



Relationship between entrepreneurship ecosystems and entrepreneurial mindset development among students

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Abstract

The purpose of this empirical study is to examine the impact of entrepreneurship ecosystem (self-efficacy, creativity, entrepreneurial skills, improvisation) on entrepreneurial mindset development among the students. The design for this study was survey, cross-sectional and the data was collected through primary method using self-administered questionnaire. Out of 600 population, data was collected from 234 sampled respondents that was arrived using Krejcie and Morgan table. However, only 170 were effectively considered for analysis in the study. In terms of analysis, this study analyzed the data using descriptive and inferential (correlation) analysis. The result of Pearson correlation revealed a significant positive relationship exists between entrepreneurship ecosystem determinants and mindset development. In line with the study findings, the study recommended that, in order to improve students' self-efficacy, entrepreneurship community should be opened in higher institutions in which insights and thoughts should be shared among students so that business challenges ought to be addressed through their developed entrepreneurial mindset. Further, business practitioners should teach students on ways to develop their entrepreneurial insights. Furthermore, entrepreneurial creativity should be stimulated in tertiary institutions by creating facilities to boost creativity and initiating business competition among students.

Keywords: Entrepreneurial mindset, entrepreneurial skills, self-efficacy, creativity, improvisation

1. Introduction

Mindset development in entrepreneurship field is a concept that is steadily emerging and playing a considerable role in fostering the capabilities and entrepreneurial skills of students (Kouakou, Li, Akolgo, & Tchamekwen, 2019). Therefore, through entrepreneurship education, entrepreneurial mindset is the first approach required to get students' concentration (Mamman, Oloaye, Shagari & Lekan, 2018). Consequently, in order to communicate and transfer necessary knowledge, ability and skills to the students that will help them to identify the available business opportunities,

entrepreneurship education cannot be overlooked (Kouakou et al., 2019). Moreover, the basis of entrepreneurial intention lies on cognitive adaptability of individuals (Wardana et al., 2020). Following entrepreneurial action, the cognitive adaptability helps considerably in accomplishing the desirable outcome. Hence, there are numerous dimensions needed to foster a mindset for business startups, which include self-efficacy (Wardana et al., 2020; Adebayo & Racheal, 2020), creativity (Indriyani, Darmawa & Gougui, 2020; Shi, Yuan, Bell & Wang,



2020), entrepreneurship skills (Jiatong et al., 2021), and improvisation (Balachandra, 2019).

Furthermore, the success of very entrepreneurial venture lies on its ability to have a required competence comprising skills, initiative, persistence, efficiency orientation and intellectual knowledge that can affect the enterprise's performance (Jemal, 2020). Therefore, highlighting and summarizing the factors that lead to possible experiences that focus on entrepreneurship competence and mindset is necessary so that it will contribute to the enterprise's success (Jemal, 2020). In developing countries like Nigeria, Small and Medium Enterprises (SMEs) was given much attention considering that they are regarded as basic potential means of poverty eradication as well as economic development of the country (Adebayo & Racheal, 2020). In that essence, Jemal (2020) supported the opinion as he viewed that, as a result of significant contribution of SMEs on every nation's economic development, much emphasis was giving by entrepreneurship researches recently on developing the SMEs sector. Previous studies found that, higher rate of unemployment is one of the major problems faced by developing countries among other nations. Hence, in order to reduce the problem of unemployment in developing nations, entrepreneurial knowledge and skills may be of paramount important (Adebayo & Rachael, 2020).

