



ENTREPRENEURIAL EDUCATION AND ENTREPRENEURIAL MINDSET AMONG STUDENTS OF OSUN STATE COLLEGE OF EDUCATION, ILESA

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ABSTRACT

This study is premised on ascertaining the relationship between entrepreneurial education and entrepreneurial mindset among the Degree students of Osun State College of Education Ilesha. The population of this study comprised two hundred and seventy (270) final-year degree students in the College. The sample size for this study comprised one hundred and sixty-one (161) respondents who are graduating this academic session (2021/2022). The questionnaire was adopted for data collection. Regression Analysis was the statistical tool that was used for the Data Analysis. Three null hypotheses were set for the study. Two of the hypotheses which stated that there was no relationship between Entrepreneurship Education and personal attitudes, and perceived behavioural control which was a constituent of the entrepreneurial mindset were rejected and the alternative hypotheses which stated that there were relationships were based on a decision rule that specified, rejected (H_0 if $p < 0.05$) null hypotheses if the p-value is less than 0.05 and accept if otherwise. However, the other hypothesis which stated that there was no significant relationship between entrepreneurship education and subjective normative, a constituent of entrepreneurial mindset was accepted, and the alternative was rejected based on the same decision rule. Findings revealed that the higher the personal attitude and perceived behavioural control, the higher the mindset to be involved in entrepreneurship after graduation. The findings further showed that students who had gone through entrepreneurship education will have the mindset to start their own businesses. The study concluded that Entrepreneurship Education promotes an Entrepreneurial mindset.

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1. Introduction

The concept of entrepreneurship has become vital because of constant and increasing problems, especially unemployment (Garcia-Rodriguez, et al 2017). Entrepreneurship is rapidly gaining prominence worldwide as many agencies in both industrialized and emerging nations see entrepreneurship as a catalyst that creates wealth and generates economic growth and development (Keil Bach, Tamuada, & Audietsch 2008). The rationale for this assumption is the fact that entrepreneurship activities contribute immensely to the socioeconomic development of society as it affords individuals the opportunity to create value for society and generate employment for themselves and others (Ibitomi & Adeleke; 2020).

Entrepreneurship education has grown rapidly in tertiary institutions around the world (Fretschener & Weber, 2013). According to Fretschener & Weber (2013), the main objective of entrepreneurship education in tertiary institutions is to empower graduates irrespective of

their course of study with skills that will provide them with the opportunity to engage in income-yielding business, whether they are able or not able to secure paid employment whether in the public or private sector. The main purpose of introducing Entrepreneurial Education into tertiary institutions is to produce graduates with entrepreneurial skills needed in the private sector, start their businesses, and consequently employ others (Aladejebi, 2018).

Entrepreneurship is the act of creating business and growing a business (Obi, 2018). It is seen as an important tool for transforming the economy stimulating development, creating jobs and wealth, and promoting the general economy (Obenibe, Tesile & Ukpong, (2014). It must be stated that without an entrepreneur, there cannot be entrepreneurship; this is why an understanding of the mindset of an entrepreneur is crucial to understanding how to develop and launch successful ventures. Hence, the entrepreneurial mindset is a function of achievement, individualism, control, focus and optimism. It is pertinent to explain what mindset is before looking at an entrepreneurial mindset. A mindset is defined by Merriam-Webster as a “mental attitude or inclination.” As further elaborated upon by Thum (2012:3): *Your mindset is the sum of your knowledge, including beliefs and thoughts about the world and yourself in it. It is your filter for information you get in and put out. So, it determines how you receive and react to information. Mindset means mental attitude or inclination.* Thus, while our mindsets can be shaped by an intentional awareness, they are also largely driven by our experiences and what we are (intentionally or unintentionally) exposed to. (Thum, 2012). The Entrepreneurial mindset is therefore the inclination of the entrepreneur to discover, evaluate and exploit opportunities. (Bosman & Fernhaber 2018).

