurship education on student's entrepreneurial psychological adjustment. In this study, the researcher will try to examine the implications of counseling in entrepreneurship education and dwell more on how tertiary institution students can achieve, excel and compete, through honest and meaningful ventures that add value to national and societal wellbeing.



## LITERATURE REVIEW

### CONCEPT OF ENTREPRENEURSHIP AND ENTREPRENEURSHIP EDUCATION

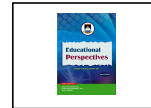
The concept of entrepreneurship education encompasses two important words, Entrepreneurship and Education. Enemuoh and Onwuka (1994) defined education as the process by which people acquire knowledge, skills, habits, values, or attitudes. It is used to describe the result of the educational process. Education is not only an investment in human capital but also a pre-requisite as well as a correlate for economic development. It expels ignorance and liberates the mind from superstition, prejudices, poverty and ignorance. It has always been the desire and plan of every nation to give her citizens the best and right type of education.

Sexton & Smilor (1997) defines “Entrepreneurship” as the process whereby individuals become aware of business ownership as an option or viable alternative, develop ideas for business; learn the process of becoming an entrepreneur and undertake the initiation and development of a business. It includes the practical application of enterprising qualities such as initiative, innovation, creativity and risk-taking into the work environment (either in self-employment or employment in small start-up firms) using appropriate skills necessary for success in that environment and culture. In the words of Nwachukwu (2012), the application of these qualities, a process known as “Entrepreneurism” leads to ventures on the social, political or business spheres.

Egai (2009) defined entrepreneurship has a deliberate planned process of actions that are aimed at transforming a country’s economy through primitive enterprise culture, enterprise creation and expansion and in turn creating employment for young men and women. An Entrepreneur is one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods. An entrepreneur is a person who creates, makes money by setting up businesses, especially when this involves taking financial risks (Nicole, 2018). An entrepreneur is a person who perceives a business opportunity and takes advantage of the scarce resources to use them (Agbeze, 2006).

What is then Entrepreneurship Education? This is viewed as a specialized training given to people to acquire the skills, ideas and the managerial activities and capacities for self-employment rather than being employed for pay (Akinola, 2006). It is a deliberate attempt to provide trainees with relevant knowledge appropriate skills, competence and right attitude to effectively run or manage a business outfit. Entrepreneurship Education seems to be the major key policy to promote/empower the youths in Nigeria. This therefore should be reflected in the school curriculum at all levels. The thrust of the programme should be in promotion, training, equipping the youth and in advisory services, in income generation activities (Sam-Ngwu & Wilfred-Bonse, 2014).

Entrepreneurship is no doubt a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Characteristics of entrepreneurship policies include the willingness to take calculated risks in terms of time, equity, or career; ability to formulate effective venture teams; involvement of creative skills to marshal needed resources; and fundamental skills of building solid business plan. Recognising opportunity where others see chaos, contradiction, and confusion is also an important priority for entrepreneurship driven policies (Kuratko & Hodgetts,



2004). These are expected in the long run to help create business and thus enhance economic development. Other characteristics such as seeking opportunities, taking risks beyond security, and having the tenacity to push an innate idea through to reality generally permeate entrepreneurs (Kuratko, 2005).

### **ADVENT AND DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION IN NIGERIA**

Aladekomo (2004) documented the history of policies that relates to education, industry, employment and labour in Nigeria dating back to the colonial era. Akinyemi (1987) reports that our educational institution as few as they were remained factories for producing white collar jobbers with no special professional nor was entrepreneurial skill envisaged in the education system. This means that before now, there has been complete absence of enterprise education in the educational system. Pretorius (2008) reports that there are no tools and benchmarks for assessing the quality of entrepreneurship education programmes offered in the tertiary institutions.

Entrepreneurship education in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Variations of entrepreneurship education are offered at all levels of schooling in Nigeria, from primary to secondary schools through the graduate university programs. It is a life-long learning process. The concept of life-long learning is essential to the competitiveness of the knowledge economy. It applies to all levels of education and training and concerns all stages of life as well as the different forms of apprenticeship. (Ojeifo, 2012).