To survive in today's rapidly changing environment, businesses are stressed to adjust and embrace improvisation as an emerging technique (Bari & Arsha, 2017). Improvisation as indicated by prior researches is a basis for an improved entrepreneurial behavior (Gojny-Zbierowska & Zbierowski, 2021; Balachandra, 2019; Hmieleski, Corbett & Barron 2013; Bari & Arshad, 2017). This behavior might be as a result of inappropriate alternative or heuristics

solution and a stem in problem presentation, which can be used to address the lingering issue or making an input to attempt something new at that time (Bari & Arshad, 2017). The concept of improvisation is also referred to as an approach of organizational related innovation that will improve their bottom-up initiative and allow them to be more responsive in the future (Gojny-Zbierowska & Zbierowski, 2021). Consequently, the time spent by entrepreneurs to formulate and execute strategic decisions is indeed limited to using their available resources. However, as a beneficial form of action for entrepreneurs, this should not be considered an improvisational behavior due to its limitation to only available resources (Hiemelski et al., 2013). The conveyance ability of instructional message by improvised materials to serve a similar purpose as the original one is necessary for acquiring entrepreneurial skills for self-employment and sustenance (Costin, O'Brien & Hynes, 2021).

The graduates attribute the most appealing challenge to the problem of disequilibrium between labor market requirement and non-essential employable skills. In this regard, Mamman et al. (2018) argued that, theoretical inclination is one of the major defects of university education system and Nigeria's educational system at large. This is because; the graduates produced by most of Nigerian universities have little or no entrepreneurial mindset because they thought to be only suited for white-collar jobs. Furthermore, vocational relevance and other related basic skills greatly contribute to university graduates high rate of unemployment (Mamman et al., 2018). Moreover, attempts were made by prior studies on the factors that influence entrepreneurial mindset. However, many studies used one or two variables for assessment. Relatively few studies include as much as four variables as combined by this study. Realizing this gap in literature,

the current study aims at sharpening knowledge in the area of entrepreneurial mindset development, by focusing on key dimensions (self-efficacy, creativity, entrepreneurial skills and improvisation) that foster entrepreneurial activity undertaking, responding to previous research calls in this area.

The main objective of this study is to investigate the empirical evidence on the relationship between entrepreneurship ecosystem and entrepreneurial mindset development. Specifically, the study analyzes the relationship between self-efficacy, creativity, skills and improvisation and entrepreneurial mindset in the context of SMEs and contribute to the body of literature systematically. The research question and hypotheses are in line with the stated objectives accordingly. In terms of significance, this study helps in stimulating the mindset of graduate to venture into entrepreneurship considering the limited job opportunities out there. The study also helps university governing council to consider the merit of integrating into entrepreneurship curriculum concepts that influence entrepreneurial mindset of students. Researchers will also find this study relevant as it paving way for future researchers on the subject matter.

This study was divided into five different sections; which include the introductory part of the study that covers the background/motivation, research objectives, questions, significance among others. The second segment is literature review, where the conceptual, theoretical and empirical reviews were briefly discussed. The third segment dwelled on the methodology applied by the researchers in terms of data collection, analysis, presentation and discussion. The next segment presents the result and discussion of the study where hypotheses were tested to achieve the study's main aim. Finally, the last segment concludes the paper and make necessary recommendations for

policy makers as well as the future researchers.

2. Literature Review

This segment was divided in three sections, which include conceptual review, theoretical review and finally the empirical review.

2.1 Conceptual Review

Entrepreneurship is defined as one's capability to create or identifies an opportunity and takes action on it with the aim of realizing knowledge practice from the innovative product or service (Costin et al., 2021). They argued that, monetary profit is not the main aim focus of entrepreneurship but opportunities to improve product and services. A French word "*entreprendre*" is the origin of the entrepreneur term, which means "to undertaking". Entrepreneur is the one who assumes all the business risk, organize and manage the business affairs (Shi et al., 2020). Furthermore, Shi et al. (2020) opined that entrepreneur is someone who identifies and worked on the identified opportunities, convert the identified opportunities to ideas, add monetary values to the ideas through effort, skills and time while implementing these ideas in competitive market place and realizes return from it by assuming all the risks attached to it. Undeniably, in the absence of entrepreneurs, the world could be boring because they keep updating and creating things by rolling into new dimensions and directions (Jiatong et al., 2021). Their unsatisfaction and disinterest of their current status pursue them to continue finding new method of doing business, opportunity sensing derived them to innovate and accomplished ideas that become a standard by which free enterprise is globally measured (Shi et al., 2020).