2. Statement of the Problem

It is a known fact that Nigeria is experiencing unemployment, particularly among the youth graduates. Viatona, Muse, and Suluka, 2018; Oluwatoyin, Bawalla and Muraina (2019) maintained that unemployment has been regarded as the bane to the nation’s development and it has continued to be a premise upon which the country has been ranked very low in the ranking of the comity of nations in several socio-economic indices. In order to ameliorate the low productivity, high inflation and widespread poverty in Nigeria, the government introduced policy trusts and programmes to promote skills and acquisition, facilitate the spirit of creativity, self-reliance and self-independence (Agbim, Oriarewo & Owocho, 2013), National Economic Empowerment and Development Strategies (NEEDS), National Poverty Eradication Programme (NAPEP), Small and Medium Enterprises Development Agency of Nigeria

(SMEDAN) and the New Partnership for Africa's Development (NAPAD). However, all these efforts could not yield fruitful effort because these short-term entrepreneurial activities were grossly inadequate to provide required entrepreneurial training for the general millions of unemployed youths. The failure of short-term entrepreneurial training led to the consideration of introducing entrepreneurship education into the Nigerian educational system.

Further effort was made to ensure that students from diverse socio-economic backgrounds imbibe the concept of entrepreneurship to generate a quantum number of business entrepreneurial ideas and enterprises. If all the concerted efforts of the government will bring fruitful results, there must be a synergy between entrepreneurship education and entrepreneurial mindset. To this end, there is a need to evaluate the impact of entrepreneurship education and career guidance on the entrepreneurial mindset of students.

3. Research Questions

The following research questions will guide the conduct of the study.

- i. What is the relationship between Entrepreneurship education and the personal attitudes of students towards an entrepreneurial mindset?
- ii. Are there relationships between Entrepreneurship education and students' subjective normative pressures towards an entrepreneurial mindset?
- iii. Are there relationships between Entrepreneurship education and students' perceived behaviour control?

4. Research Objectives

The objectives of this research are to:

- i. Examine the relationship between Entrepreneurship education and the personal attitudes of students towards an entrepreneurial mindset.
- ii. Investigate whether there are relationships btw Entrepreneurship education and students' subjective normative pressures towards an entrepreneurial mindset.
- iii. Examine whether there are relationships btw Entrepreneurship education and students' perceived behaviour control towards an entrepreneurial mindset.

5. Research Hypotheses

- H1: There is no significant relationship between Entrepreneurship education and students' attitudes towards an entrepreneurial mindset.
- H2: There is no significant relationship between Entrepreneurship education and students'

subjective normative pressures towards an entrepreneurial mindset.

H3: There is no significant relationship between Entrepreneurship education and students' perceived behaviour control towards an entrepreneurial mindset.

6. Scope of Study

The scope of this study is limited to the graduating degree students of Osun State College of Education, Ilesha. Therefore, the study focused on some selected schools and departments in the College. The justification for the limitation is to allow easy access to those students at the brim of graduation who may be contemplating what to do after graduation.

7. Conceptual Review

7.1 Concept of Entrepreneurship Education

Entrepreneurship education has grown rapidly in tertiary institutions around the world (Fretschener & Weber, 2013). According to Fretschener and Weber (2013), the main objective of entrepreneurship education in tertiary institutions is to empower graduates irrespective of their course of study with skills that will provide them with the opportunity to engage in income-yielding business, whether they are able or not able to secure paid employment either in the public or private sector. The main purpose of introducing Entrepreneurial Education into tertiary institutions is to provide graduates with entrepreneurial skills needed in the private sector, start their businesses, and consequently employ others (Aladejebi, 2018). Quality Assurance (QAA) for Higher Education (UK, 2012), define entrepreneurship education as the process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen.

7.2 Entrepreneurship Education

Entrepreneurship Education refers to the training given to an individual regarding entrepreneurship. (Samsudeen, Liman & Haruna, 2017). According to Ediagbonya (2013), *Entrepreneurship education is a skill and or knowledge that an individual possesses in each field over a period.* Supporting the claim of Ediagbonya, Fatoki (2012) explains that entrepreneurship education is a type of training which helps participants in developing their entrepreneurial attributes by supporting them with services, to successfully embark on new ventures. Entrepreneurship Education has to do with encouraging and inspiring children, youths, and elders on how to be independent both in thinking and creativity in business (Mandara 2012) Mohammed, Aliyu and Ahmed (2013) considered entrepreneurship as an

engine of growth for economic development in the developed, emerging, and developing economies.

Okereke (2019) maintains that entrepreneurship is a dynamic process of vision, change and venture creation. It requires the application of energy and passion towards the creation and implementation of new ideas and creative solutions. It involves the use of individual abilities, money, and other assets to achieve profitability and sustainability of the business venture (Smith & Chimucheka, 2014).

