

STRATEGIES FOR IMPROVING ENTREPRENEURIAL MINDSET AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS IN SCIENCE AND SOCIAL SCIENCE EDUCATION, UNIVERSITY OF NIGERIA, NSUKKA

Ifeyinwa Awele Nji¹, Nathaniel Okechukwu Ochiaja¹, Felicia Chinyere Ugwu^{2*}, Oliver Igwebuikwe Abbah³, Ifeoma M. Anaenyeo⁴, Sylvester Ogbaga⁵

¹Department of Social Science Education, University of Nigeria, Nsukka.

²Department of Science Education, University of Nigeria, Nsukka,

³Human Kinetics and Health Education University of Nigeria, Nsukka,

⁴Department of Education Foundation, University of Nigeria, Nsukka,

⁵Educational Management, Enugu State University Science and Technology, Enugu State.

*Corresponding author: Felicia Chinyere Ugwu

Email: Felicia.chinyere@unn.edu.ng

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Abstract

This study examined the strategies necessary for improving entrepreneurial mindset and academic achievement of undergraduate students in Science and Social Science education, University of Nigeria, Nsukka. The study adopted ex-post-facto research design. This design investigated the cause and effect relationships between independent and dependent variables. Therefore, the design is suitable for this study since it seeks to identify the strategies adopted to improve undergraduate students entrepreneurial mindset is the cause of their academic achievement in Centre for Entrepreneurial Development (CEDR 342). The population of the study respectively comprised 460 and 512 undergraduate students in Science and Social science education departments, University of Nigeria, Nsukka. Meanwhile, a sample of 196 and 185 were used for the study. Purposive sampling technique was used to select 3rd year students for 2018/2019 academic session. The reason for purposive sampling was because, 3rd year undergraduate students were taught entrepreneurship courses in the university during the period. The instruments used for this study was a questionnaire tagged “Questionnaire on Improving Entrepreneurial Mindset of Students” (QIEMS), and Entrepreneurial Mindset Students Achievement Test (ESMAT). The QIEMS was adapted, while ESMAT was a data of students’ academic achievement in CEDR 342. The study used mean and standard deviation for research questions while correlation analysis was used to test the null hypotheses at 0.05 level of significance. The study above all found out that improving entrepreneurial mindset is through intellectual and cognitive development. The cognitive development of students in entrepreneurship courses in the university goes a long way in enhancing their entrepreneurial mindset. Though, it was identified that developing lifelong skills for future in school was low, students showed that previously acquired knowledge of entrepreneurial skills was from extension gotten from non-formal or informal education not necessarily from formal education. Therefore, it could be preferable for both formal and informal education to be integrated into the system for proper harnessing of students skill acquisition and fostering entrepreneurial mindset, among others.

Keywords: entrepreneur, entrepreneurship mindset, skill acquisition and academic achievement.

INTRODUCTION

Global demand for economic development has increased the need for entrepreneurial skill development. Moreover, the inability of government to create job for her teeming graduates call for an intentional or deliberate policy framework toward students’ acquisition of requisite skills for self-reliance. In an effort to tackle the menace, high institutions in Nigeria for instance and the government consciously introduced entrepreneurship in universities to encourage undergraduate students to embrace it in other to promote entrepreneurial mindset in them.

The word entrepreneur is drawn from the French word for “entrepredre” which means ‘to undertake’ (Ivan & Gary, 1993). The entrepreneur is one who undertakes to organize, manage and assume the risks of a business or productive venture. The need and recognition of entrepreneurs started during the 18th century when a French economist, Richard Cantillon in 1755

associated risk - bearing activities of man in the economy of France with that of the entrepreneur. Meanwhile, efforts have been made by authors to conceptualize who an entrepreneur is. On this note, Byjus.com (2020) defined the entrepreneur as someone who has the ability and desire to establish, administer and succeed in a startup venture along with risk entitled to it, to make profits. Similarly, Cantillon in Ochiaja (2020) described an entrepreneur as one who exercises business judgement in the face of uncertainty. These definitions emphasized the ability to process knowledge and information, skills and training that makes the entrepreneur a very lively and obviously active economic agent. Similarly, the entrepreneur shifts economic resources out of an area of lower and into an area of higher productivity and greater yield. Entrepreneurs create value. Joseph Schumpeter who was fondly referred as the father of entrepreneurship in the 20th century, described entrepreneurs as innovators who drive the “creative-destructive” process of capitalism (Ugauanyi, Anisiudo & Ochiaja, 2015, Schumpeter 1993, 1991). The authors maintained that the role of entrepreneurs is to reform or revolutionize the pattern of production. This he said can be done in many ways: By exploiting an invention or more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way, by opening up a new source of supply of materials or a new outlet for products, by reorganizing an industry and so on.

