

Assessment of Undergraduate Students' Attitude Towards Entrepreneurship Mindset Re-Orientation: A Study of Some Selected Institutions in Kwara State, Nigeria

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Abstract

The study aims to examine the influence of entrepreneurship mindset re-orientation on undergraduate students' attitudes. A survey research design was adopted for the study and a multistage sampling method was used for the selection of 375 Business Administration and Entrepreneurship students as respondents for the study from two selected Universities in Kwara State. The data were collected using a closed-ended structured questionnaire. Analysis of variance (ANOVA) using SPSS was employed. Findings revealed a significant influence between entrepreneurship mindset re-orientation and undergraduate students' attitude stood at regression sum of square = 7.272, P value is $0.000 < 0.005$ and residual sum of square = 62.380, P value is $0.000 < 0.005$. In conclusion, this study identifies that there is a need for practical entrepreneurship mindset re-orientation to boost opportunities for viable undergraduate students' attitude adjustment. The study recommends that government agencies should have a well-designed and structured entrepreneurial skill program and curriculum that will outshine and pave way to opportunities for systematic training and re-training to change students' attitude and mindset.

Keywords: Undergraduate Students, Students Attitude, Entrepreneurship Education, Entrepreneurship Mindset, Re-Orientation, Institutions.

Introduction

Entrepreneurship education has taken theoretical dimensions for decades in the developing nations and specifically in the university settings as well as formal education. Thus, the skills learnt by the students have basically been theoretical in nature and has contributed largely to the negative mindset of the Nigerian graduates towards exploring entrepreneurship as a means of earning a decent living, creating employment opportunities for others and matching up with their contemporaries' home and abroad (Fitouri & Zouaoui, 2021).

The study also address the issue surrounding the mindset of graduates in Nigerian Universities why they are still carrying certificates looking for paid employments, even after their entrepreneurship education, for example, Edo Graduate Students Instructor, Teaching and Research Center (2020) stated that despite the numbers of years that entrepreneurship education came on board by the government to be a means of reducing unemployment for the youth after leaving school so as to be self-employed, yet the yawning for white collar job is still increasing every year and the situation seems tensed. It is in this mirage that the researcher seems to investigate that if youth orientation and their

attitude changed a little positively, it will be of importance to them and to the nation at large?

Practical entrepreneurship skill, if giving priority, it will assist in the attitudes of the youths and their orientation that is, mindset when compare it to what it is now and what it will be in the future although, entrepreneurship education is presently offered at different levels in Nigerian Institutions, it seemed appropriate to focus more on practical entrepreneurship education in all Institutions now, the main reason for this is that students studying entrepreneurship education at this level will have a deeper understanding about the subject matter as well as to help providing more detailed experience on practical aspect of it. However, there is a mismatch between entrepreneurship mindset (learning ability) and orientation of undergraduate students' attitude.

Numerous researchers have explored the realm of entrepreneurship education, yet the aspect of students' mindset remains a crucial area that requires attention. This is vital for our nation's economic prosperity and global networking capabilities. Our youth are inherently endowed with great potential, intelligence, physical ability, innovation, creativity, and vitality. With a little encouragement, they can forge ahead, do what is necessary, and excel on the international stage.

The significance of practical entrepreneurship education is manifold, and we must not underestimate the importance of shaping students' mindsets. As we shift the orientation of young minds, there is the potential for substantial economic benefits for both individuals and the country as a whole. This transformation should focus on equipping students with the technical knowledge and skills needed to improve their quality of life both immediately and in the future, ultimately contributing to the enhancement of our nation's economy.

Research Question

- i. To what extent does entrepreneurship mindset re-orientation influence undergraduate students' attitude?

Objective of the Study

- i. Examine the influence of entrepreneurship mindset re-orientation on students' attitude.

Literature Review

Okoye and Okoye (2019) opined that entrepreneurship skill can be a means by which new opener for sustainable economic development can come on board. They said that, technical skill can also be of immeasurable elements if Students mindset are oriented in such a manner that learning ability, ability to analyze through creativity and innovation be improved, it is going to assist in having better standard of living. Chukwurah and Akpo (2019) postulated that Nigerians and the curriculum planner to level up entrepreneurship education to practical entrepreneurship by "re-branding entrepreneurship education". in a

way that training and retraining of students will be done frequently so that practical will be enhanced. Ukata (2019) pinpoints that practical entrepreneurship education is highly necessary for sustainable diversification and development, he further explained and made us understand that practical entrepreneurship can assist the nation to better of and maximize the full capacity of the youths.

