

**INNOVATION ENTREPRENEURSHIP AND CAREER MIND SET OF BUSINESS
ADMINISTRATION STUDENTS OF UNIVERSITIES IN DELTA STATE.**

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ABSTRACT

This study examined the relationship between entrepreneurship innovation programmes and career mindset of business education students of University in Delta State. The study adopted a correlational research design. The population of the study comprised 213 M.Sc students from 3 universities (Delta State university of science and technology, Ozoro, Delta State university, Abaraka and University of Delta, Agbor). The sample size for this study was 139 respondents derived using the Taro Yamen's method for sample determination. Out of 139 copies of questionnaire distributed, 138 copies were retrieved and used for the analysis. The univariate (descriptive analysis) was done using tables, frequencies, mean and standard deviation, while the bivariate analysis (test of hypotheses) was done using the Spearman's Rank Order Correlation Coefficient (r) with statistical packages for Social Sciences (SPSS) Version 21.0 at 0.05 level of significant. The result of the study revealed that entrepreneurship education programmes have a significant relationship with career mindset of business students. The study also revealed that the dimensions of entrepreneurship education programmes of scalable start-up entrepreneurship innovation significantly correlated with career mindset of business students. The study, therefore, concluded that entrepreneurship education programmes enhance career mindset of business students of universities in Delta State. It was recommended that universities should initiate entrepreneurship education programmes in order to create and enhance career mindset of business education students and others in universities.

Keywords: Innovation Entrepreneurship, Career Mind Set, Business Students

INTRODUCTION

The 21st century is the age of knowledge and information, the age characterized by the capacity to regenerate, develop, employ and protect new and innovative ideas, which particularly comes into play with those industries that base their competitive advantages on advanced technologies. Under the said impacts sciences 'change': information, innovation and time have become the new factors of development, thus positioning themselves as the source of competitive advantage in a society that depends on the quality of people, their education and creative potentials (Pasaro et al., 2017). Knowledge transfer attainable today by innovation transfer is exceptionally significant for overcoming the development and technology gap. The development of electronic technologies shifts the knowledge gravity centre from manufacturing processes and products to management, information processing and to the development of artificial intelligence. Over two thirds of the total scientific insights that mankind has at disposal have been created since the first electronic computer was manufactured. The first economic revolution promoted the worker as its holder, the second technological revolution brings to light the expert, while the third Technological revolution endorses the computer technician/IT expert as the promoter of development in

The area of electronics, microprocessors and telematics. The emerging initial phase of the fourth technological revolution, which is symbolized by photonics, atom fusion, bio chip, artificial raw materials, and artificial intelligence, will highlight innovators and great investments that will result in opening up many new areas of human activity.

Discoveries and innovations, revolutions and social movements have been the triggers of progress throughout history. Mankind has to face new challenges in the 21st century such as globalization, the rapid and increased innovation, the fast spread of technology and its high speed adoption in our lives (Ilie and Bronchea, 2016). These factors and others are changing not only how and the ways businesses and economics are functioning, but also the job market landscape. The knowledge and skills required by the present and future jobs are changing and consequently the education system at all levels has to respond and adopt to the new challenges (Grecus and Denes, 2017).

Productive ideas, activities, attitudes and motivation are crucial and indispensable to successful organization and transformation of a school system from dysfunctional state to a functional one. One of the ways this can be carried out as observed by UNESO and NBTE (2006), is to put in place or integrate entrepreneurship education into the system. This will enable the products of tertiary educations to set up their own business, create employment, alleviate poverty in the society and enhance economic, social and political development. In appreciating the very essence of functional education in the life of individual and any nation the UNESCO (2006) has recommended the improvement of basic education and reorientation at all levels. The orientation includes principles, skills, perspectives and value that are more related to sustainability than presently the case. This, it is not just a question of the quantity of education provided but one of appropriateness and relevance, which has the potential of improving the standard of living of every citizen in his or her different areas, and development which could also be achieved through entrepreneurship and technologies educations. This type of education can be achieved introducing entrepreneurship, technological and scientific programmes in our tertiary institutions where beneficiaries can acquire specialized skills and promote growth and development at all ramifications.