From the foregoing, one can relate the concept of entrepreneurship to risk-taking and finding opportunity to turn ideas into meaningful venture. Corroborating the idea, Kimmons (2019) described entrepreneurship as the act of setting out on your own and starting a business instead of working for someone else in his business. The author further noted that while entrepreneurs must deal with a larger number of obstacles and fears than hourly or salaried employees, the payoff may be far greater as well. Byjus.com (2020) referred entrepreneurship as the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. The most prominent example of entrepreneurship is the starting of new businesses. The best example of entrepreneurship is the starting of a new business venture. The entrepreneurs are often known as a source of new ideas or innovators, and bring new ideas into the market by replacing old with a new invention. Entrepreneurship requires risk. The measurement of this risk equates to the amount of time and money you invest into your business. However, this risk also tends to relate directly to the rewards involved (Kimmons, 2019).

Admittedly, the incorporation and relationship of entrepreneurship and Economics has long been a welcome development. Cantillon as cited in Ochiaja (2020) first used it as a technical Economics term. This means that the term ‘an employer’ is the character or someone who assume the risks of administration or management of business; that is, an undertaker of economic enterprises. Thus, an entrepreneur can be used to identify the venture and individuals who stimulated economic progress by finding new and improved ways of carrying out business decisions. Consequently, entrepreneurship refers to the idea of being an innovator or developer, who recognizes and seize opportunities, converts these opportunities into workable or marketable ideas, adds value through time, effort, money or skills, assuming the risks of the competitive market place to implement these ideas, and realizes the rewards from these efforts (Okpukpara, 2011a).

Essentially, entrepreneurship is a creative or an innovative skill. It optimizes the use of unexploited resources; generate self-employment and economic sufficiency. To some Economists, it is the ability and willingness to bear the risk of a new venture, if there is a significant chance for profit. It is for people who have the right level of interest-mindset that could make them pursue their dreams, improves life, and creates new businesses. It is a management and leadership style that involves pursuing opportunities without regard to resources currently controlled. Any attempt at creating new business ventures through self-employment or the expansion of an existing one by an individual, a team or an established venture. Entrepreneurship is also a way of thinking and acting that is opportunity obsessed, holistic in approach and leadership balanced for the purpose of value creation. This therefore means that entrepreneurship is not just an academic discipline. Rather, a way of life which extend beyond ownership and management of small businesses (Okpukpara, 2011b).

Consequently, most Economists today have agreed that entrepreneurship is a necessary ingredient or tool for stimulating economic growth and employment opportunities in all societies. In developing economies like Nigeria, successful small businesses form the primary engines of job creation; income growth and poverty reduction. Entrepreneurship thus plays an important role in the economic growth and development of nations. It is a purposeful activity that includes an imitation, promotion and distribution of wealth and service. An entrepreneur is a critical factor in economic development and an integral part of the socio-economic transformation of nations. It could be on this premise that governments believe that entrepreneurship exerts a positive influence on job creation and reduction in graduate unemployment, economic growth, poverty reduction, and transformation of the informal sector. To this effect, John, Singh and Adesola (2019) opine that the National Universities Commission (NUC) in 2006 mandated all universities in Nigeria to introduce a compulsory two-semester undergraduate level course on entrepreneurship.