8. Review of Educational Policies and Entrepreneurship Education in Nigeria

In the post-colonial era, the Nigerian economy began to nose-dive, and this led to the creation of Nigerian Agricultural and Cooperative Banks (NACB) and Nigerian Industrial Bank (NIB), Nigeria Export Promotion Council, National Directorate of Employment as forms of Entrepreneurship Development (Chete, Adeoti, Adeyinka & Ogundele, 2014). The failure of the British bookish non-functional educational system lacking entrepreneurship education led to the enactment of educational policies that have a toga of entrepreneurship education. To foster better clarification, three notable entrepreneurship developmental policies will be concisely considered as follows:

National Policy on Education (1981):

This educational policy was introduced in the realization of the realities of deficient British educational policy engendering inadequate job opportunities for millions of Nigerian graduates by employing self-employment initiatives (Ogedengbe et al; 2013). However, this National Policy on Education was condemned for its focus on just the primary and post-primary aspects of Education. Its failure led to the introduction of another policy that would encourage practical and vocational studies aspects of Education (Okolocha, 2012).

National Policy on Education (2004):

This educational policy places emphasis on the practical and vocational aspects of education that were lacking in the previous educational policy. In this policy, the Federal and State Governments place much premium on establishing different institutions that offer programmes that lead to the acquisition of practical skills and applied skills (Ogedengbe et al, 2013). In the policy, however, entrepreneurship subjects were not specified both at the secondary level and tertiary institutions. That was the failure of the National Policy on Education (2004) as far as entrepreneurship education is concerned.

National Policy on Education (2014)

This seems to be the latest educational policy with greater emphasis on entrepreneurial education as subjects numbering 34 trades and entrepreneurship subjects were introduced into the curriculum of secondary schools (Adeyonu & Carim-Sanni, 2013). In addition, the policy specified that tertiary education in Nigeria “should promote and encourage scholarship and entrepreneurship Education and Community Service (NPC, 2014).

9. The objective of Entrepreneurship Education in Tertiary institutions

The thrust of introducing Entrepreneurship Education to tertiary institutions is to provide graduates with the entrepreneurial skills needed in the private sector so that can also start their businesses and consequently employ others (Aladejebi, 2018).

Entrepreneurship Education Curriculum for Degree Students

The Federal Government of Nigeria gave a directive to the Nigerian Universities Commission (NUC) National Commission for Colleges of Education (NCCE) and the National Board of Technical Education (NBTE) to ensure that tertiary institutions establish Centre for Entrepreneurship Ventures (Hafiz & Saad 2005), according to Aladejebi (2018) in order to facilitate the efficiency delivery of Entrepreneurship Education, the Nigeria University Commission (NUC) prescribed the following ten areas in the Bench Mark Academic Standard (BEMAS) guide for teaching Entrepreneurship Education (EE) in Nigeria universities ;

- Introduction to entrepreneurship
- Entrepreneurship in the Theory and Practice
- Types of business, staffing, and marketing
- Capital requirement and capital raising
- Feasibility studies and reports
- Innovations
- Legal issues in business
- Insurance and environmental considerations
- Possible business opportunities in Nigeria

10. Entrepreneurial Mindset

Naumann (2017) emphasizes that the adaptable thinking associated with an Entrepreneurial mindset occurs in a dynamic context. Nonetheless, while the direct effect of the environment on an Entrepreneurial mindset remains an area that has not received much research attention, Noble (2015) identifies informal institutions as a direct influence. Informal cultural norms, over

time, become engrained in the mindset of the individual; in other words, the norms within a culture are noteworthy determinants of a mindset given that they pervade an individual's thinking (Noble, 2015). Although heterogeneity in such conditions is not specifically examined, the extent to which an Entrepreneurship mindset develops is likely a direct result of the external conditions in which they exist.

Ibitomi and Adeleke (2020) that, this makes Entrepreneurship Education very essential in increasing entrepreneurial mindset as it has been noted that Entrepreneurship Education can positively influence students to become productive around entrepreneurship (Mahendra, Djatmika, & Hermawan, 2017). There is a nexus between Entrepreneurship Education and Entrepreneurial mindset. Entrepreneurship Education contributes to the development of an entrepreneurial mindset (Kuttim et al, 2014; Mat et al, 2015; Valliere, 2015; Sondari 2014).