Various studies have been conducted by researchers using different settings, industries and institutions, for examples, Oseni, (2017) on the relevance of entrepreneurship educations to the development of Micro, Small and Medium enterprises (MSMES) in Nigeria, Rodriquez and Lieber, (2020) on relationship between entrepreneurship education, entrepreneurial mindset, and career readiness in secondary school students in United State. Murambiwa, et al (2018) on entrepreneurship education for tertiary institutions in Namibia; Okoye and Okoye (2019) entrepreneurship educations in tertiary institutions: Paradigm for sustainable development. Okey, et al (2012) entrepreneurship education in Nigerian tertiary institutions: a bridge for self-relevance and sustainable development in Nigeria; Ngek (2012), an exploratory study on entrepreneurial mindset in the small and medium enterprises (SME) sector: A south African perspective for fostering small and medium enterprises success; entrepreneurial models in higher education institutions, university of Romania; Wardana et al (2020), the impact of entrepreneurship education and students entrepreneurial mindset the mediating role of attitude and self-efficacy, university of Indonesia; Mukhtar et al (2021), does entrepreneurship education and culture promote students entrepreneurial intention? The mediating role of entrepreneurial mindset, university of Indonesia, Grecu and Denes (2017), benefits of entrepreneurship education and training for engineering students, Romania; Amadi-Echendu et al (2016), This has created a gap in the existing body of knowledge. To close this gap, the study on the relationship between

entrepreneurship education programmes and career mindset of business education students of Universities in Rivers State became necessary.

Hypotheses

- H₀₁:** There is no significant relationship between innovation entrepreneurship and capacity of students of business administration of Universities in Delta State.
- H₀₂:** There is no significant relationship between innovation entrepreneurship and innovation skills of business administration students of Universities in Delta State.
- H₀₃:** There is no significant relationship between innovation entrepreneurship and knowledge building development of business administration students of Universities in Delta State.

Innovation Entrepreneurship

According to Dabic and Potocan (2012), we are living in a fickle world of systematic turbulences characterized by swift dramatic changes. This is also a world of great opportunities. Through permanent changes and confrontations with countless antitheses, the inherently conflicting development of contemporary societies coerces governments, individuals and enterprises to take the extreme opposing positions with a number of fluid transitions. One group comprises prudent voices that recognise the "crisis curse" which is introduced into their activities by development and which tears the existing systems and ideologies and probes the notion of future as well as their own personal existences. The other group is made up of optimistic voices that even in the fiercest of crises see opportunities for change and progress. Having transformed the fascination with the future and its implicit contradictions into personal professional challenge (and the awareness of implicit contradictions it carries a long) and a quest for developmental limitations, they have not been able to shun emersion into the complexity of issues enhanced by innovative development based on knowledge accumulation and its transformation into capital. Entrepreneurship and innovations have facilitated introducing changes into our lives as well as participating in the society that is entitled to expectations and that needs us. The answer to questions, such as how to protect oneself from ignorance, from knowledge obsolescence, from harmful activities of the ignorants, lies somewhere between innovation and entrepreneurship.

The 21st century is the age of knowledge and information, the age characterized by the capacity to regenerate, develop, employ and protect new and innovative ideas, which particularly comes into play with those industries that base their competitive advantages on advanced technologies. Under the said impacts sciences 'change': information, innovation and time have become the new factors of development, thus positioning themselves as the source of competitive advantage in a society that depends on the quality of people, their education and creative potentials (Pasaro et al., 2017). Knowledge transfer attainable today by innovation transfer is exceptionally significant for overcoming the development and technology gap. The development of electronic technologies shifts the knowledge gravity centre from manufacturing processes and products to management, information processing and to the development of artificial intelligence. Over two thirds of the total scientific insights that mankind has at disposal have been created since the first electronic computer was manufactured. The first economic revolution promoted the worker as its holder, the second technological revolution brings to light the expert, while the third Technological

revolution endorses the computer technician/IT expert as the promoter of development in The area of electronics, microprocessors and telematics. The emerging initial phase of the fourth technological revolution, which is symbolized by photonic atom fusion, bio chip, artificial raw materials, and artificial intelligence, will highlight innovators and great investments that will result in opening up many new areas of human activity.