Therefore, the move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in universities across the country should be seen as a positive step in the right direction. This is to inculcate in the youths the spirit of self-reliance. This development will not only address the problem of unemployment and underemployment but will also ensure an entrepreneurial human capacity for national development. It is the hope that with the introduction of entrepreneurship education in our tertiary institutions the universities will better be repositioned to become centres of excellence with the equipping of technical laboratories both at secondary and tertiary levels. This will put the country on the path to join communities of nations that have fought poverty through strengthening of small scale businesses. (Ojeifo, 2012).

### **METHODOLOGY**

The descriptive survey research was adopted for this study. The researcher utilise survey method because the study considered the effects of entrepreneurship education on student's entrepreneurial psychological adjustment in Lagos State University (LASU): Implication for counselling. The population of the study comprised of 300 and 400 level students from Department of Educational Foundations and Counselling Psychology, Faculty of Education, from Lagos State University, Ojo, Lagos State. A simple random sampling technique was used to draw two hundred students from the population. The study covered four departments from Faculty of Education, which include Department of Business Education, Department of Accounting Education, Department of Early Childhood and Primary Education and Department of Educational Management from Lagos State University, Ojo, Lagos State.



## RESEARCH INSTRUMENT

The instrument that was used for data collection was self-structured questionnaire. The instrument was divided into two sections. Sections A of the questionnaire contained personal data of respondent while sections B of the questionnaire was designed to obtain information on 'The Effects of Entrepreneurship Education on Student's Entrepreneurial Psychological Adjustment in Lagos State University (LASU): Implication for counselling. The items of the questionnaire investigated negative and positive responses based on the subject matter; Strongly Agree (SA) = 4; Agree (A)= 3; Disagree (D)= 2; Strongly Disagree (SD)= 1. The validity of an instrument refers to the extent to which it measures what it claims to measure. The questionnaire was validated using face and content validity. To achieve this, research experts and project supervisor were asked for their observation and suggestions, and the final version was used.

## DATA ANALYSIS

The data collected was subjected to analysis, with simple percentages and frequency counts used to examine the respondents' demographic information. Additionally, the stated hypotheses were assessed by employing the Chi-Square test to establish relationships between the variables within each hypothesis. The data analysis was conducted using the Statistical Package for Social Sciences (SPSS 18.0).

### Hypothesis One

Hypothesis one states that there will be no significant difference in the effect of entrepreneurship education on tertiary institution students' mindset towards enterprise and innovation.

**Table 5: Effect of entrepreneurship education on tertiary institution students' mindset towards enterprise and innovation**

	Chi-Square Tests		Asymp. Sig.(2-sided)
	Value	Df	
Pearson Chi-Square	51.406 <sup>a</sup>	54	0.575
Likelihood Ratio	55.133	54	0.432
Linear-by-Linear Association	0.017	1	0.896
N of Valid Cases	197		

a.56 cells (73.7%) have expected count less than 5. The minimum expected count is 0.24.

From table 5 above, it could be observed that a non-significant  $X^2$ -value (51.406;  $p>0.05$ ) was obtained at 0.05 level of significance, therefore the hypothesis is hereby retained. This implies that there was no significant difference in the effect of entrepreneurship education on tertiary institution students' mindset towards enterprise and innovation.





## Hypothesis Two

Hypothesis two states that there will be no significant difference in the impact of counselling on tertiary institution students' ability to achieve, excel, and compete, through honest and meaningful societal wellbeing.

**Table 6: Impact of counselling on tertiary institution students' ability to achieve, excel, and compete, through honest and meaningful societal wellbeing**

	Chi-Square Tests		Asymp. Sig.(2-sided)
	Value	Df	
Pearson Chi-Square	111.510 <sup>a</sup>	30	0.000
Likelihood Ratio	118.843	30	0.000
Linear-by-Linear Association	10.903	1	0.001
N of Valid Cases	197		

a. 24 cells (54.5%) have expected count less than 5. The minimum expected count is 24.