The entrepreneurial mindset is not inherited, but it can be acquired through training and education. This assertion supports the claim of Athayde (2019) who is of the opinion that entrepreneurial attributes could be positively formed by the educational programme that makes students aware of entrepreneurship as a career choice.

11. Theoretical Framework

The widely researched intention model is the Theory of Planned Behaviour (TPB) developed by Ajzen (1991). The theory states that behavioural intentions are formed by one's attitude toward that behaviour and one's subjective norms (e.g., influence by parent's role models and peers). The theory of Planned Behaviour (TPB) is premised on the fact that much human behaviour is planned and is therefore preceded by intention toward that behaviour. The theory assumes intention as the immediate antecedent of behaviour. The Theory of Planned Behaviour is premised on three factors; the person's attitude toward the behaviour, subjective norm (the influence of other people) and perceived behavioural control (personal assessment of whether one can do it or not).

Attitude

Entrepreneurial attitudes refer to the degree of one's positive valuation to develop a new business (Linan et al, 2013). Entrepreneurship attitude was found to have a significant positive relationship with entrepreneurship intention in many studies (Mahmoud, 2015; Mahmoud & Muharam, 2014; Kuttim et al 2014; Otuya et al 2013, Malebana, 2014; Linan et al 2013; Isah & Garba, 2015).

Subjective Norm

Subjective norm is the intense social pressure to perform a particular behaviour (Ajzen, 1991). It is the perspicacity of friends, family, and colleagues on the behaviour in question. The greater the number of people that favour entrepreneurship decisions in a person's social network, the greater the expectation will be for such a person to engage in entrepreneurship activity (Angrianwan et al, 2012).

Perceived Behavioural Control (PBC)

Perceived Behavioural Control is the seeming ease or obstruction of the execution of a particular behaviour (Ajzen, 1991). In this study, PBC is considered as the perceived ease or - difficulty of establishing a new business (Linana et al, 2013). Several entrepreneurship studies revealed that Perceived Behavioural Control is a strong significant factor that influences entrepreneurship intention (Ekpe & Mat. 2012; Lakovleva, Kolvereid & Stephen 2011; Linana et al, 2013; Mahmoud, 2015; Mahmoud & Muharam, 2014; Malebena, 2014).

12. Research Methodology

Area of Study

The study was conducted among the final year degree students of Osun State College of Education, Ilesha.

Research Design

The study adopted a cross-sectional survey research design, which involved the use of a questionnaire together with in-depth knowledge about the relationship between entrepreneur education and student entrepreneurial mindsets of the students.

Population of Study

The population of the study comprises 270 students who are in their final year in their various departments. The rationale for selecting the final-year students is anchored on the fact that they have been sufficiently exposed to Entrepreneurship Education from the lowest level to the final year as degree students.

Sample Size Determination

The sample size of the study was determined using Taro Yamane's (1967) formula for sample size determination. Arising from the sample size computation, the sample size for the study is 161 Respondents, the next stage is to ensure the sample size is distributed to represent the interest of all and to avoid bias in the distribution of the questionnaire, the stratified proportional allocation formula by Bowley (1926) was adopted to distribute the sample size into different departments for the basics of data collections.

Sampling Technique Procedure

Multi-stage sampling techniques were utilized. Firstly, a purposive sampling technique was adopted to choose five schools. Next to the purposive selection of five schools, the stratified sampling method was used to group the sampled population in strata on a departmental basis. Finally, the study adopted random sampling to select respondents from each department within the purposively selected schools.

Instrument

The use of a questionnaire was adopted to draw responses from the identified respondents. The instrument has five parts – A, B, C, D, and E.

Reliability and Validity of Research Instrument

The pilot was done with the questionnaire being administered to the degree students of Osun State College of Education, Ila-Orangun, Osun State. Cronbach's Alpha validated the internal consistency of the structures. Results from the test indicated that the values generated from Cronbach alpha for the constructs range from 0.61 to 0.857 which implied that the measurement scales of the instrument are very reliable. The experts who vetted the draft unanimously testified to the face and content validity and quality of the instrument.

Data Analysis

The study uses descriptive and influential statistics, frequency tables, linear regression and with the aid of statistical package for social Science (SPSS) software to analyze the quantitative data to accept and reject the stated hypotheses.