Similarly, entrepreneurial skills refers to the capacity and ability of an individual or organization to be innovative, creative, risk-bearing, value adding and profit oriented. Entrepreneurial skills development thus, refers to those educational efforts directed towards developing self-reliant and enterprising people. Entrepreneurs are the catalysts and innovators behind economic progress in any society. Meanwhile, the current state of the art in Nigeria shows that there is a great public outcry from all and sundry, on the imperatives of entrepreneurial education. For instance, the federal government of Nigeria has; inform of a blueprint, laid emphasis on self-reliance-employment, with the ultimate aim of developing the economy and reducing poverty (Akpomi, 2008). In the same vein, the government on 8th November, 2007, launched a new curriculum known as the “New Basic Education Curriculum” for the basic and upper-basic education levels. The new curriculum addresses amongst other things, the issue of value-reorientation, poverty eradication, critical thinking, entrepreneurial and life-skills (Toluhi & Daikwo, 2009). In line with this development, some subjects have been introduced at the post-basic (senior) secondary school level, to help inculcate entrepreneurial skills in the learners; even at that early stage of growth and development. Similarly, the government has brought in policies which make admission into Nigerian Polytechnics and Monotechnics, not to be less than 70%; based on ‘Technology’ and ‘Innovation Enterprise Institutions (IEI) was aimed at:

- Training post-secondary students; desirous of acquiring specific industrial skills, knowledge and appropriate certification to pursue a chosen trade and carrier;
- Educate post-secondary students to think creatively and transform knowledge through technological processes into wealth, and have a broader economic base, among other things. Institutions that belong to these IEI includes: Film academy, Institute of manufacturing, Fashion institute of technology, Academy of creative arts, Paralegal school, School of Hospitality and Tourism, School for Oil and Gas technology, among others [Federal Republic of Nigeria (FRN), 2013] and the roles of the government in their actualization abound.

Moreover, Daodu (2007) investigated the relevance and modalities of utilizing entrepreneurship education (mindset) as a strategy for channelling the energies of university graduates in Nigeria, from paid employment into self-employment. Meanwhile, the study found out and concluded that graduate unemployment has risen, because; the economy is not expanding at a rate commensurate with the output of university graduates. Secondly, the study noted that the introduction of entrepreneurship education into the nation’s educational system should include all levels of education. No wonder, strong emphasis has been currently laid on entrepreneurship education in Nigerian educational institutions. In the light of the above clarifications; it is quite clear that the discipline has most of the requirements for providing adequate entrepreneurial knowledge and skills. This is because, its content has both theoretical, logical reasoning, constructive, quantitative and abstract reasoning attributes for developing creative and innovative capabilities essential for prospective undergraduate entrepreneurs. On this note, the Dakar World Education Forum (2000) opine that countries need to improve all aspects of quality of education to achieve recognizable and measurable learning outcomes for all-especially, in literacy, numeracy and essential life skills. Similarly, the Dakar Framework for Action noted that quality education system must manage to provide for all children and young people with a comprehensive education and with an adequate preparation for working life, life in society and private life. But in order to achieve this laudable dream, some strategies should be in place. Some of the guides or strategies includes: Previous experience, knowledge, commitment or tenacity, among others. Ginzberg (2017) further highlighted more strategies that would enhance entrepreneurial skills as captured below:

- Don’t let your background dictate your future: Most times, some people with entrepreneurial mindset are being hindered by their poor background. They tend to attribute their inability to pursue their career to socio-economic status. Hence, they are limited by their background. Meanwhile, for one to be in successful entrepreneurial skills, the person must develop a limitless mindset. Pursue your dream with vigour and conquest. The opportunity in entrepreneurship is endless and “we all have the chance to become entrepreneurs if we want to” (Ginzberg, 2017).
- Be tenacious (tenacity): This strategy entails determination ensuring that the dream is being actualized. A lot of people think that it's all about the skills they have acquired. Albeit the need to have skills in order to have a business is inevitable; but the determination to move forward with your business is also critical. Confidence-building is a significant part of being a successful entrepreneur. Everyone has their own methods. Maybe it’s reviewing positive stories, such as reading articles or blogs online about successful entrepreneurs. Notably, building confidence is an entrepreneurial skill that should be part of the mindset. There is nothing like a run to bring up the endorphins and my entrepreneurial spirit.
- Commit to your business: The extent to which entrepreneurs give attention or focus to their dream would determine the degree of success. For instance, if someone has an entrepreneur mindset, the person must be committed to the dream or business. If commitment is lacking 100% focus, the business might very well falter. On this note, Ginzberg (2017) assert that

what you focus on grows. If your attention is elsewhere, then so is your business. The amount of attention defines the life of the business venture. Hence, it's crucial to mentally commit to your company.