From table 6 above, it could be observed that a significant  $X^2$ -value (111.510;  $p < 0.05$ ) was obtained at 0.05 level of significance, therefore the hypothesis is hereby rejected. This implies that there was a significant difference in the impact of counselling on tertiary institution students' ability to achieve, excel, and compete, through honest and meaningful societal wellbeing.

## Hypothesis Three

Hypothesis three states that there will be no significant difference in the extent to which counselling motivate tertiary institution students' in becoming successful entrepreneurs through the psychological empowerment obtainable from entrepreneurship education.

**Table 7: Counselling and tertiary institution students' success as entrepreneurs through the psychological empowerment obtainable from entrepreneurship education**

	Chi-Square Tests		Asymp. Sig. (2-sided)
	Value	Df	
Pearson Chi-Square	42.780 <sup>a</sup>	27	0.028
Likelihood Ratio	46.030	27	0.013
Linear-by-Linear Association	2.588	1	0.108
N of Valid Cases	197		

a. 24 cells (60.0%) have expected count less than 5. The minimum expected count is 0.49.

From table 7 above, it could be observed that a significant  $X^2$ -value (42.780;  $p < 0.05$ ) was obtained at 0.05 level of significance, therefore the hypothesis is hereby rejected. This implies that there was a significant difference in the extent to which counseling motivate tertiary institution students' in becoming successful entrepreneurs through the psychological empowerment obtainable from entrepreneurship education.



### Hypothesis Four

Hypothesis four states that there will be no significant difference in the extent to which entrepreneurship education influences tertiary institution students' capacity for independent thought, economic freedom and creativity.

**Table 8: Entrepreneurship education and tertiary institution students' capacity for independent thought, economic freedom and creativity**

	Chi-Square Tests		Asymp. Sig.(2-sided)
	Value	Df	
Pearson Chi-Square	76.495 <sup>a</sup>	51	0.012
Likelihood Ratio	78.818	51	0.007
Linear-by-Linear Association	0.559	1	0.455
N of Valid Cases	197		

a. 56 cells (77.8%) have expected count less than 5. The minimum expected count is 0.24.

From table 8 above, it could be observed that a significant  $X^2$ -value (76.495;  $p < 0.05$ ) was obtained at 0.05 level of significance, therefore the hypothesis is hereby rejected. This implies that there was a significant difference in the extent to which entrepreneurship education influences tertiary institution students' capacity for independent thought, economic freedom and creativity.

### CONCLUSION

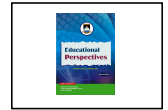
Based on the findings of the study, the following conclusions are hereby reached. It is now easy to draw inference on the effect of entrepreneurship education on students' entrepreneurial psychological adjustment in LASU, in which the results have revealed that there was no significant difference was recorded in the effect of entrepreneurship education on tertiary institution students' mindset towards enterprise and innovation. A significant difference was recorded in the impact of counseling on tertiary institution students' ability to achieve, excel, and compete, through honest and meaningful societal wellbeing. There was a significant difference in the extent to which counseling motivate tertiary institution students' in becoming successful entrepreneurs through the psychological empowerment obtainable from entrepreneurship education. And there was a significant difference in the extent to which entrepreneurship education influences tertiary institution students' capacity for independent thought, economic free demand creativity in Lagos State University.

### RECOMMENDATION

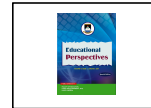
In view of the study findings and conclusions, the following are the recommendations made in this study:

- i. There is need for the education ministry as well as academic planners of the University to formulate and implement policies that enables our educational





- institutions to serve as factories for producing not only white-collar jobbers, but also individuals with special professional and entrepreneurial skills required to drive a 21<sup>st</sup> century economy.
- ii. The Nigerian institutions of higher learning must seek to provide students with the prerequisite knowledge, skills and enthusiasm to encourage entrepreneurial success in a variety of ventures.
  - iii. The effort of the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in universities across the country must not be allowed to lose its efficacy, but should be effectively monitored and updated in line with global best practices.



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