



A proposed model of technology awareness, self-leadership and business education students' entrepreneurial mindset development

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Abstract

Entrepreneurial mindset development has become an essential element in promoting students' entrepreneurial activities, this brought about an increasing concern in the Nigerian tertiary education that the investment made in entrepreneurial education should be justified in terms of improved entrepreneurial mindset development. Thus, this study based its ground on the basis of integrating the model of prior empirical research by Shapero. and Sokol. (1982) and Cui., Sun., and Bell. (2019). Furthermore, the study proposed a model of technological awareness, self-leadership and business education students on entrepreneurial mindset development. The model strives business education students to compete in the global economy on the basis of technology awareness, self-leadership skills and many entrepreneurial knowledge/competencies by putting much emphasis on entrepreneurial mindset development. Hence, business education students are required to get the needed training for technological awareness and self-leadership skills that improve their entrepreneurial capabilities and competencies for mindset development. The model highlights a way forward for future researchers to examining the relationship that exists between technology awareness and self-leadership skills particularly on business education students' entrepreneurial mindset development in the Nigerian tertiary institutions of learning. The proposed model is encouraging Nigerian tertiary institutions to face the realities of integrating the understudy variables by molding the students' behaviour for better creativeness and innovation with the main aim of becoming self-reliant and reduce unemployment rate among the Nigerian students.

Keywords: Entrepreneurial mindset development, Technology awareness, Self-leadership, Business education

1. Introduction

In today's competitive world, business education is a programme of study that equip students with requisite skills needed for entrepreneurial development (Peterlin., Dimovski., Tvaronavičienė., Grah., & Kaklauskas, 2018). Entrepreneurial development is globally encouraged as an integral factor in shaping one's

entrepreneurial mindset (Zhang., Wei., Sun., & Tung., 2019). Empowering students of business education to develop interest for entrepreneurial mindset development is a challenging pedagogical trend represents one of the key aspects of enhancing sustainability and employability for self-reliance the world over (Huang &



Lin, 2017). Entrialgo., Iglesias., and Müller. (2019) asserts that entrepreneurial students are currently faced with unpredictable future after graduation, this is attributed to lack of skills and competencies for developing good entrepreneurial mindset. Despite its purported importance, entrepreneurial mindset research is still scanty (Cui, Sun, & Bell, In press) Existing studies of entrepreneurial education impact have mainly addressed entrepreneurial intention. Thus, very few studies have a cognizance on the entrepreneurial mindset development (Alibhai. et al., 2019), The lack of research into entrepreneurial mindset among university students has been recently highlighted (Jabeen, Faisal, & I. Katsioloudes, 2017; Li, Harichandran, Erdil, Carnasciali, & Nocito-Gobel, 2019; Li, Harichandran, Erdil, Nocito-Gobel, & Carnasciali, 2018). Therefore, teaching entrepreneurial mindset of students should be student-centered and should have students working through problems with a focus on entrepreneurial development Thus, Bosman and Fernhaber (2019) described that achieving entrepreneurial mindset development of students could best be determine using technology awareness and self-leadership skills. Entrepreneurial Mindset is one way that encourage and describe the thinking processes, attitudes, and behaviors surrounding the ability of individuals to create value for identified entrepreneurial activity. This thinking requires an action from the individuals to solve some problems Brändle., Berger., Golla., and Kuckertz. (2018); (Brunhaver, Bekki, Carberry, London, & McKenna, 2018; Pluskwik, Leung, & IRE, 2018), added that entrepreneurs need to realize basic technological skills in entrepreneurship development. These skills are mostly embracing competences applicable for various entrepreneurial tasks. Technology awareness is an important factor for

predicting entrepreneurial mindset development However, students' skills for self-leadership has received substantial interest in research particularly entrepreneurship research. Numbers of studies have examined the relationship between self-leadership and entrepreneurial mindset development. For many years, self-leadership has becoming a consolidated factor in individuals' entrepreneurial mindset development

Furthermore, Bosman and Fernhaber (2019) emphasizes that entrepreneurial mindset is as a result of self-acknowledged conviction and technological orientation and abilities of a person that they plan to set up a new business venture and consciously intend to do so at some point in the future. Encouraging students to have self-leadership skills and technology awareness would equip their entrepreneurial thinking with relevant skills needed for entrepreneurial mindset development that aid them to become self-reliance and improve the nation's economy.

