



USING EDUCATIONAL PSYCHOLOGIST TO CREATE AWARENESS OF SELF-EFFICACY TO ENHANCE ENTREPRENEURSHIP EDUCATION FOR SELF-SUSTENANCE AND NATIONAL DEVELOPMENT IN IBB UNIVERSITY, LAPAI-NIGERIA

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Abstract

Educational psychology is essential in entrepreneurship education. The main objective of this study is to identify whether there is difference between the perceptions of undergraduate students and educational psychologists that create awareness of self-efficacy to enhance entrepreneurship education in Ibrahim Badamasi Babangida University, Lapai in Niger State. The study sampled 600 final year undergraduate students from two faculties using stratified random sampling technique. Data collected were tested using mean score, mean ranking and t-test. The t-test result shows that there is no significant difference between the perceptions of undergraduate students and educational psychologists that create awareness of self-efficacy to enhance entrepreneurship education in Ibrahim Badamasi Babangida University, Lapai. Such entrepreneurship education includes knowledge about entrepreneurship curriculum, competence, materials needed for training and practice in the selected entrepreneurship, parental influence and marketability of products among others. The study recommends that professional educational psychologists should be appointed in Ibrahim Badamasi Babangida University, Lapai for career choice or vocational guide in the world of work.

Keywords: *Educational Psychologist, Self-efficacy, Undergraduates, Entrepreneurship*

Education, National development

1. Introduction

Presently in Nigeria as in other developed and developing human communities of the world, there is an increasing need for education and growing emphasis on educational psychologists. This is because it gives teachers knowledge of appropriate teaching methods to helps in developing new strategies of teaching and also provides the knowledge of different approaches evolved to tackle the problems of teaching at different age levels. Psychology gives insight and information about students mentally while education executes and acts in the direction to get the goals that the educational psychologists have set (Babakr and Mohamed & kakamad, 2019). This demonstrates the usefulness of psychological principles in all areas of teaching and learning.

Educational psychology is the study of how people learn, including teaching methods, instructional processes, and individual differences in learning. The goal is to understand how people learn and retained information (Kendra, 2022). Educational psychology is an applied psychology taught to prospective teachers in the university's faculty of education that prepare teachers to become educational psychologists. The educational psychologists investigate and plan curriculum, how information and knowledge can be transferred and methodologies to use for their purpose, the



impact classroom environment, visual and audio visual aids which are suitable for teaching and learning (American Psychological Association 2014, Binson & Leve-Wiesel, 2018; Babakr, Mohammed & Kakamad, 2019). The relevance of educational psychologists cannot be underscored in teaching other specialist outside the faculty of Education for instance in management to easy teaching and learning and creating awareness in entrepreneurship education. Entrepreneurship is the process of undertaking activities concerned with identifying and exploiting business opportunities while assuming its associated risks. Entrepreneurship is about a kind of behaviour that includes initiatives taking, reorganizing economic activities and the acceptance of its risks (Shapero, 1982). It is important to note that entrepreneurial activities are universal and can therefore be promoted even in societies that manifest low entrepreneurship activities (Abdulmalik, 2018).

Entrepreneurship education is a specialized and all-round training programme designed by education authorities to change the worldview of undergraduates from job seekers to wealth creators by developing their talents and potentials. Entrepreneurship education is the willingness and ability of an individual to seek out investment opportunity in an environment and be able to establish and run an enterprise successfully (Haliru, Yusir, Umar & Abdullahi, 2021). Entrepreneurship education is a collection of formalized teachings that informed, trains and educates anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development (UNESCO, 2022).

Thus, the relationship between educational psychologist and entrepreneurship education is important and significant through it creates awareness of self-efficacy among faculties to enhance self-sustenance and national development in IBB University, Lapai-Nigeria. The term self-efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully. Self-efficacy refers to an individuals' belief in his or her capacity to execute behaviours necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over's own motivation, behaviour, and social environment (APA, 2020). The term self-sustenance is the ability to continue in a health state without assistance (LEXICO, 2022). The term national development is related to nation's growth, social growth, progress, advancement and modernization with a nation.