Real knowledge accumulation processes and the related diversifications of innovation have inexorably led to dislocating the paradigms firstly in the entrepreneurs' consciousness and then in the governing administrative structures. The growth of 'strategic' and 'entrepreneurial' thinking is marked by the synthesis of experience and many relevant data from the market. The basic assumption is that knowledge is composed of two components: that which can be codified and that which is tacit. The former comprises information, a patented blueprint, innovation and other coded knowledge. The latter is implied and involves skills, routine, and procedures arising from the learning process (people and their knowledge and experience) that yet needs to be created and enriched. Consequently, knowledge is both contextual and independent, i.e. enterprises have equal capabilities for transforming that knowledge into production capacities (Souitaris et al., 2007).

Time continuity of entrepreneurship, (Passaro, et al., 2017) which are significantly founded on researching innovation or technological development as the inventive importance of past experiences, are the starting point for the present day acumen of the value of innovation and entrepreneurship. That is what differentiates the long run high performers from the low-performing and even unsuccessful enterprises - thus paving the way to accepting new tasks. To connect and intertwine the attracting parts or to adapt the existing components of an already created artistry with the aim to make a new achievement or to redesign the existing task with the aim to raise efficiencies while realizing it all at lower cost - all that is just a part of the many challenges entrepreneurs are faced with.

Capitalist economies force business enterprises to innovate or die by establishing a competitive marketplace in which the prime weapon of competition is not price but innovation. The European Commission (2020) on innovation defines innovation as "the successful production, assimilation and exploitation of novelty in the economic and social spheres". In order to identify the innovative models an innovation hyper cube model is used as a form of innovation clustering, particularly within the system/chain of values which are thus reinterpreted as innovation systems/chains of values. The innovation hyper cube (Afuah & Bahrain, 1992) is based on frequent categorization of innovation as a radical, incremental, architectural modular, and c innovation niches founded on effects they have on competences, other products and investment: decisions of the innovating entity. This breakdown is usually appended by another division into productive (object) and process innovation. In addition, it is necessary to differentiate between macro innovation, fundamental innovation improvement innovation as the foothold for differentiating between macro and incremental innovations, between fundamental and improvement innovations, between product and process innovations, and, finally, between technology and cosmetic innovations. The hyper cube innovation concept is mostly applied to products, and is particularly effective when analysing more complex products which generate positive network externalities (Fukuda & Watende, 2008).

Thomas et al (2015) observed systematic approach which introduces new elements into the theory of innovation as there is no longer a unified knowledge base for warm key technologies. In other words, technologies are developed as 'systems built by system builders (product manufacturers are turned into system managers whose competencies are mostly reliant on the ability to specify the different inputs); while enterprises are limited by their own knowledge horizons, their *areas of* current or technological skills and knowledge constrained by experience and resources intended for research Innovation according to Constable and Somerville (2003) is the factor influencing the majority of development aspects of an enterprise, and its impact should be respected in all phases of the strategic process in an enterprise (creation, implementation, control). The impact of innovation is essential for strategic orientation, as well as in the period of implementing strategic segmentation, i.e. when strategic business units are identified and installed. True competitive advantage can only be gained if the focus is placed on developing never-before-seen products which provide consumers with completely new perceived benefits(Fukuda and Wadanabe, 2008).

Summarily, Dabic and Potocan (2012), argued that innovation makes an impact on the values adhered to by given groups in an enterprise and eventually on the entire corporate culture as well as on the key forces that form the competition structure. These innovations become prominent as the obvious significance factor in moulding an enterprise's competitive advantage. The technology and innovation base, and particularly innovative competencies as a part of an enterprise's carrying competencies essential for its sustain ability, growth and development, play the most radical role in those enterprises whose development (Constable and Somerville (2003) is explicitly based on innovative trajectory and whose development strategy is identified by technology clusters. Thus, innovation influences the whole environment of business operations (Lindsay & Hokins, 2010).