2. Literature Review

2.1 Conceptual Framework

The framework of this study were conceptualized on the basis of integrating the model of prior empirical research by Shapero. and Sokol. (1982) and Cui. et al. (2019) on entrepreneurial mindset. The framework of this study is concerns with predictors of entrepreneurial mindset development. It is assumed that self-leadership, and technology awareness may predict the extent of entrepreneurial mindset development. Moreover, in an attempt to combine cognitive factors such as technology awareness and self-leadership in predicting entrepreneurial mindset development, researchers have made several suggestions for future

studies. Cui. et al. (2019) recommended that entrepreneurship experts and researchers need to apply extra effort on investigating and improving the model of entrepreneurial mindset development. Furthermore, Asenge and Agwa (2018), Badzińska. and Timonen. (2019), Bosman and Fernhaber (2019), Cui. et al. (2019) and Schaefer. and Minello. (2019) have called for the formation of synthesized models of entrepreneurial mindset development. Thus, Badzińska. and Timonen. (2019), recommended that self-leadership should be used in predicting individuals' entrepreneurial mindset development. Entrialgo. et al. (2019), highlighted that students' state of unpredictable future after graduation is attributed to lack of competency in the entrepreneurial mindset development. Furthermore, Cui. et al. (2019), suggested that technology awareness should be integrated into the entrepreneurial mindset model as this might provide a thorough understanding about the relationship that exist between the understudy constructs.

Thus, Carnasciali., Harichandran., OErtil., Nocito-Gobel., and Li. (2018) suggested that it is important to scientifically test those constructs which need to be further investigated by future researchers. Therefore, taking cognizance of the recommendations of prior empirical studies this paper is trying to conceptualize the aforementioned variable of the study.

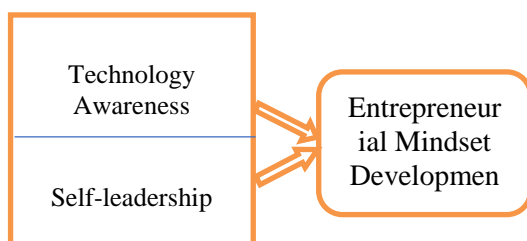


Figure 1.1: Conceptual Framework of the Study

2.2 Concept of Business Education

The education sector is seen as one of the most essential sectors in every economy the world over, it has been the backbone of all meaningful developments of every nation. The sustainability of business education students' entrepreneurial mindset development is of paramount importance for a nation's growth and economic development (Buba, Suleiman, Adamu, & Idris, 2020). Business education is an aspect of education that not only prepare students to seek for jobs but should also prepare them in such a way that they can be able to create jobs. Consequently, entrepreneurial knowledge is vital for students of business education because it encourage entrepreneurial mindset development and provides them with necessary skills for becoming entrepreneurs. Business education is an educational programme that falls within the spectrum of vocational education (Onyesom & Akpan., 2013). Furthermore, Andersson. and Öhman. (2015) describes business education knowledge as the skills that transfer pedagogical and business competencies necessary for teaching business attitudes, concepts and skills of creating something. Therefore, business education is that aspect of educational training which an individual receives with the primary motive of enabling him to acquire adequate attitudes, concepts, knowledge, skills and understanding of business activities for vocational usage in career progression. Therefore, business education students are more inclined to acquire the necessary skills for developing good entrepreneurial mindset development for achieving the objective of becoming self-reliant after graduation. Peterlin. et al. (2018) argued that the strategic process of developing social aspects of sustainability for entrepreneurial mindset development could best be achieved through business education. The requisite skills needed by



business educationist is an indication of good practices of promoting students' creativity, personality development and overcoming both current and future challenges hindering students' achievements in setting proper mindset development

2.3 Entrepreneurial Mindset Development

Entrepreneurial mindset refers to a specific state of mind which orientates human conduct towards entrepreneurial activities and outcomes (Asenge & Agwa, 2018). Entrepreneurial mindset is closely related to opportunity identification, which lies at the core of entrepreneurship and might determine and strengthen entrepreneurial success (Loboda, Ostrovskiy, & Katernyak, 2018). Connection between entrepreneurial education and entrepreneurial mindset would therefore contribute to a deeper understanding on the scope and extent of entrepreneurial mindset impact.