Olusakin (2010) found out that despite the fact that there is still no adequate statistical data, local media said that (1/2) of the Nigerian population of 148 million are youths, 95% of whom are unemployed. Vices of economic stagnation and poverty level have driven a large percentage to crime and violence in their early years, when they are not gainfully employed either in the public or private sector of the economy, they become very vulnerable to criminality such as kidnapping, rape, armed robbery, and many other social vices which are now menace to the society. (Nwachukwu and Nwamuo 2010) stated the same.

Aliaga-Isla and Rialp (2013) explained that risk and hazard are a daily phenomenon in any entrepreneurship business either in existence before it was inherited from parent or own by an individual. Thus, an individual entrepreneur usually takes more risk, toward off the fear of fluctuation of income because of lack of idea about issue that might arise in personal business, hence, prefer to hold on to the monthly wage or salary. They suggested that the individual should emphasize entrepreneurship education to avoid risk of not having stable income/salary to feed their family. The risk of family and emotional pressure and misses career opportunities especially if the business is yet booming will be on hold because new venture creation, business growth and even to broaden strategic option and the availability of capital is considered as one of the common obstacles that hinder a potential entrepreneur to establish new venture.

Haara and Jenssen (2016) identified that this compulsory (entrepreneurship) education situation directly affects in-service teacher training. However, a survey in literature identifies almost every level of education as regard entrepreneurship education, among which qualifications underlying the entrepreneurial teaching in higher and vocational schools was recorded by Van Dam et al. (2010).

Aduku, Nafiu, and Yakubu (2016) said that entrepreneurship education can be traced back to individual and societies as a major initiator and valuable propeller that gear up the relationship between entrepreneurship and cultural specification, it is so significant in such a way that it triggers up the spirit of enterprising. Additionally, it can be said that, until recently, entrepreneurship education has not become widespread in the general context of education (Haara and Jenssen, 2016). However, the increasing importance of entrepreneurship in the education sector is becoming noticeable (Haara and Jenssen, 2016). Entrepreneurship skills and aspiration should not be closed up within the four walls of the classroom. Nigeria have limited their entrepreneurial skills and aspirations to the four walls of classrooms, little did they know that as a Nation, the greater percentage of economic profitability lies in the entrepreneurial schemes popularly referred to as practical entrepreneurship education. Kadri, Zekeri Abu & Adebayo (2017).

Ekpe (2017) defined entrepreneurship as a means by which students/youths are motivated and making rapid change for the country, it is a way that teaches Creative, Progressive, Constructive and Administrative skills needed in small businesses. Entrepreneurship as the creation of a new economic entity centered on a novel product or service at a very least price, one which differs significantly from products or services offered elsewhere in the market. Entrepreneurship is the process of bringing together creative and innovative ideas and coping with management and organizational skills in order to combine people, money, and resources to meet an identified need and in turn creating wealth (Gomez-Mejia, Haynes, Nunez-Nickel, Jacobson, & Moyano-Fuentes, 2017).

Amos and Onifade, (2018) expressed that the activity of the family, peer group, educational and professional contexts of potential entrepreneurs. He showed and classified the role in which family played in the issue of bringing the spirit of entrepreneurial into the family. Recently, Magaisa, et al (2018) provides empirical evidence that supports the fact that those tertiary institutions offering entrepreneurship education does not meet the expectations of the students, that's why their orientation is yet to change till now. Deveci and Seikkula-Leino (2018) carried out an extensive review on entrepreneurship education in teachers' education, thus recommended that curriculum development of entrepreneurship education should be handed over to the in-service trainers and teachers/Lecturers that knows the practical aspect of what to deliver to the students/youths at all levels

Shinnar and Nayır (2019) defined entrepreneurship as a symbol of business strength and growth which requires knowledge, skill and competency. It's a process in which a person looks for opportunities to execute his or her business plans; a strategic and streamline way in which an individual turns talent and ideas into a small energetic vision and devotion which in turn will bring out creative solution. Entrepreneurship involves a way of thinking, reasoning, and acting that results in the creation, enhancement, realization, and renewal of value for an individual, group, organization, and society (Rwamitoga, 2011). Entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and being able to establish and run that enterprise successfully based on the identified opportunities.

Albulescu and Draghici (2021) also see innovativeness as tangible as intrinsic/inbuilt in such a manner that it is an avenue to bring new product and inculcating new idea into business, in this new opportunity of new opportunity and new idea every individual will have his/her role to play towards entrepreneurship education. Thus, the role of gender difference in entrepreneur intentions was verified. Innovativeness and entrepreneurship education have been exploited by different studies and concluded that the impulse to bring something new and specifically, rebranding and creativity is a major trait of entrepreneurship education (Albulescu, & Draghici, 2021).