As enterprises/entrepreneurs are the primary earners of innovative processes in an economy it is apparent that the process of their reconstitution (resource recombination) is of crucial importance for the reconstruction of innovative activities in transitional countries in particular as well as in the EU in order to keep developmental pace with Japan, Asian tigers and the USA(Christensen & Lundvall 2004; Dan, et al., 2011: Linton, 2009; Lorenz & Lundvall, 2006; Lundvall et. al 2003; Kirchoff. 1991). That is why in the very world which constantly assesses and evaluates their work neither entrepreneurs nor innovators can afford to stop learning for they may lose their edge- without upgrading their power weakens. The nature of the future job will be determined by innovators and the speed by which a society is ready to proceed and make further discoveries, to learn and use the acquired knowledge to transmit visions and values. Interdisciplinary and multidisciplinary cooperation in diverse professions is an important factor of development, labour and operations. Education is the basic support for becoming part of the new 'learning generation" that will primarily be determined by a knowledge oriented culture that permanently incites and rewards innovations and achievements as well as the entrepreneurs. The notion of the national innovation system has been defined as "the cluster of institutions, policies, and practices that determine an industry or nation's capacity to generate and apply innovations" (Steil et al., 2002). Two new recommendations for economic development have emerged recently: new age founded on ancient eastern wisdoms, or humanization based on neglected European traditions. The differences

between them are negligible if we focus on the common premise: improvement of the quality of living through innovation and entrepreneurial activity that implements it. The importance of technologies and technological advancement can be illustrated by the trends in financing R&D, from financing at the national levels, to financing of the so-called industrial R&D matter reflects an enterprise's allocations to R&D. The research community has strenuously advocated for the maximum funding allocations to scientific research. The linear model of innovation and its progeny go so far as to suggest that all downstream socio-economic value from development and production is determined by the level of funding for research and by purposeful R&D for creating appropriate disruptive technologies to address such high-growth but price-sensitive growth markets (Lindsay & Hopkins, 2010). Two models of technology trajectories can be singled out: (i) linear scientific-push model and (ii) the Abernathy-Utterback cycle of product-process. Even though the power of the market demand to convert R&D into socio-economic benefits is widely recognized, innovation theories and models continue to be governed by "supply push" thinking (Godin and Lane, 2011).

Concept of Career Mindset of Business Education Students

As a means of getting the students prepared for future challenges, they are encouraged to see the need for attending programs and courses that can aid them in acquiring the required skills and knowledge that will better make them fit into the labour market without much stress, especially after graduation from the college or universities. In this case, entrepreneurship education has been identified in particular as a course that arouses that interest of the students at getting focused for their career as it is adjudged as that which disseminates attitude skills and knowledge required to venture into and grow businesses effectively. The significance of entrepreneurship in improving human existence in terms of poverty reduction, generation of employment, wealth formation and economic vigor has bestowed global recognition on entrepreneurs and entrepreneurship. Evidences from universities in the developed countries showed that entrepreneurial education has the potential to transfer and communicate to students the skills ability and knowledge necessary for them to be able to identify potential business opportunities (Chinonye and Akinlabi, 2014).

Nevertheless, the appreciation of entrepreneurship as a field of study requires good intentions and mindset as far as the student (learner), teacher, content and processes are concerned. Without the students being prepared and motivated for the learning and the teachers not having the prerequisites for the dissemination of the knowledge and skills, coupled with lack of good curricula and good environment to foster the learning the whole efforts at moving forward will be an exercise in futility. Thus, there is a need to first gain the attention of the students, which is by entrepreneurship mindset through entrepreneurship education (Osakwe, 2015; Amadi-Echendu et al., 2016).

An entrepreneur is an individual that uses the privilege of turbulence, instability, lack and need to create a new item a service or adjusts an existing one for the sole aim of making profit. In a more similar manner, Haigar (2012) posits that an entrepreneur is a personality that possesses some comparative advantage, due to access to sound information or different viewpoint about a situation or opportunities to enhance his/her decision making activities. Therefore being an entrepreneurs confers on an individual the grace to seize the opportunity at ones' disposal to establishing or attaining a goal over a given time period,

though not without the skills, knowledge and motivation required for such an endeavour (Chinonye and Akinlabi, 2014). Entrepreneurship an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society makes employees more aware of the context of their work and better able to seize opportunities and provides a foundation for entrepreneurs establishing a social or commercial activity" (European Commission, 2005).