Accordingly, Altahat and Alsafadi (2021) divided entrepreneurship into innovation, venturing, and strategic renewal. The first one (innovation) refers to the commitment



an entrepreneur to make and present product, process, as well as organizational systems. Similarly, venturing on the other hand refers to entrepreneur's entering into fresh dealing by expanding his operations from existing to new market area. Lastly, the strategic renewal refers to the revitalization of the operations by the entrepreneur and changing its scope of business and competitive approach (Altahat & Alsafadi, 2021). In light with the above definitions, entrepreneurship is defined in this study as the process of identifying the opportunity and taking the risks to seize the identified opportunity.

Entrepreneurial mindset according to Jemal (2020) refers to a human oriented state of mind that guides them to carry out entrepreneurial operations to get returns. Individuals who possess entrepreneurial mindsets innovate and create new value draw opportunities, which includes assumptions and accepting of the risks associated with the realities of uncertainty and changes (Wardana et al., 2020). A situation when everyone possesses the capacity to succeed despite inexperience and arising challenges is a growing mindset, which represent the image on the possibility of development in one's mindset. For students, a developing mindset is an influential tool that is presented with feedback failure after working on academic task challenging (Elnadi & Gheith, 2021). In the context of this paper, entrepreneurial mindset refers to the way of thinking about business opportunities that capture the risk and benefits of uncertainty.

Self-efficacy refers to the people's beliefs about their competence to produce specified level of performance, which influence events that affect their lives (Bandura, 1997). Furthermore, Aima, Wijaya, Carawangsa and Ying (2020) defined self-efficacy as the perceived

fitness of an individual to perform a considerable activity with a peculiar task-specification. In entrepreneurship context, self-efficacy comprised the deliberation of the related tasks that are associated with the intention to develop new ventures (Aima et al., 2020). Elnadi and Gheith (2021) defined self-efficacy as the individual's believe and the reflection of confidence on their competence and skills complete the required tasks successfully amid the challenges associated with the assigned tasks. Furthermore, Mamman et al (2019) opined that, understanding individual's behavior is critical in self-efficacy as it can find out their dedication, resilience and persistence during challenges as well as their effort in completing the assigned task. Similarly, self-efficacy is defined by Jiatong et al. (2021) based on Bandura's definition as the extent of one's believe in his abilities and skills to accomplish the assigned duties successfully and to establish a new business enterprise. This study follows Bandura's definition, where he viewed self-efficacy is as the extent of individual believe in his abilities and skills to accomplish the assigned duties successfully and to establish a new business enterprise.

Entrepreneurial Creativity is the entrepreneur's ability to bring new products into the market by venturing into new business and opening new branches, offices as well as testing new technology and innovation (Asenge, Diaka & Soom, 2018). Creativity in organizational context refers to the process of identifying and attaching fresh ideas into the business, and then establishing them to achieve various entrepreneurial objectives and achieve a greater rate of productivity than that of the competitors and the industry at large (Altahat & Alsafadi, 2021). Similarly, entrepreneurship creativity combines the ability to assemble resources, to identify opportunity, problem solving and a sense of

self-confidence to establish technological knowledge and entrepreneurial networks (Jemal, 2020). This study adopts the creativity definition of Asenge et al. (2018), where he defined creativity as the establishment of fresh and useful ideas in any province. Therefore, creativity refers to the fresh and useful idea generation and one's ability to practicalize new ideas.