At this juncture, looking at the past empirical study, Brown and Denga (2011) conducted a study on counseling for entrepreneurship development at secondary school level in Akwa Ibom State, Nigeria. The study has a population of 705 principals of public and approved private secondary schools in the state. A sample of 255 respondents (116 males and 139 females). The principals were drawn using stratified random sampling technique based on three senatorial districts. Two null hypotheses were raised and tested in the study. Data collection were done using a researcher designed structured questionnaire tagged "Counselling for Entrepreneurship for Sustainable Development in Secondary Schools" (CSEDISS). Data collected were analyzed at 0.05 alpha level of significance, using independent t-test. The results reveal that the availability of counselling service and inadequacy of facilities for the trained counsellors deployed in secondary schools in Akaw Ibom State. However, the study was conducted in the post primary school. The gap identified in the past study is the scope of study. This study wants to study if there is difference between the perceptions of undergraduate students and educational psychologists that create



awareness of self-efficacy to enhance entrepreneurship education for self-sustenance and national development in IBB University, Lapai. To the best of my knowledge, none of researcher attempted to use educational psychologist to create awareness of self-efficacy to enhance entrepreneurship education for self-sustenance and national development in IBB University, Lapai-Nigeria as most past studies are not empirical in nature. The study will be beneficial to potential academic researchers and area of contribution to knowledge.

The null hypothesis (Ho) of this study is: There is no significant difference between the perceptions of undergraduate students and educational psychologists that create awareness of self-efficacy to enhance entrepreneurship education for self-sustenance and national development in IBB University, Lapai.

2. Literature Review and Theory

2.1 Conceptualization of the Study Variables

2.1.1 Entrepreneurship Education

Literature has it that, entrepreneurship education has so many definitions by different authors to suite the thrust of their studies. Hisrich, Peters, Shepherd (2017) see entrepreneurship education as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological, and social risk, and receiving the resulting rewards of monetary and personal satisfaction. Koa and Stevenson (2020) view entrepreneurship education as an attempt to create value through recognition of business opportunities, communicative, and management skills to mobilize human, financial and material resources necessary to bring a project to function. Sheikh, Sheikh and Baktiar (2020) define entrepreneurship education as a pedagogical process which supports entrepreneurial activities, behaviour and outlook. Haliru, Yusir, Umar and Abdullahi (2021) state that entrepreneurship education is the willingness and ability of an individual to seek out investment opportunity in an environment and be able to establish and run an enterprise successfully. According to UNESCO (2022), entrepreneurship education has been defined as “a collection of formalized teachings that informed, trains, and educates anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development”.

From the above catalogue of definitions of entrepreneurship education, based on the setting of this study. The researcher is adopting Koa and Stevenson (2020) definition that see entrepreneurship according to stages from recognizing business opportunities to end product.

2.1.2 Educational Psychology

Psychology is concerned with human maturation, school learning, teaching methods, guidance, and evaluation of aptitude and progress by standardize test (Sushma, 2022). Walter (2022) defines educational psychology as the study of those facts and principles of psychology which helps to explains and improves the process of education. Kendra (2022) view educational psychology is the study of how people learn, including teaching methods, instructional processes, and individual differences in learning. The goal is to understand how people learn and retained information. From the above sets of definitions of educational psychology, the researcher is adopting the definition by Kendra (2022).



Omoteso (2021) identified some of the scopes of educational psychology as concerned with key factors in educational process namely: i) Learner, ii) Learning Process/Experience, iii) Teaching Strategies, iv) Learning situation and Environment, v) Teacher, vi) Learning content/Curriculum, vii) Evaluation of learning outcome. Mangal (2014) summaries the nature of educational psychology in the following ways: i) Educational psychology is a science, ii) Educational psychology is a natural science, iii) Educational psychology is a social science, iv) Educational psychology is a positive science, v) Educational psychology is an applied science.

Educational psychology helps the teacher to make his teaching very successful while keeping in view innate nature of the learner. Careers in educational psychology is known as educational psychologist. Many educational psychologists work with schools directly while some are teachers, lecturers or professors. They may even become counsellors helping students cope with learning barriers directly. Other educational psychologists work in research centers. For instance, they might work for a government organization such as the Ministry of Education, influencing decisions about the best ways for learners to learn in schools across the nation. In addition, they could go on work in school or university administration. In all of these roles, they would be able to influence educational methods and help students learn in a way that best suits them.