□ Shine during the times of adversity: Certain times are going to be very difficult in the success of any dream pursuit. Adversities can come from different ways: Economic, political, social and religious instability, insecurity, fire disaster, heist, among others. But don't allow them to break you down. It is all part of being an entrepreneur. Recall that risk-bearing is a critical component of entrepreneurial mindset. So, when those harsh moments arise, remain focused and plan how to come out of it. As they always say that what doesn't kill you will make you stronger.

□ Surround yourself with people you can relate to: Our association is a critical factor in the actualization of entrepreneurial mindset. Sometimes your family or your friends might not understand what it is like to be an entrepreneur. You might even have naysayers or negative people in your life. That's also part of being an entrepreneur. But you should surround yourself with people who you can relate to, such as other entrepreneurs. It will come naturally as you build your dream or own business. You are going to meet people in the entrepreneurial space. Listen to their stories and learn from their experiences. In the past year, I have joined several entrepreneur organizations and it has helped grow my business immensely (Ginzberg, 2017).

□ Continue to learn: Lifelong learning is the cornerstone in having an entrepreneurial mindset. No matter how much you know, you still learn something new every day. There is need to go through blog articles, digital courses and books, listen to podcasts and other materials that will help grow your experience.. With all the changes that are going on in digital marketing especially, it's important to continue to refine your skill (craft). Maybe 20 or 30 years ago, you might have been able to get away with just learning your core competencies, but now technology and commerce travels at the speed of light. And to stay competitive, we all need to make learning a lifelong habit.

□ Set up a Big, Hairy, and Audacious Goal (BHAG): It has been said often (Personal communication, 2019) that peoples problem is not meeting up with their set goals but rather meeting up their small or short set goals. For one to go far in actualizing any entrepreneurial mindset that may seem so unrealistic that one can't even imagine it now. But just having that thought — and working towards it on a daily basis allows you to think that way and be in that mental state to grow your business to whatever you want it to be. These strategies have proven to be significant in advancing entrepreneurial mindset even among undergraduates and promote their academic achievement.

Academic achievement is an important tool in school evaluation which can be predicted by undergraduate students' entrepreneurial mindset. Achievement as a concept can be described as one's learning attainments, accomplishment, and proficiencies in an education situation (Nnachi, 2007). The concept of academic achievement is directly related to students' growth and provides the basis for their promotion to the next level. However, test is always given to students to ascertain their knowledge and skill in the course. Hence, accurate achievement data are very important for planning curriculum and instruction and for programme evaluation. On this note, Akpan (2012) argued that high achievement scores usually indicate a mastery of grade level materials and readiness for advancing instruction while low level score is an indication of the need for remediation. Mehrens and Lehman (2008) described achievement as a measure of students' acquisition of skill or knowledge following appropriate exposure to materials. Micheal (2007) perceived achievement tests as any test that measures the attainments and accomplishment of an individual after a period of training or learning.

Meanwhile, students' achievement in entrepreneurial mindset has become a topical issue because of stakeholders, parents, educational policymakers concern by looking at the level in which students advance their entrepreneurial mindset with regard its contents taught in classrooms in order to measure their achievement and success after completion of the course training. In this regard, classroom teachers play crucial and valid roles between what needs to be learned and what has been taught. A teacher should use variety of teaching methods and assessment techniques to evaluate ability and individual needs of each undergraduate students' of Science and Social Science departments in UNN. By implication, lecturers of the course should use effective instructional strategies and improvise materials by thinking of a way towards making learning of the course fun and appropriate so as to create and facilitate students' entrepreneurial skills in the learning process and reduce boredom. Meanwhile, undergraduates student learning achievement is the acquisition of knowledge or skill that are developed by the course lecturers as usually indicated by achievement test scores or numerical values assigned by the lecturer(s). Based on this understanding, it can be concluded that undergraduate students' academic achievement success is predicated on their entrepreneurial mindset.