Entrepreneurial skill is viewed as the mode of behaving and capability of thinking, which is relevant to economy and society in all ramifications, as such, its understanding requires a different method of training (Jiatong et al., 2021). Generally, the word skills have been used to refer to individual's characteristics. However, entrepreneurial skill is the ability of entrepreneur to have a technical competence, with the combination of opportunity, capability and resources to conduct a business with the aim to efficiently achieve the intended goals to be successful (Sousa, 2018). After considering the studies that are published on the skill-sets essential to be an entrepreneur, this study outlined the key requirement of what many researchers presented in Jiatong et al. (2021). Islami, Imunyah and Muladi (2017) categorized three groups of skill-sets as entrepreneurship, technical and management skills. Human capital that requires a certain level of training and education is needed to develop each of their skills, because some individuals might already possess it before embarking on their journey of entrepreneurship. Islami et al. (2017) further opined that, if these developed skill-sets, would engender entrepreneurs who should create their own futures and are equipped to fulfill their potential as entrepreneurs or otherwise.

In line with the different concepts discussed above, entrepreneurial skills is defined in this paper as an individual characteristics that someone can use to enhance his ability to take risks, identify the practical methods

of establishing and running enterprises and prepare to make all the opportunities available.

Improvisation is defined as an instinct that direct a particular action in a natural way and it is a product that is not done through a deliberate process of thought and evaluation but rather, it is produced spontaneously (Bari & Arshad, 2017). The concept is also an intentional execution and extemporaneous composition of fresh action (Hmielski, 2013), which means, at any given time, someone can improvise his/her actions. Impulsiveness is one of the important and evidential aspects of improvisation (Balachandra, 2019). Balachandra further described impulsiveness as the timely convergence of composition. Additionally, improvisation is a behavior that is action-oriented led by time pressure, task demands under uncertain circumstances (Elnadi & Gheith, 2021). Environmental demands can influence improvisation behavior because it provides firms with capabilities and flexibility. Thus, businesses without planning may find improvisation as a useful strategy (Bari & Arshad, 2017). In addition, Adomako, Opoku & Frimpong (2018) argued that, since individuals can improvise at any time, such behavior might have many potential grounds for execution. Problem introduction for example, presents an opportunity to desire and create something fresh and impulsive that has no satisfactory or pre-composed arrangement. This study adopts the definition of Adomako et al. (2018), where he defined improvisation as a deliberate spontaneous execution of novel activity.

2.2 Theoretical Review

This section discussed the theory selected to underpin the study's variables. Bandura's Social Cognitive Theory was grounded and anchored for the study.

Social Cognitive Theory

Social Cognitive Theory (SCT) propounded by Bandura in 1977 was used by this study to clarify the connection between entrepreneurial mindset and entrepreneurship education variables. The theory reveals the relationship between environmental factors, cognitive variables, and functioning of human behaviors. Similarly, Hmieleski et al. (2013) argued that, in order to have a holistic understanding of entrepreneurship determinants, the theory use cognitive psychology to provide a logical framework for clarity. The theory was considered appropriate by Cui et al. (2019) who examined the relationship between entrepreneurship education and entrepreneurship mindset in context of China. Cui et al. (2019) also used entrepreneurship inspiration to mediate the relationship between the variables of the study. They further identified curriculum attendance, extracurricular activities, and entrepreneurial inspiration as environmental factors in the study. Therefore, the theory provide basis for this study to investigate the relationship between self-efficacy, creativity, entrepreneurial skills and improvisation against entrepreneurial mindset development. Hence, the broad view of SCT could explain impact of the aforementioned variables on entrepreneurial mindset.

2.3 Empirical Review

Several studies were reviewed before embarking on this study for the relationships between the selected exogenous and endogenous variables. Notable among them is the study of Cui et al. (2019) who used college student in China to investigate the impact of entrepreneurship education on entrepreneurial mindset, while using entrepreneurial inspiration as mediating variable. Extracurricular activity was found

to have positive and significant relationship while on curriculum attendance, the relationship was negative and significant. Similarly, Rodriguez and Lieber (2020) investigate the impact of entrepreneurship education programs on entrepreneurial mindset development of education students in comparison with other career-focused academics. Using quasi-experimental design, the findings shows that, there is overall statistically significant increase for entrepreneurship education students in entrepreneurial mindset over other academics, specifically in critical thinking and problem-solving, opportunity recognition, and communication and collaboration.