2.2 Theoretical Framework

Social learning theory proposed by Albert Bandura in 1977 emphasized the importance of observing; modeling; and imitating the behaviours, attitudes and emotional reactions of others (Saul, 2016). Social learning theory considers how both environment and cognitive factors interact to influence human learning and behaviour. Application of social learning in entrepreneurship education as underpinning theory may be particularly valuable, as they can empower undergraduates to recognize and trace the roots of their issues, identify patterns they may not otherwise seen and ultimately, break the habit and behaviour that harm them. It suggests that social behaviour is learned by observing and imitating behaviour of others. Social learning is important because life and work is social. Social learning helps to replicate the realities that undergraduates are likely to face when they are required to make actual informed decision and solve actual problems regarding entrepreneurship education in work place.

Relating the Social learning theory, the undergraduates involved in the entrepreneurship education are undertaking learning processes that requires them to be focused, pay attention, observe, and imitates the behaviours being taught by the educational psychologists (instructors/master trainers) and relating it to the environments (markets and end users) of the finished products or services, for self-sustenance and national development. Based on the above premise, this work is to examine using educational psychologists to create awareness of self-efficacy to enhance entrepreneurship education for self-sustenance and national development in IBBU Lapai.

3. Methodology

This study uses descriptive research survey as information is collected from the respondents. The study used stratified random sampling technique to collect data from 600 final year undergraduate students of the Faculty of Education and Art (FEA) and Faculty of Management and Social Sciences (FMSS) in Ibrahim Badamasi Babangida University (IBBU), Lapai in Niger State as at year 2021.



The study used questionnaire to collect data collection from the students (respondents). The instrument is divided into two sections (A and B). Section ‘A’ requires the respondents to give some demographic information (faculty, course and sex). Section ‘B’ is on twelve factors which educational psychologists can use for self-efficacy to enhance entrepreneurship education among undergraduates.

To ensure the validity of a self-developed questionnaire, experts in the field of management sciences were consulted for moderation and approval. The reliability of the questionnaire instrument was tested using Cronbach’s Alpha statistic which gave the value of 0.88.

Data collected through the questionnaire were run on Statistical Package for Social Sciences (SPSS)-Version 23. The study used non parametric statistics and student t- test was used to test the hypothesis at 0.05 significant level.

4. Results and Discussions

4.1 Descriptive Statistics

This part presents and analyses the descriptive statistics of the respondents that information for the study was obtained.

Table 1: Descriptive Statistics of Respondents

S/No.	FACULTIES	DEPARTMENTS	MALE	FEMALE	TOTAL
1.	F E A	Counseling Psychology	86	54	140
2.		Adult Education	62	30	92
3.		Science Education	72	47	119
4.	F M S S	Economics	55	33	88
5.		Business Administra.	34	40	74
6.		Sociology	49	38	87
		TOTAL	358	242	600

Source: SPSS Output

Table 1 shows the descriptive statistic of the 351 respondents from Faculty of Education and Art (FEA) and 249 respondents from Faculty of Management and Social Sciences (FMSS) of IBB University, Lapai totaling 600 respondents. The total sampled male students from the two faculties are 358 representing 59.6 percent and the total female students from the two faculties are 242 representing 40.3 percent. This discloses that there are more male undergraduate students than female in the two faculties of IBB University, Lapai.



4.2 Ranking of Educational Psychologists in Contest of Some Factors

The section attempts to identify 12 factors or items that were rated highest.

Table 2: Mean and Mean Ranking of Educational Psychologist Perceived Factors of Self-efficacy to Enhance Awareness of Entrepreneurship Education for Self-sustenance and National Development on the basis of faculties.