13. Presentation of Data

For clarity purposes and avoidance of possible ambiguities, tables were used to present the results, and findings drawn from each of the research questions administered.

Hypotheses Testing**Hypothesis One**

H₀: There is no significant relationship between entrepreneurship education and personal attitude towards an entrepreneurial mindset.

Acceptance Rule

Accept the null hypothesis if $P > 0.05$ and accept the alternative hypothesis if otherwise.

Table 1: Entrepreneurial Education and Personal Attitude

Analysis of Variance					
	Sum of Squares	Df	Mean Square	F	Significance
Regression	109.112	1	109.112	13.097	.000 ^a
Residual	1324.689	159	8.331		

Total	1433.801	160			
Coefficients					
Independent variables	Beta	T	Significance	Tolerance	VIF
ATTE	.276	3.619	.000	1.000	1.000
Correlational Statistics					
Dependent variable	Multiple R	R ²	Adjusted R ²	S.E of Estimate	Durbin Watson
ENTE	.276 ^a	.076	.070	2.88641	1.997

Source: Author’s Computation, 2022

Table 1 above shows the relationship between Entrepreneurial Education and personal attitude. As given by the ANOVA section of the table, the relationship between Entrepreneurial Education and personal attitude was statistically significant ($F = 13.097, P < 0.05$). This implied that there is a significant relationship between Entrepreneurial Education and personal attitude. Furthermore, the correlation coefficient (R) of 27.6% showed a positive relationship between entrepreneurial education and personal attitude. This implied that Entrepreneurial Education determines individual development of an entrepreneurial mindset to a very great extent.

The Correlational Statistics showed that $t = 3.619$ which implied that there is a positive relationship between Entrepreneurial Education and personal attitude. The collinearity was checked through the Durbin Watson (DW) statistics; the DW showed a satisfactory value (approximately 2), and the result of the tolerance and the variance inflation factor (VIF) was satisfactory. This study therefore rejects the null hypothesis and thus concludes that there is a positive and significant relationship between Entrepreneurship Education and personal attitude.

Hypothesis Two

H₀: There is no significant relationship between Entrepreneurship Education and perceived behavioural control.

Acceptance Rule

Accept the null hypothesis if $P > 0.05$ and accept the alternative hypothesis if otherwise.

Table 2: Entrepreneurial Education and Perceived Behavioural Control

Analysis of Variance					
	Sum of Squares	Df	Mean Square	F	Significance
Regression	81.476	1	81.476	9.580	.002 ^a
Residual	1352.326	159	8.505		
Total	1433.801	160			
Coefficients					
Independent variables	Beta	T	Significance	Tolerance	VIF
PBC	.238	3.095	.002	1.000	1.000
Correlational Statistics					

Dependent variable	Multiple R	R ²	Adjusted R ²	S.E of Estimate	Durbin Watson
ENTE	.238 ^a	.057	.051	2.91637	2.006

Source: Author’s Computation, 2022

Table 2 above shows the relationship between Entrepreneurial Education and perceived behavioural control. The collinearity was checked through the Durbin Watson (DW) statistics. The Durbin Watson (DW) was reasonable (approximately 2), which shows that the regression model was not self-related. As given by the ANOVA section of the table, the relationship between Entrepreneurial Education and perceived behavioural control was statistically significant ($F = 9.580, P < 0.05$). This implied that there is a significant relationship between entrepreneurial education and perceived behavioural control. Furthermore, the correlation coefficient (R) showed (23.8%) that Entrepreneurial Education does influence perceived behavioural control. The Correlational Statistics showed that $t = 3.095$ which implied that there is a positive relationship between entrepreneurial education and perceived behavioural control. This study thus rejects the null hypothesis and therefore concludes that there is a positive and significant relationship between entrepreneurial education and perceived behavioural control.

Hypothesis Three

H₀: There is no significant relationship between Entrepreneurship Education and subjective norm.

Acceptance Rule

Accept the null hypothesis if $P > 0.05$ and accept the alternative hypothesis if otherwise.