Additionally, Islami et al. (2017) investigate the effect of entrepreneurship knowledge, skills competence, and self-efficacy on entrepreneurship readiness. A significant influence was obtained between entrepreneurship readiness and entrepreneurship knowledge. Also, a positive and significant relationship was found between skills competence and self-efficacy with entrepreneurship readiness. Further, Wardana et al. (2020) investigate the mediating role of attitude and self-efficacy on the impact of entrepreneurship education on entrepreneurial mindset. The findings of PLS-SEM revealed that, entrepreneurship education positively and significantly affects entrepreneurial mindset as well as entrepreneurial self-efficacy and entrepreneurial attitude.

Furthermore, Indriani et al. (2020) investigate the relationship between undergraduate's entrepreneurship spirit and entrepreneurial creativity as well as entrepreneurial mindset in Surabaya. The SPSS result showed that, a positive and significant relationship exist between entrepreneurial creativity and entrepreneurial mindset as well as entrepreneurial spirit in Surabaya. Equally, Adebayo and Rachael (2020) investigated the relationship between self-efficacy and

entrepreneurial mindset using survey research design. Based on the SPSS output, the finding revealed that, self-efficacy was positive and significant in improving entrepreneurial mindset.

Contrarily, Israel (2018) examined the effects of skills acquired in teaching entrepreneurship in universities on entrepreneurship development mindset among female students in university of Jos, Nigeria. The data was analyzed using z-test analysis on the responses of students in university of Jos. Insignificant positive relationship was found between entrepreneurship teaching and the entrepreneurial mindset development of female students. Alternatively, Jiatong et al. (2021) investigate the mediating effect on entrepreneurial self-efficacy on the relationship between entrepreneurial mindset, entrepreneurial education, creativity and entrepreneurial intention in

China. The findings from the data collected from university students indicated that, entrepreneurial intention was positively and significantly influenced by entrepreneurial mindset, entrepreneurial education, and creativity. In line with the above theoretical assumptions and empirical findings, this study proposed the following hypotheses, in which the framework based on the relationships

Hi1: Self-efficacy have a significant positive relationship with entrepreneurial mindset development

Hi2: Creativity have a significant positive relationship with entrepreneurial mindset development

Hi3: Entrepreneurship skills have a significant positive relationship with entrepreneurial mindset development

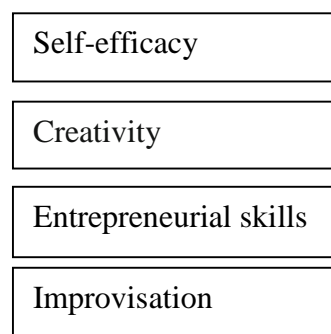
Hi4: Improvisation have a significant positive relationship with entrepreneurial mindset development

2.4 Research Framework

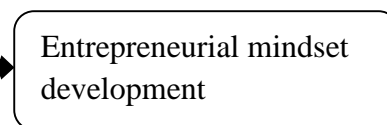
The conceptual framework shows the interplay of the primary variables of the

study. The conceptual framework exemplifies the association of dependent and explanatory variables.

Independent variables



Dependent variable



3. Methodology

This study adopted survey, cross-sectional design. The study is survey method because it gathered information from respondents in the field, while it is cross-sectional because it collects data at one point without any timeframe. The population of the study was

600 final year students of management related courses in Aminu Saleh College of Education Azare, Adamu Tafawa Balewa College of Education, Kangere and Federal Polytechnic Bauchi, with 155, 141 and 304 final year students respectively. The sample size was obtained using Krejcie and

Morgan (1970) table and arrived at 234 students, which are randomly selected on a proportionate basis in the selected institutions. In terms of data collection, primary data was collected from the responses of the students through self-administered questionnaire. The analysis was conducted using both descriptive and inferential analysis. The descriptive statistics was used to show the distribution of the data. For the inferential analysis, correlation analysis was employed to determine the strength and the direction of the relationship between the variables. The analyses were done with the help of SPSS (version 23.0).