No.	Items	Mean	Ranking
1.	Educational Psychologists consider individual self-concept and self-esteem, before guiding students to make a choice of self-sustainable entrepreneur.	3.44	7 th
2.	Individuals ability to participate in entrepreneurship education is considered by educational psychologists for students before they their choices	3.27	10 th
3.	Educational psychologist can impact effective training of students which can enhance self-efficacy for entrepreneurship education	2.80	12 th
4.	Educational psychologist consider self-efficacy as self-worth which is and ingredient of enhancing awareness of entrepreneurship education	3.70	2 nd
5.	Educational psychologists impact teaching and learning by students to attain self-efficacy in entrepreneurship education	3.46	5 th
6.	Educational psychologists can guide students to achieve the goals and objectives of entrepreneurship education	3.15	11 th
7.	Psychologists can determine the appropriate learning materials for entrepreneurship education: saving machine, computer, workshop etc.	3.60	3 rd
8.	Educational psychologists are knowledgeable of entrepreneurship education curriculum review for self-sustenance to develop the nation	3.40	7 th
9.	Since educational psychologists are equipped with the knowledge of psychology, to guide and assist students in the choice and orientation in entrepreneurship education	3.49	4 th
10.	Educational psychologists consider one's interest, ability, competence, qualification and other factors for the training.	3.90	1 st
11.	Innovation, production and marketability of products are considered by educational psychologists in entrepreneurship education.	3.35	9 th
12.	Educational psychologists can effect changes in the curriculum of entrepreneurship education, as well as social change and demand of people.	3.38	8 th

Table 2 indicates that all the items in the Table has mean ranging from 2.80 to 3.90. The item that rated the highest is item 10 which stated that educational psychologists consider one's interest, ability, competence, qualification and other factors for the training.



4.3 Test of Hypothesis

This part tests whether there is significant difference between the perceptions of undergraduate students and educational psychologists that create awareness of self-efficacy to enhance entrepreneurship education for self-sustenance and national development in IBB University, Lapai.

Table 3: Test Analysis of Undergraduates in their Perception on the Use of Educational Psychologists to Create Awareness of Self-Efficacy to Enhance Entrepreneurship Education for Self-Sustenance and National Development

Variable	N	X	SD	DF	t-cal	P
Male	358	20.35	4.358	598	1.466	>.05
Female	242	19.99	4.611			

Source: SPSS output

Table 3 is t-test that shows the difference between the perceptions of undergraduate students and educational psychologists that create awareness of self-efficacy to enhance entrepreneurship education for self-sustenance and national development in IBB University. The Degree of Freedom (DF) is 598, calculated t-value is 1.466 (less than the Table observed value of 1.96) and level of significance is 0.05. Therefore, the null hypothesis two is not rejected (accepted). This is because there is no significant difference between the perceptions of undergraduate students and educational psychologists that create awareness of self-efficacy to enhance entrepreneurship education. The finding is similar to the results of Denga (2011) who found that psychologists can impact the choice of entrepreneur and participation of students in entrepreneurship education in Akwa Ibom state of Nigeria.

Psychological Implication

The theory used in this study is behaviour inclined empirical study on the use of educational psychologists creating self-efficacy in undergraduates to enhance their participation in entrepreneurship education. This confirms the influence and impact of the professionals under review and thus, their role in any school system. The theory being behavioural, it is amenable to psychological support, modification, education and shaping of undergraduate’s attitude towards choice of entrepreneur. The research discovered that individual and the environment have to inter-play for any success in learning. Thus, educational psychologists use the rate of self – efficacy ability, competence, and qualification of individual to guide undergraduates in their choice of entrepreneur as these can impact one’s innovation, marketability of products for profitable entrepreneurial production, to develop one’s self and the nation

Conclusion

Entrepreneurship education is viewed as a learning process that imbibes in the learner’s traits and competencies such as team spirit, leadership, problem solving, negotiations skills, self direction and self management, unlike traditional stereotype education, which places less attention on skills and practical needs of the world (Aliyu, 2018). This study identified whether there is difference between the perceptions of undergraduate students and educational psychologists that create awareness of self-efficacy to enhance entrepreneurship education in Ibrahim Badamasi Babangida University, Lapai in Niger State. The finding shows that there is no significant difference between the perceptions of undergraduate students and educational psychologists that create awareness of



self-efficacy to enhance entrepreneurship education in Ibrahim Badamasi Babangida University, Lapai. Thus, the null hypothesis is not rejected. Such entrepreneurship education includes knowledge about entrepreneurship curriculum, competence, materials needed for training and practice in the selected entrepreneurship, parental influence and marketability of products among others. The study recommends that professional educational psychologists should be appointed in Ibrahim Badamasi Babangida University, Lapai to guide students on career choice or vocational guide in the world of work.

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