Theoretical Framework

Personality Traits Theory by Coon 2004

Literature can be said to mean a pragmatic enabler that points to the insight of how a crucial issue can be tackled, knowing fully that it has been happening in the past, now, and will continue to help in the nearest future.

Entrepreneurship mindset can be defined as a means by which a specific set of beliefs, knowledge and thoughts are processed, which will in turn generate and aggravate entrepreneurial behavior Maggie Wooll (2022). The mindset involves a set of skills that enables an entrepreneur to identify as well as make optimal use of opportunities, overcome and learn from setbacks and mistakes that will eventually leads to success.

Theoretical Review

Theory of Planned Behavior

It is a psychological traits theory that links belief to behavior. In this theory, many things are involved: intention, attitude, subjective and perceived behavioural control, the mindset that is the engine room of every being deal with intention and until when the mind-set is oriented, new thing might not be incorporated into it.

This study believed that the inborn trait might not be shown at initial stage of the undergraduates in students as describes by personality trait theory which specifically talked about the inherent, inborn and traits, but it can be developed, learnt in the classrooms and as long as the knowledge is grasp and the orientation as regards mind-set is positively inclined, the better the hope in standard of living is improved by Samut-Bonnici (2015) it can be learnt, developed and be trained if well design and effective learning opportunities are available for an potential entrepreneur (undergraduates).

Methodology

This study focused on the practical entrepreneurship mindset orientation in Nigerian Universities in Kwara State chosen University of Ilorin, Ilorin and Kwara State University, Malete respectively. The two universities were randomly selected based on their popularity and because of convenience. A survey research design was used in this study. Out of the total population of 15000 students three hundred seventy-five (375) undergraduate students of the department of Business Administration and Entrepreneurship were systematically sampled with the use of Krejcie and Morgan's 1970. 375 respondents were randomly selected via online means in a strata of 300 and 400 levels from the 2 chosen institutions. 375 copies of questionnaire were administered, however, 375 were completed and retrieved from the respondents, given a retrieval rate of 100%. The questionnaire entitled "Undergraduate Students' Attitude and Entrepreneurship Mindset Questionnaire (USAEMQ) contained 25 items. The rating scale used was five points Likert scale of strongly agree (5 points), agree (4 points), undecided (3 points), Disagree (2 points) and strongly disagree (1 point). The data were analysed using Analysis of variance (ANOVA) and multiple regression analytic tools with the aid of SPSS.

Analysis and Presentation of Data

Research Question

i. To what extent does entrepreneurship mindset re-orientation influence undergraduate students' attitude?

Research Hypothesis

H_{01} : Entrepreneurship mindset re-orientation has no significant influence on undergraduate students' attitude.

Table 1: Summary of Multiple Regression Analysis of the influence of entrepreneurship mindset re-orientation on undergraduate students' attitude

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.7599	0.5774	0.5770	.41005
a. Predictors: (Constant), Learning ability and Ability to analyse,				

Source: Researcher's computation, 2023 (using SPSS)

From the regression analysis result shown in table 1, it was found that R value is (0.7599), R square (0.5774) adjusted R square (0.097) and the standard error of estimate is (0.410). The high value of R indicates a strong relationship between the observed and predicted values of the variables. The R value depicts that entrepreneurship mindset accounted for 57.74% of the re-orientation of students' attitude towards standard of living. This implies that the proportion of variation in the dependent variable explained by the regression model is 57.74%. The value of R-square (57.74%) indicated that the model properly fits the data. More so, the value of adjusted R (0.5770) showed that the value of R square closely reflected the goodness of fit of the model in the population. Thus, this is an accurate reflection that entrepreneurship mindset re-orientation statistically significant with undergraduate students' attitude.

Table 2: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	40.215	3	13.405	169.042	<0.000a
	Residual	29.437	371	0.0793		
	Total	69.652	374			
a. Dependent Variable: Undergraduate Students' Attitude						
b. Predictors: (Constant), Learning ability, Ability to analyse						

Source: Researcher's computation, 2023 (using SPSS)

Table 2 presents the analysis of variance (ANOVA) which tests the significance or otherwise the fit of the model. Table 2 shows regression sum of square value of (40.213) and the residual sum of square value of (29.437). This implies that the model accounted for most of the variations in the dependent variable. More so, the significant value of $P < 0.001$ is lesser than (0.05) which means that the independent variable (entrepreneurship mind-set) accounted for the variations in the dependent variable (undergraduate students' attitude). Hence, entrepreneurship mindset re-orientation has significant influence on undergraduate students' attitude.