4. Result and Discussion

In this study, a valid response rate of 72% (170 out of 234) was obtained. Babbie (2004) believe the response rate was adequate based on the argument that a response rate of 50% and above is adequate for a descriptive study. On the respondents' demography, it was shown that, out of 170 respondents, 92 of them representing 54.1% are male, while 78 respondents representing 45.9% are female. Further, 81 respondents representing 47.6% are within the age range of 18-25, 68 respondents representing 40% are within the age range of 26-35 and finally, the age range of 36-45 have 21 respondents of 12.4% of frequency. On institutional category, 101 respondents

representing 59.4% are from federal polytechnic Bauchi, 36 respondents representing 21.2% are from COE Azare, and 33 respondents representing 19.4% are from COE Kangere. Regarding the years of experience, 87 respondents representing 51.2% belong to 1 to five years category, 41 respondents of 24.1% have between five to ten years, 29 respondents, representing 17.1% have between ten to fifteen years' experience, while 13 respondents representing 7.6% have above 15 years of entrepreneurship experience.

Correlation Analysis Results and Hypothesis Testing

Correlation result is ranging from -1 to +1 where the negative one indicates a perfect inverse relationship, while the positive one indicates a perfect direct or positive relation. Zero (0) on the other hand indicate the absence of the relationship entirely (Kothari, 2014). He further opined that, the determination of the degree of changes in the value of a variable in association with changes in another variable is the major importance of correlation analysis. For a valid hypothesis testing, a significant level of 0.05 was use for all analyses.

Correlation Analysis of Self-Efficacy and entrepreneurial mindset development

Table 1: Correlation Results for self-efficacy and Entrepreneurial Mindset development

		Self –efficacy	EMD
Self –efficacy	Pearson Correlation	1	.263**
	Sig. (2-tailed)		.000
	N	170	170
Entrepreneurial Mindset development	Pearson Correlation	.263**	1
	Sig. (2-tailed)	.000	
	N	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

The finding revealed that self-efficacy ($r=0.263^{**}$, $p=0.000$) had positive and significant correlation with entrepreneurial mindset development (see Table 1). It

implied that, the first hypothesis that says self-efficacy have significant relationship with entrepreneurial mindset development is accepted and the null hypothesis that

nullify the existence of the relationship is rejected. This finding is in line with the study of Jiatong et al. (2021); Adebayo and Racheal (2020); Islami et al. (2017) who found a significant and positive association between self-efficacy and entrepreneurship mindset development in different context. It

also, contradict the view of Wardana et al. (2020) who investigate the impact of entrepreneurship education on entrepreneurship mindset and found out that, self-efficacy have insignificant effects on entrepreneurship mindset development.

Correlation Analysis of creativity and entrepreneurial mindset development

Table 2: Correlation Results for Creativity and Entrepreneurial Mindset development

		Creativity	EMD
Creativity	Pearson Correlation	1	.126**
	Sig. (2-tailed)		.000
	N	170	170
Entrepreneurial development	Mindset	Pearson Correlation	.126**
		Sig. (2-tailed)	.000
		N	170

** . Correlation is significant at the 0.01 level (2-tailed).

The finding also revealed that creativity ($r=0.126^{**}$, $p=0.000$) had a significant positive correlation with entrepreneurial mindset development (see Table 2). This implies that, the second hypothesis that says creativity have significant relationship with entrepreneurial mindset development is accepted and the null hypothesis that abolish the existence of the relationship is rejected. This result can be justified by the study of Gojny-Zbierowska and Zbierowska (2021); Indriani et al. (2020);

Keshishyan and Boghosian (2020) who found a statistically significant and positive association between creativity and entrepreneurship mindset development in different context. On the other hand, it contradicts the view of Long and Sun (2018) who found creativity in integrating thinking and innovation into graphical communication course does not have significant effects on entrepreneurship mindset development.