Contextually, the goal was to reinforce entrepreneurial mindset among UNN undergraduates of Science and Social Science education departments and inculcate necessary entrepreneurship knowledge, skills and competencies in them. The course as offered under the “Entrepreneurial Skills Development Programmes (ESDP)” by the Centre for Entrepreneurship Development and Research, University of Nigeria, Nsukka is a general course for all students, irrespective of one’s core discipline. Recall that the National Universities Commission (NUC) in 2006 mandated all universities to introduce a compulsory two-semester undergraduate level course on entrepreneurship. That is why in the university, they are studied as CEDR 341 and 342 respectively. Despite these efforts, there is still an observed poor use of skills and competencies gotten from entrepreneurship education among undergraduates of both departments in the institution. Therefore, the thrust of this paper hinges on investigating whether strategies necessary for improving entrepreneurial mindset can serve as a formidable tool for promoting entrepreneurship skills development in Nigeria with special focus on academic achievement of undergraduate students of Science and Social Science education departments, UNN with the following objectives: Ascertain ways with which to stimulate undergraduate students’ attitude towards entrepreneur mindset; identify factors that contribute to the success of entrepreneurial mindset among undergraduate of Science and Social science education; examine the relationship between entrepreneurial mindset and academic achievement of Science education students of University of Nigeria, Nsukka, and the relationship between entrepreneurial mindset and academic achievement of Social science education students of University of Nigeria, Nsukka.

Methodology

The study adopted ex-post-factor research design. Ex-post-facto research design according to Ary, Jacobs and Sorensen (2010) is the investigation of the cause and effect relationships between independent and dependent variable. It is designed such that data collected after the event or phenomena under investigation has taken place (Nworgu, 2015). Therefore, the design is suitable for this study since it seeks to identify if the CEDR 342 (academic achievement) is the cause while the effect is questionnaire on entrepreneurial mindset of students which are the independent and dependent variables respectively.

The population of the study comprised 460 and 512 undergraduate students in Science and Social Science education departments, University of Nigeria, Nsukka. A sample of 196 and 185 were used for the study. Purposive sampling technique was used to select third year students for 2018/2019 academic session. The reason for the purposive sampling is because third year undergraduate students were taught entrepreneurship course (CEDR 342) in the university on Nigeria, Nsukka.

The instruments used for this study was a questionnaire tagged “Questionnaire on Improving Entrepreneurial Mindset of Students” (QIEMS), and Entrepreneurial Mindset Students Achievement Test (ESMAT). The QIEMS was adopted from Ugwuanyi, Okeke and Ene (2020), while ESMAT was a data of students’ academic achievement in CEDR 342. The QIEMS was structured to elicit vital information needed for the study. It sought to determine ways to stimulate students’ attitude towards entrepreneurial mindset, and factors that contribute to the success of entrepreneurship mindset. The response was rated on Agree (A), and Not Agree (NA). Four research assistants were used to administer the instrument to the students. The instrument (QIEMS) was presented for validation to specialists in measurement and evaluation department and centre of Entrepreneurship Development and Research both of the University of Nigeria, Nsukka. The instrument was collected and corrections were made. The study used mean and standard deviation for research questions while correlation analysis was used to test the null hypotheses at 0.05 level of significance. The use of mean and standard deviation were to determine the students mean achievement and the variability of their scores with a mean benchmark of 2.50 based on the ratings of QIEMS. Hence, hypothesis with associated P-value at or greater than 5% [$P = >0.05$] was accepted and hypothesis with associated P-value less than 5%, that is $P = <0.05$ was rejected.

Results

The results of this study were presented according to research questions and hypotheses that guided the study.

Research Question I

What are the ways to stimulate students’ attitude towards entrepreneur?