Entrepreneurship as a discipline comprises of different research areas and sub areas, among which entrepreneurial mindset development was considered to be an area where researches are needed to be conducted from different context (Wale-Oshinowo., Raimi., Olarewaju., & Mbah., 2018). This study focuses more attention on the entrepreneurial mindset development. Rozan. and Zibarzani. (2018b), stressed the significance of creating an institutional environment involving facilitation and reinforcement of individuals in their joint efforts towards entrepreneurial transformation. Li., Harichandran., Erdil., Gobel., and Carnasciali. (2018), reiterates that it was the role that higher education are playing in this manner and therefore, could not be neglected.

Lubem. and Richard. (2018), further lamented that the role of entrepreneurs that focus more on micro approach on features of entrepreneurs could concern and enhance entrepreneurial mindset development (Ruhara & Kayitana, 2016). There are challenges in developing and inducing entrepreneurial activities for university students, universities need to create enabling environment for developing entrepreneurial mindsets that shape the behaviors of students in order to adapt and respond positively to global changes (Prihandono. & Utami., 2018). Federal Government of Nigeria has endorsed the education blueprint 2013-2025 policy, which emphasize on the entrepreneurial mindset development among students of tertiary institutions, urging graduates to create jobs, rather than seeking for jobs (Pihie. & Arivayagan., 2016). Professionals agrees that entrepreneurs are made, not born (Rozan. & Zibarzani., 2018a). entrepreneurial mindset development guides the potential entrepreneurs' thoughts and behaviors, mediating how one acquires, processes, and utilize information (Korte, Smith, & Li, 2018).

Potential entrepreneurs' mindset determines how he or she will perceive, interpret, and therefore respond to situations involving ability to sense, act, and mobilize under uncertain conditions.

2.4 Technology Awareness

Technology awareness is an integral factor for determining students' entrepreneurial mindset development (Alonso., SKKok., Sakellarios., & O'S'Brien., 2018). It is particularly important for emerging entrepreneurs to have technology awareness relevant to their proposed trade, since it helps them to perform better in ambiguous situations by compensating their actual incompetence in expertise with

perceived technological abilities (Chang., Shu., Wang., Chen., & Ho, 2019). Brändle. et al. (2018), claims that entrepreneurs need to realize basic technological skills in entrepreneurship. These skills are mostly embrace competences applicable for various entrepreneurial tasks.

Nascent entrepreneurs need to be self-assured that the entrepreneurial opportunities are becoming feasible with the help of technologies and could be exploited by developing their entrepreneurial mindset (Bosman & Fernhaber, 2019). Some scholars argued that a number of nascent entrepreneurs who are not given much attention to their entrepreneurial business are lacking in technology awareness for developing entrepreneurial mindset (Carnasciali, Harichandran, Erdil, Nocito-Gobel, & Li, 2018; Ciuchta. & Finch., 2019; Das. & Jaiswal, 2018). However, Doanh. and Trang. (2019), reiterates that entrepreneurs can also experience a surplus of technology awareness that can contribute to venture failure and negative performance of business in their early startups. Moreover, Ruhara. and Kayitana. (2018), said that care has to be taking in determining the type of technology that could be adopted by potential entrepreneurs for successful venture creation

Studies have suggested that involvement in entrepreneurial activities is related to individual motivational factors, such as technology awareness or efficacy beliefs (Sidratulmunthah., Hussain., & Malik., 2018; St-Jean., Radu-Lefebvre., & Mathieu., 2018; Stevenson., Ciuchta., Letwin., Dinger., & Vancouver., 2018).

At the central of technology awareness is the idea that, unless individuals believe that through their actions they can achieve

a desired results and expect undesirable outcomes when they have limited capabilities to persevere or act when facing difficulties (Schmitt, Rosing., Zhang., & Leatherbee., 2018).. In essence, technology awareness accentuates confidence in individuals' abilities (Saraih. et al., 2018). Consequently, technology awareness can be instrumental in influencing the types of activities and environment people choose to carry out their entrepreneurial business (Saptono. & Wibowo., 2018).