Table 3: Entrepreneurial Education and Subjective Norm

Analysis of Variance					
	Sum of Squares	Df	Mean Square	F	Significance
Regression	.479	1	.479	.053	.818 ^a
Residual	1433.322	159	9.015		
Total	1433.801	160			
Coefficients					
Independent variables	Beta	T	Significance	Tolerance	VIF
SJN	.018	.231	.818	1.000	1.000
Correlational Statistics					
Dependent variable	Multiple R	R ²	Adjusted R ²	S.E of Estimate	Durbin Watson
ENTE	.018 ^a	.000	-.006	3.00243	2.097

Source: Author’s Computation, 2022

Table 3 above shows the relationship between entrepreneurial education and the subjective norm. The collinearity was checked through the Durbin Watson (DW) statistics. The (DW) was reasonable (approximately 2), which shows that the regression model was not self-related. The ANOVA section of the table showed that the relationship between entrepreneurial education and the subjective norm was not statistically significant ($F = 0.053$, $P > 0.05$). This implied that there is no significant relationship between entrepreneurial education and subjective norms. Furthermore, the correlation coefficient (R) showed (1.8%) that the influence of Entrepreneurial Education on subjective norms is not significant ($p < 0.05$). Also, The Correlational Statistics showed that ($t = 0.231$) which implied that there is a positive relationship between Entrepreneurial Education and the subjective norm although, the relationship is not significant ($p = 0.818$). This study thus accepts the null hypothesis and therefore concludes that there is no significant relationship between Entrepreneurial Education and subjective norms.

14. Discussion of Findings

This study has successfully investigated the relationship between Entrepreneurship Education and entrepreneurial mindset. The findings showed that there is a positive and significant relationship between Entrepreneurship Education and students' personal attitudes. This implied that efficient handling of Entrepreneurship courses does influence the general attitude of students towards an entrepreneurial mindset. This view was supported by Dutta, Li and Menda (2011) who affirmed that Entrepreneurship Education plays a critical role in motivating prospective entrepreneurs towards an entrepreneurial mindset, by providing them with a combination of knowledge, skills and the attitude to establish enterprises.

Ibitomi and Adeleke (2020) whose study focused on analyses of Entrepreneurship Education on entrepreneurial intention among undergraduate students in Nigeria indicated that entrepreneurial knowledge in terms of Entrepreneurial Education significantly determines entrepreneurial mindset. It is also interesting to know that this study supports the multi-dimensional perspective of Yort-koru, Kuscu, and Doganay (2014) in the context of the TPB by Ajzen (1991) where the result of multiple regression showed that personal attitude and perceived behavioural control significantly influence entrepreneurial mindset by jointly explaining 64 percent change in the entrepreneurial mindset.

Finally, the study found a positive but not significant relationship between entrepreneurship education and subjective norms. This was supported by Senary Sabah (2016) who maintains that human behaviour is adopted according to other people's attitudes towards given behaviour, although the effect is taken to be effectual across cases and cultures, the significant others differ for different individuals. For instance, for individuals holding a job, co-workers or other work-related networks are important. On the other hand, for students, family and friends may be important. The effect of subjective norms is questioned due to insignificant and non-systematic previous results regarding it.

Conclusively, this study showed that there is a positive relationship between entrepreneurship education and entrepreneurial mindset as established in the studies of Olotu, Abdul and Oladipo (2018) and Dogan (2015) that lay emphasis on knowledge as the key to the development of future entrepreneurs and entrepreneurial activities.

15. Conclusions

The study discovered that personal attitude, perceived behavioural control, and subjective norms do exert a high influence on the entrepreneurial mindset of students in Osun State College of Education, Ilesha. The study therefore concluded that Entrepreneurial Education had a positive and significant relationship with an entrepreneurial mindset.

16. Recommendations

The finding of the research shows that Entrepreneurship Education has a positive impact on the entrepreneurial mindset of students and having been exposed to entrepreneurial studies, students have a positive attitude to start their own business when they graduate. On the strength of this finding, it is recommended that:

- i. Lecturers of Entrepreneurship Education should be more practical-oriented, trained, retrained, motivated, and developed through organizing seminars and attending sponsored conferences in developed countries to sharpen their entrepreneurial wit and skills.
- ii. There should be a harmonized Entrepreneurship Education curriculum developed by NUC, NCCE, NABTEB and other Commissions that are custodial of tertiary education programmes to meet the needs of the society.

- iii. There should be Entrepreneurship Centres in all the tertiary institutions where students can be exposed to practical training on entrepreneurship by acquiring basic entrepreneurial skills, and the College authorities should put facilities in place to enhance the teaching of Entrepreneurship Education to reinforce the perception of the students about the stability of their entrepreneurial mindset in the future.

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