Table I: Mean ratings of responses of students' on ways to stimulate attitude towards entrepreneur

S/N	Items statements	SE			SSE		
		\bar{X}_1	SD ₁	Dec	\bar{X}_2	SD ₂	Dec
1.	Enjoy independent thinking to solutions	3.01	0.61	A	2.98	0.71	A
2	Like talks on market opportunities	2.88	0.88	A	2.88	0.82	A
3	Feel engrossed when taught about money	2.99	0.76	A	3.01	0.96	A
4	Develop lifelong skills for the future in the school	1.82	0.76	NA	1.63	0.91	NA
5	Enjoy financial freedom	2.59	0.96	A	3.11	0.88	A
6	Get motivated when discussions are on creative skills	2.66	0.63	A	3.02	0.71	A
7	Discussions on goals and wishes interest me.	2.71	0.81	A	3.30	0.69	A
8	Mentoring help establish my goals	3.26	0.91	A	2.66	0.77	A
9	Adopt positive mindset towards entrepreneurship	2.98	0.77	A	2.96	0.69	A
10	Challenges in learning increase interest	3.10	0.86	A	2.81	0.90	A
11	Identify problems and solve them independently	3.06	0.97	A	3.01	0.81	A
Grand mean		2.83	0.81	A	2.85	0.80	A

Key: 1= mean for Science Education (SE), SD1 = standard deviation for SE; Decision (Dec) for both SE and SSE, NA = Not Agree, A = Agree, 2= mean for Social Science Education (SSE), SD2 = standard deviation for SSE.

Table 1 presents the opinion of the respondents on ways to stimulate their attitude towards entrepreneurship. The table shows that item 1,2,3,5,6,7,8,9,10,11 had mean scores of 3.01,2.88, 2.99,2.59, 2.66, 2.71,3.26,2.98,3.10 and 3.06 respectively by science education students while their counterpart social science education had mean scores of 2.98,2.88,3.01,3.11,3.02,3.30, 2.66,2.96, 2.81 and 3.01 respectively. It was identified that only item 4 had a low mean rating of 1.82 for SE and 1.63 for SSE. These indicate that both respondents of SE and SSE agreed to all items in ways to stimulate attitude towards entrepreneur, but disagree with developing lifelong skills for the future in school. The grand mean values of the items are 2.83 and 2.85 while the standard deviations were 0.81 and 0.80 respectively.

Research Question 2

What are the factors that contribute to the success of entrepreneurship mindset among science and social science?

Table 2: Mean ratings of responses of students' on contributes to the success of entrepreneurship mindset among science and social science

S/N	Items statements	SE			SSE		
		\bar{X}_1	SD ₁	Dec	\bar{X}_2	SD ₂	Dec
12	Always ready to couple parts together for workability	3.18	0.98	A	2.98	0.88	A
13	Eager to identify problems	3.01	0.82	A	3.10	0.96	A
14	Regularly get information to make new ideas	3.22	0.71	A	2.68	0.86	A
15	Always feel self determined in achieving things in life	2.99	0.86	A	3.06	0.88	A
16	My subject area helps in solutions to economic problems	3.21	0.77	A	3.30	0.81	A
17	Can address stakeholders interest in business plan	2.83	0.91	A	3.01	0.71	A
18	Can identify future needs for effective outcomes	2.66	0.81	A	2.81	0.96	A
19	Achieve interpersonal relationship in team work	2.59	0.69	A	3.11	0.91	A
20	Can lead in team work efficiently	2.89	0.81	A	2.96	0.89	A
21	Can apply logical reasoning to solving problems	2.99	0.93	A	2.63	0.79	A
22	Can apply logical reasoning to gathering and analyzing of information	3.01	0.71	A	3.17	0.65	A
23	Can work out problems that seems difficult	3.05	0.86	A	2.98	0.51	A
24	Believe that creative thinking can be achieved by training	2.78	0.96	A	3.01	0.71	A

25	Failure can be enhanced by hard work	2.65	0.71	A	2.69	0.69	A
26	Economic situation of the country arouse my interest	3.58	0.82	A	3.43	0.70	A
27	Able to identify problems of price fluctuation	2.98	0.81	A	3.01	0.60	A
28	Failure makes me motivated to learn	2.96	0.69	A	3.23	0.91	A
29	Difficult situations makes me creative	3.56	0.71	A	3.14	0.69	A
30	Can easily interpret economic trends	3.01	0.85		3.21	0.71	A
Grand mean		3.01	0.81	A	3.02	0.78	A

Key: 1= mean for SE, SD1 = standard deviations for SE, Decision NA = Not Agree, A = Agree, 2= mean for SSE, SD2 = standard deviations for SSE,

Table 2 presents the opinions of the science education and social science education students' responses towards factors that contribute to the success of entrepreneurship mindset. The table shows that item 12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,30 had mean scores above 2.50 by both science education and social science education departments students, while it was identified that only item 29 had a low mean rating of 2.49 and 2.14 for science education and social science education students respectively. This indicated that both respondents of SE and SSE agreed that these were factors that contributed to their success of entrepreneurship mindset. The grand mean values of the items are 3.01 and 3.02 while the standard deviations were 0.81 and 0.78 respectively.