Table 3: Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.295	0.232		14.203	<0.000
	Learning ability	0.654	0.088	0.053	7.43	<0.033
	Ability to analyse	0.391	0.087	0.377	4.496	<0.000
a. Dependent Variable: Attitude towards standard of living						

Source: Researcher's computation, 2023 (using SPSS)

The test of significance results as presented in Table 3 reveals that the magnitude of the beta co-efficient for functional clue is statistically significant at 5% for the total sample. The result implies that for unit increase in learning ability, there is increase in the re-orientation of students' attitude towards standard of living by 16.6%. The P-value is less than 0.05 which means that learning ability has significant influence on re-orientation of students' attitude towards standard of living, ($P < 0.0001$). It is also found that the result on ability to analyse is statistically significant at 5% on the re-orientation of students' attitude towards standard of living ($P < 0.0001$). The result reveals that for a unit increase in ability to analyse will bring about 10.6% increase in re-orientation of students' attitude towards standard of living. This result implies that entrepreneurship mindset (ability to analyze) is critical and statistically significant for re-orientation of students' attitude towards standard of living.

Discussion of Findings

The test of significance results as presented in table 1,2 and 3 reveals that that the magnitude of the beta coefficient for functional clue is statistically significant at 5% for the

total sample the result implies that for one additional increase in re-orientation of student attitude there is an increase of 16.63% towards learning ability.

It is found out that the result of ability to analyze is statistically significant by 5% due to the fact that an increase in re-orientation of student's attitude toward standard of living.

For every increase in ability to analyze there is an increase of 10.6% on re-orientation of student attitude towards standard of living,

This shows that these two sets of entrepreneurship mindset (learning ability and ability to analyze) have critical components in the re-orientation of students attitude towards standard of living and they are statistically significant.

Summary, Conclusion and Recommendation

Summary of Findings

This study investigates the impact of entrepreneurship mindset on students' attitude and its relevance towards standard of living in selected institutions in Kwara State

The study opined to reasons why students are still looking for white collar job after their graduation despite all the entrepreneurship courses learnt in school over the years, this has been leading to low standard of living after finishing from their different Schools. Government, both Federal and States should put in place some policies/ packages that will serve as cushion effect for all students so that each of them will have one entrepreneurial skill or the other to lean on after graduation but the mindset of the students are not catching it as expected (things to do through entrepreneurship courses) for example poverty reduction, wealth creation, income generation, local raw material usage, employment generation encouraging all the students to register a business before leaving school so that they may turn to be employer of labor not job seeker the summary of the findings of this research shows a real significant that the more the mind of students are upgraded especially in terms of learning ability, and ability to analyze, the more they will have insight to various dimensions of entrepreneurial skill to grasp.

1. This study helps to see that the more institutions put in place towards learning ability in a way to re-orientate the students' entrepreneurship mindset, the more SMEs will continue to surface, which will invariably improve the standard of living both for an individual and the Nation at large,
2. Entrepreneurship mindset with strong influence towards ability to analyze have great significant on the standard of living due to the fact that as long as income comes into an individual purse, to start maintaining a very good standard of living will not be a problem, they will upgrade the level they were before to a new phase of life as long as the mindset is addressed, this will benefit an individual and globally Nations economy will be better, some incentives like motivation, re-branding the way and manner entrepreneurship lectures is taught have a great measure and will add value to it too.

Conclusion

The study focuses on the impact of entrepreneurship mindset on re-orientation of students attitude and its relevance towards standard of living, based on the findings of this study the following are the major conclusions drawn;

- i. entrepreneurship mindset (learning ability) with strong basis towards standard of living, have a significant effect on re-orientation of students' attitude towards standard of living.
- ii. entrepreneurship mindset (ability to analyze) helps to have insight on how to foresee different areas of entrepreneurial skills that can boost standard of living and its utilization in bringing viable standard economic to the Nation.

Recommendations

The significance of developing a good entrepreneurship mindset by re-orientating students' attitude is highly recommended so that the standard of living can be improved. The following suggestions were put forth'.

1. Policy makers in Tertiary Education including those at the Federal and State Ministry of Educations, The Nigeria University Commission, The National Board for Technical Education and the National Commission for the Colleges of Education should create a curriculum and programs for developing entrepreneurial skill that are well structured that will meet an International standard to enable young people to be in SMEs.
2. Government should assist in building an Entrepreneurship Centers in all institutions so that students will be encouraged to pick up a trade even why in schools.
3. Grants and scholarships should be given to students that stand- out among others so that other students can be encouraged and have positive thinking towards entrepreneurship skills.

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