2.5 Self-leadership

Self-leadership has received substantial interest in research particularly entrepreneurship research. Numbers of studies have examined the relationship between self-leadership and entrepreneurial mindset development. For many years, self-leadership has becoming a consolidated factor in individuals' entrepreneurial mindset development (Bäcklander. & Rosengren., 2018). Basow. and Crawford. (2019), stated some fundamental reasons why the research on self-leadership bridges an important gap in the entrepreneurial mindset literature; firstly, it has been observed that self-leadership is an important construct for understanding why and how some individuals are able to update themselves regularly over time through new paths of mindset development. Secondly, self-leadership exists as a continuous variable or that represent one or more dimensions in which students should framed their entrepreneurial mindset development.

Bendell., Sullivan., and Marvel. (2019), said that individual's mindset development is directly related to their level of self-leadership beliefs about their ability which create a whole mental world for them to live in and their entire perception of global mindset development. Moreover, students



with high sense of self-leadership and trainings for entrepreneurial mindset are gaining thrust that aim to transform the mindset of their fellow students as a precondition to effect entrepreneurial behaviors and to achieve better economic results (Bracht., Junker., & Dick., 2018). self-leadership however, seeks to prepare individuals with skills and capabilities necessary for developing entrepreneurial mindset for achieving the goals they set for themselves and also to live a successful life (Browning, 2018).

Studies have examined that self-leadership and entrepreneurial mindsets of students across the world is provided with overlapping empirical evidence (Flores., Jiang., & Manz., 2018). Thus, Gargouri. and Naatus. (2019) describes two types of mindset that could be develop through self-leadership as fixed mindset and growth mindset. In the fixed mindset, individuals believe that their basic abilities are fixed traits while in the growth mindset individuals believe that their qualities can be developed through dedication. They further said that common sense suggests that an entrepreneur might likely have a growth mindset and a toughness that is necessary for success. Thus, entrepreneurial mindset development however, is an area of study that is rapidly evolving (Bell., 2019). However, this study proposed that future researchers should used a cross-sectional survey to examine the relationship between technology awareness, self-leadership and entrepreneurial mindset development of business education students in the Nigerian collages of education.

3. Conclusion and Recommendations

In conclusion, universities and other higher institutions of learning conceive entrepreneurship not only as a course that could be taught for the students to pass

but to prioritize the technology awareness and leadership self behaviour through improving and recognizing the students' competencies and capabilities to better cultivate a zeal for entrepreneurial mindset development. However, there is an increasing concern in higher institutions of learning that the investment made in education should be justified in terms of improved entrepreneurial skills and training, this could only be effectively achieved through proper utilization of business education curriculum which give emphasis on students' entrepreneurial mindset development.

Additionally, Entrepreneurial Education Model of Shapero. and Sokol. (1982) conforms with the objective set for business education which realizes five attributes to entrepreneurial mindset development including: initiative-taking, consolidation of resources, management of the organization, relative autonomy and risk taking. The model indicates that entrepreneurial mindset stems from the perception of desirability and feasibility. Equally, university students will be able to learn and acquire knowledge of creating something new in the events of entrepreneurial learning outcome. Entrepreneurial learning is a vital field of study for training students and other hand-crafts men and women to develop entrepreneurial mindset development that could aid entrepreneurship business. Furthermore, confirmations from prior studies have shown that the expected entrepreneurial mindset development of students has not been sufficiently satisfied (Badzińska. & Timonen., 2019; Li et al., 2019; Pluskwik et al., 2018).

This study is based on conceptual review on technology awareness, self-leadership and entrepreneurial mindset development of students of tertiary institutions in Nigeria, the study lacks empirical evidence



to validate the study proposition which result to study limitation. It also examined the predictors of entrepreneurial of entrepreneurial mindset development such as technology awareness and self-leadership but excluded other predictors such as self-efficacy and entrepreneurial knowledge. The omission of these important predictor variables in this research might limit our general understanding of the factors that influence students' entrepreneurial mindset development.

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