Research Questions three:

What is the relationship between entrepreneurship mindset and academic achievement of science education students of the University of Nigeria, Nsukka?

Table 3:- Mean, Standard deviation, and Regression analysis on the relationship between entrepreneurship

S/N	Variables	N	\bar{X}	SD	R	R ²
1	QIEMS	196	3.01	0.78	0.71	0.50
2	ESMAT	196	15.02	0.81		

mindset and academic achievement of science education students.

R2= Coefficient of Determination

The result on Table 3 shows that the coefficient between entrepreneurship mindset and academic achievement is 0.71. This means that there exist high positive relationship between entrepreneurship mindset and academic achievement. Also, Table 3 reveals that the coefficient of 0.71 was 0.50. This implies that the coefficient of determination (R2) indicates that 50% of variation in students' academic achievement is attributed to entrepreneurship mindset.

Research Questions Four:

What is the relationship between entrepreneurship mindset and academic achievement of Social science education students of the University of Nigeria, Nsukka?

Table 4:- Mean, Standard deviation, and Regression analysis on the relationship between entrepreneurship mindset and academic achievement of Social science education students.

S/N	Variables	N	\bar{X}	SD	R	R ²
1	Entrepreneurship mindset	185	3.02	0.78	0.68	0.46

2	CEDR342(academic achievement)	185	16.86	0.86
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R²= Coefficient of Determination

The result on Table 4 shows that the coefficient between entrepreneurship mindset and academic achievement of social science education student is 0.68. This means that there is high positive relationship between entrepreneurship mindset and academic achievement. Also, table 4 shows the coefficient of determination (R²) associated with the correlation coefficient of 0.68, was 0.46. Therefore, the coefficient of determination indicates that 46% of variation in students' academic achievement is attributed to entrepreneurship mindset.

Hypothesis One:

There is no significant relationship between entrepreneurship mindset and academic achievement of science education students of the University of Nigeria, Nsukka.

Table 5:- Regression analysis of significant relationship between entrepreneurship mindset and academic achievement of Science education students.

S/N	Model	Sum of Squares	df	F	Sig
1	Regression	.422	1	3.012	.004 ^a
2	Residual	94.312	194		
3	Total	94.831	195		

The result on Table 5 shows that the F ratio of 3.12 with associated probability value of 0.004 which is less than 0.05. Thus, the null hypothesis was rejected. Therefore, there is a significant relationship between the entrepreneurship mindset and academic achievement among science education department.

Hypothesis Two:

There is no significant relationship between entrepreneurship mindset and academic achievement of Social science education students of the University of Nigeria, Nsukka.

Table 6:- Regression analysis of significant relationship between entrepreneurship mindset and academic achievement of Social science education students.

S/N	Model	Sum of Squares	Df	F	Sig
1	Regression	.334	1	2.041	.002 ^a
2	Residual	85.311	183		
3	Total	86.846	184		

The result on Table 6 shows that F ratio of 2.041 with associated exact probability value of 0.002 which is less than 0.05. Thus, the null hypothesis was rejected. This implies that there is a significant relationship between entrepreneurship mindset and academic achievement of social science education students.