Correlation Analysis of entrepreneurial skills and entrepreneurial mindset development

Table 3: Correlation Results for skills and Entrepreneurial Mindset development

		Entre. Skills	EMD
Entrepreneurial skills	Pearson Correlation	1	.371**
	Sig. (2-tailed)		.000
	N	170	170
entrepreneurial development	Mindset	Pearson Correlation	.371**
		Sig. (2-tailed)	.000
		N	170

** . Correlation is significant at the 0.01 level (2-tailed).

The finding also revealed that skills ($r=0.371^{**}$, $p=0.000$) had positive and significant correlation with entrepreneurial mindset development (see Table 3). It

implied that, the third hypothesis that says skills have significant relationship with entrepreneurial mindset development is accepted and the null hypothesis that

proposed lack of the relationship is rejected. This result is in line with the study of Soussa (2018); Ndanelson et al. (2018); Ismail et al. (2018) who found a statistically significant and positive association between entrepreneurship skills and entrepreneurship mindset development in

different context. Contrarily, the finding contradicts the view of Israel et al. (2018) who examined the effects of skills acquired in teaching entrepreneurship education in universities on entrepreneurship mindset development in university of Jos.

Correlation Analysis of improvisation and entrepreneurial mindset development

Table 4: Improvisation and Entrepreneurial Mindset development

		Improvisation	EMD
Improvisation	Pearson Correlation	1	.287**
	Sig. (2-tailed)		.000
	N	170	170
Entrepreneurial development	Mindset Pearson Correlation	.287**	1
	Sig. (2-tailed)	.000	
	N	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

The finding also revealed that creativity ($r=0.287^{**}$, $p=0.000$) had a significant positive correlation with entrepreneurial mindset development (see Table 4). Impliedly, the forth hypothesis that says improvisation have significant relationship with entrepreneurial mindset development is accepted and the alternate hypothesis that nullify the existence of the relationship is rejected. This result can be justified by the study of The finding of this study is in line with the study of Rodrigues and Lieber (2020); Balachandra (2019); Cui et al. (2019) who found a statistical significant and positive association between improvisation and entrepreneurship mindset development in different context. Theoretically, the finding is also supported by the Theory of Planned Behavior.

5. Conclusion and Recommendations

In line with the results of the study interpreted above, this study concludes that self-efficacy, creativity, skills and improvisation had a significant positive relationship with entrepreneurship mindset development. In that essence, considering the contribution of entrepreneurship education in developing students'

entrepreneurial mindset, academic specialization of students should be linked to their abilities in such a way that students can be grouped according to skills in a manner that can help them use their knowledge to discover and exploit existing opportunities around them. In this view, this approach is expected to improve the excellence of entrepreneurship learning and entrepreneurship environment for it to be well equipped and conducive to align with the creative ability of the students.

Consequently, graduates can apply the skills they acquired in schools to establish the business after graduation based on the experts' competence in the related field they learn. Hence, it is expected that the schools will continue to try hard and improve the quality of practical lessons in terms of facilities, infrastructure, personnel and materials. On improvisation, entrepreneurship courses' curriculum of tertiary institutions needs to be adjusted by bringing practical instructors that will us more than classroom theories and conduct more fieldwork by using any additional or substitute improvised materials that can bring to the students a clearer view of the subject matter. Furthermore, government



through tertiary institutions should assist students with start-up financial capital for business, establish fresh products, and facilitate several supporting activities.

Limitation of the Research Work

One of the major limitations of this study is that findings could hardly be generalized to other tertiary institutions in the state and the country at large considering that the level of concern on entrepreneurship given by the institutions differs. Future studies are suggested to consider large number of institutions. Moreover, similar research can carry out to ascertain the moderating effect of institutional culture on the relationship between the variables since the schools do not have similar internal characteristics.

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