Innovation Entrepreneurship and Career mindset of Business Students

Universities are becoming an increasingly important part of national innovation (Rahman et al, 2017). Innovation according to Gibb (2012), is an outcome from entrepreneurial and enterprising behaviour. Innovation as observed by Shane (2002) is linking patterns of information from various success form the basis of information and new business opportunities. Milesi et al (2013) suggested that innovation can assist to differentiate a business product as to improve their competitive position in the market. Also, innovation and knowledge are key factors affecting the competitiveness of business and countries (Milesi et al, 2013). An innovation has direct and indirect value. Direct value according to Amadi-Echendu et al (2016) refers to what users and producers derive directly from its production and use while indirect value is found in the production and use of substitute and complementary goods and services (Tether, 1998). Businesses that are part of a bigger group, international businesses and newly established businesses are more likely to be innovators (Tether, 2002), while middle-sized businesses are less innovative (Dolfsma & Vander Pann, 2008). This has become important for R/D and work integrated learning for students and staff at entrepreneurial institutions.

Universities can act as an incubator of innovation ideas for students who want to become entrepreneur. An entrepreneurial university has a strong link with external initiatives such as sccuce parks and incubators (Salem, 2014). A university can provide intellectual resources such as financial and marketing skills to assist students in skills development for existing projects, but can also institute research in order to identify solutions for unresolved challenges. Clarysse et al (2005) and Markman et al (2008) have recognized that universities are increasingly moving from their traditional primary role as education providers to a more complete entrepreneurial university model, such institutions incorporate the role of commercializing innovative knowledge and actively developing private enterprises.

Arvantis et al (2008) and Salem (2014) have found that universities may act as incubation facilities to students and staff by stimulating entrepreneurial ideas and creating the link to industry thus providing network of opportunities for new entrepreneurs and also help potential entrepreneurs' access financial services. Similarly, Byrnes et al (2010) posited that entrepreneurial spirit can be engendered in the students through knowledge exchange mechanisms such as joint curriculum development and provision of internship.

Universities need partnerships with organization to ensure on-going knowledge exchange, so as to incorporate this knowledge into the curriculum of university programmes. (Gibb & Huskins, 2014). Also, Brush (2014), Bodas Freitas et al (2013), asserted that organisational partnership that bring credibility to the institution and joint degree programmes might also be areas of expertise and businesses with different sizes and activities may engage on different forms and levels with universities to solve their problems and build competency. Dabic and Potocan (2012) asserted that innovation is the factor influencing the majority of the development aspects of entrepreneurship which is crucial in the strategic process in an

enterprise. The impact of innovation is crucial for strategic orientation as well as in the process of implementing strategic segmentation. Entrepreneurial spirit can only be gained if the focus is placed on developing never-before-seen products with completely new perceived benefits (Dabic & Potocan 2012).

Kouakou et al (2019) have found out that an individual with innovative mind can transform an entrepreneurial process through the means of entrepreneurial mindset which shows how important innovation represents the incubator of an entrepreneurial mindset (McGrath & MacMillan, 2000). Furthermore, Dhilirwayo and Van Vuuren (2007) observed that innovation is one of the critical feature to be considered in the success or failure of business enterprise. This means that a business without entrepreneurial mindset adoption is more susceptible to fail than succeed.

Karatko (2002) also posited that a successful business environment needs the presence of entrepreneurial mindset to help keep the manger in their process of outgrowing old management principles to cut down high rate of business failure. Therefore, the development of a creative mindset within the organization is suitable to set up innovation purpose, take advantage of the market and add value. To business (Faltin, 2007). Various researchers such as Dhliwayo and Van Vuuren(2007) Karatko (2002), Faltin (2007), Mauer et al (2009) have significantly contributed to evolution of innovation and entrepreneurial mindset concept. Thus based on the review of various research, career mindset can be developed and is connected to entrepreneurship innovation. This implies that career mindset can be enhanced based on the levels of innovations.