Discussion

Based on the result in question one indicating ways to stimulate students attitude towards entrepreneur showed that this could be done by : independent thinking solutions, talks on market opportunities, being engrossed when taught about money, enjoying financial freedom, get motivated when discussions are on manipulative and creative skills, discuss on goals and wishes, mentoring, positive mindset towards entrepreneurship, challenges in learning as it arises and problem identification and solutions. This finding is in line with the assertion of Veciana, Aponte and Urbano (2005) that students have serious thought towards entrepreneur and creating their own businesses. Also, Pooja (2021) suggested that barriers to students' attitude towards business include lack of infrastructural facilities, non availabilities of capital, great business risk, entrepreneurship subject not given top priority, length and cumbersome procedure to start a business and absence of technical know-how. It is of this view that the Federal Republic of Nigeria [FRN] 2013] on her National policy on Education stressed that Nigeria's higher education should be such that the learner acquires creative potentials for self fulfillment of life towards sustainable development. It was also indicated in the result that students had low response on lifelong skill learning for the future in school. This could be justified by Uzoegwu and Ibanusi (2010) who asserted lifelong learning should be extended to extra mile learning opportunities not only just in formal education. In other words, the trend of education should be shifted to social trends of global economy competition towards technological transformation (Roche, 2015).

Based on result from research question two indicates that the finding reveal that both science and social science education students agreed on all the factors that contribute to successful entrepreneurship mindset which includes;- always eager to couple parts together for workability, eager to identify problems, regularly get information to make new idea, always feel self determined in achieving things in life, subject area helps in solution of economic problems, can address stakeholders interest in business plan, can identify future for effective outcomes, can apply logical reasoning to solving problems, can apply logical reasoning to gathering and analyzing of information, can work-out problems that seems difficult, believe that creative things can be achieved by training, failure can enhance hard work, economic situation of the country arouses by interest, able to identify problems of market inefficiency, failure makes me motivated to learn, difficult situations make me creative and easily interpret economic trends. The find of this study supports study of Pihie and Sani (2009) on exploring the entrepreneurship mindset of students on improvement of entrepreneurial learning at the university which found out that entrepreneurial learning broadened students understanding by directly developing creative skills. In the same vein Adewumi (2021) noted that the development of students entrepreneurship mindset were from attitude development, preparedness and cognitive cognizance. On the contrary Osakedu, Lawanson, Sobowale (2017) found out that students subjective norms, perceived behavioral control and family business play significantly on students interest in entrepreneurship. The finding of this study holds high esteem on the knowledge student acquire in school, though subject norms, perceived behavioral traits, and family business background could no doubts have influence on students entrepreneurial mindset. Therefore, it becomes necessary to encourage, motivate, and tutor to channel the learner on entrepreneurial skill towards creative mind after school.

Furthermore, tables three and four respectively show the relationship between entrepreneurship mindset and academic achievement of science and social science education student which were high. In other words there were both high and positive relationships between students' entrepreneurship mindset and academic achievement. This implies that the coefficient determinant were 50 and 46 percents variations respectively in the academic achievement which can be attributed to both entrepreneurship mindsets. It was further identified in the analysis between the relationship of entrepreneurship mindset and academic achievement the F-value of both departments were less than the level of significant of 0.05, which both null hypotheses were rejected.

The findings of this study supports that study of Ncheke and Omeje (2020) who carried out a study on entrepreneurship education as a correlate of graduates employability and found out that there is a significant relationship between entrepreneurship education and employability which indicated positive. In the same vein Ogebu (2015) noted that there exist a relationship between entrepreneurial skill and academic achievement of students. The finding of this study shows that student can acquire academic achievement from entrepreneurial course which exposes to adequate knowledge and creative skills in entrepreneurship.

Conclusion

The issue of stimulating students' entrepreneurial mindset towards meeting sustainable learning for global competitiveness necessitated the research. Consequently, the study investigated on the strategies to improve entrepreneurship mindset and academic achievement. The study above all revealed that one way of improving entrepreneurship mindset is through

intellectual and cognitive development. The cognitive development of students in entrepreneurial courses in the university goes a long way in enhancing their entrepreneurship mindset. Though, it was identified that developing lifelong skills for future in school was low. Students showed that probably acquired knowledge of entrepreneur was from the extension gotten from non-formal or informal education not necessary from formal education. Therefore, it could be preferable for both formal and informal education to be integrated into the system for proper harnessing of students skill acquisition.

Recommendations

1. The curriculum should be structured to include acquisition of creative and cognitive skills in the different subject areas in entrepreneurship courses for future use.
2. Parents should identify unique and creative skills in the children and work towards its achievement.

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