METHODOLOGY

Research Design

The research design in this study was correlational design. The population of the study consisted of 213 business students of Universities in Delta State. The sample size for the study was one-hundred and thirty-eight (138) respondents. The research instrument of this study is questionnaire. The researcher used Pearson Product Moment Correlation Coefficient to analyze and answer the research questions that were stated regarding the relationship between e-learning technologies utilization and academic achievement of business education students and to test the hypotheses that were formulated at 0.05 level of significance.

Results

H₀₁: There is no significant relationship between innovative entrepreneurship and capacity of business administration students of Universities in Delta State.

Showing the Relationship between relationship between innovative entrepreneurship and capacity of business administration students of Universities in Delta State.

		Innovative Entrepreneurship	Capacity
Innovative Entrepreneurship	Correlation Coefficient	1.000	.588**
	Sig(2tailed)	0.0000	0.0000
	N	138	138

Capacity	Correlation	.588**	1.000
	Coefficient	0.000	0,000
	Sig(2tailed)		
	N	138	138

Source: Field data, (2022) **correlation is significant at 0.05 level (2-tailed) variables

The relationship between innovative entrepreneurship and capacity of students of business revealed to be significant given the observed correlation: .588** and a p-value of 0.000 which is less than 0.05 (Table 4.15 above). The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The moderate sign value of $r = .588^{**}$ reveals a direct relationship between innovative entrepreneurship and capacity, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between innovative entrepreneurship and capacity (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between innovative entrepreneurship and capacity of students of business administration of Universities in Delta State.

H₀₂: There is no significant relationship between innovative entrepreneurship and innovative skills of business administration students of Universities in Delta State.

Showing the Relationship between relationship between innovative entrepreneurship and innovative skills of business administration students of Universities in Delta State.

		Innovative Entrepreneurship	Innovative Skills
Innovative Entrepreneurship	Correlation	1.000	.551**
	Coefficient		
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Innovative Skills	Correlation	.551**	1.000
	Coefficient	0.000	0,000
	Sig(2tailed)		
	N	138	138

Source: Field data, (2022) **correlation is significant at 0.05 level (2-tailed) variables

The relationship between innovative entrepreneurship and innovative skills of students of business revealed to be significant given the observed correlation: .551** and a p-value of 0.000 which is less than 0.05 (Table 4.17 above). The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The moderate sign value of $r = .551^{**}$ reveals a direct relationship between innovative entrepreneurship and innovative skills, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between innovative entrepreneurship and innovative skills (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between

innovative entrepreneurship and innovative skills of students of business education of Universities in Delta State.

H₀₃ There is no significant relationship between innovative entrepreneurship and knowledge building development of business administration students of Universities in Delta State.

Showing the Relationship between relationship between innovative entrepreneurship and knowledge building of business administration students of Universities in Delta State.

		Innovative Entrepreneurship	Knowledge Building Development
Innovative Entrepreneurship	Correlation Coefficient	1.000	.667**
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Knowledge Building Development	Correlation Coefficient	.667**	1.000
	Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field data, (2022) **correlation is significant at 0.05 level (2-tailed) variables

The relationship between innovative entrepreneurship and knowledge building development of students of business revealed to be significant given the observed correlation: .667** and a p-value of 0.000 which is less than 0.05 (Table 4.17 above). The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The strong positive sign value of $r = .667^{**}$ reveals a direct relationship between innovative entrepreneurship and knowledge building development, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between innovative entrepreneurship and knowledge building (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between innovative entrepreneurship and knowledge building development of students of business administration of Universities in Delta State.

CONCLUSION

Based on the data analysis and the discussion of findings, the study concluded that entrepreneurship innovation enhance career mindset of business administration students. Also, team cooperation moderated the relationship between entrepreneurship education programmes and career mindset of business education students. Universities whose students are not exposed to entrepreneurship education programmes tend to exhibit low career mindset in the field of entrepreneurship. Therefore, entrepreneurship education programmes enhance, capacity of students, innovative skills and knowledge building development.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were made:

1. Universities should initiate entrepreneurship education programmes in order to create career mindset in business administration students and other students in their universities.
2. All stakeholders in the field of education should team up to design policies and effective curriculum in entrepreneurial studies that enhance the study effective entrepreneurship.
3. Scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship should be adopted by universities for enhancement of career mindset of students.

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