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Volume 6, No 3 & 4, 2010

**JOURNAL OF
WOMEN
IN
TECHNICAL
EDUCATION**

Published by:
Women In Technical
Education and Employment

November, 2010

VOLUME 6, No 3

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ISSN 1596-1699

AMBIK PRESS 052-880527, 08074009192
ambikpress@yahoo.com

SELF-CONCEPT TRAITS AND ENTREPRENEURIAL ORIENTATION AS PREDICTORS OF STUDENTS' ACADEMIC PERFORMANCE

¹Iro-Idoro, Charlotte Bosc, ²Ayodele Kolawole and ³Jolaade Isaac

¹Federal Polytechnic Ilaro, Ilaro, Ogun State.

E-mail: iro_lotte@yahoo.com, Phone number: 08037133216, 08052848296

²Olabisi Onabanjo University, Ago-Iwoye, Ogun State. &

³Secretarial Studies Department, The Federal Polytechnic, Ilaro, Ogun State

Abstract

A descriptive research approach was used to determine the prediction of self-concept trait and entrepreneurial orientation on students' academic performance. The sample consisted of two hundred private secondary school students in Sagamu LGA. Data was collected through a combination of self-developed questionnaire tagged "self-concept traits questionnaire" and "Students' Entrepreneurial Orientation Index" respectively. The data obtained was analyzed using multiple regression analysis, correlation co-efficient and z-test statistical tools at 5% error margin. Results indicated significant prediction of the independent variables on the criterion variable; self-concept was a potent predictor of academic performance; gender difference was observed in the self-concept trait of the students; and no gender difference was recorded in the entrepreneurial behaviour and academic performance of the students. It was recommended that effective school-based guidance programme should be used in enhancing the self-concept, self-efficacy and self-esteem of the students.

Keywords: Self-concept traits, entrepreneurial orientation, academic performance, and students.

Introduction

The world today is drastically changing from the quest for education that goes beyond just paper qualification. Rather the world needs people who are confident of themselves and able to maximize the economic potentials of an area. Studies have shown that the undue importance that is attached to certification or paper qualification has brought about various academic malpractices that our nation is experiencing today. In the words of Olatoye (2006). "In Nigeria, you can only secure appointment into most of the vacant positions only if you possess certain certificates to show that you have passed certain examinations. Also, Balogun (1995) observed that promotion of teachers and principals in certain places depends on the success of their students in their final examination.

However, mental ability of students cannot stand on its own to ensure success but to some extent on varying affective factors (Osamuyi, 2000). He suggests taking students' totality including self-factors in order to minimize poor academic performance. Interests, motivation, age of the child, as well as student behaviour were identified by Agbi (2006) to be some learners' characteristics that impede academic performance. Ukueze (2007) reported that gender is a significant factor in the determination of academic performance, as the female subjects of his study cognitively outperformed their male counterparts. Maisamari (2006) also reported that girls who succeed in remaining in schools usually excel.

What is Self-Concept?

In all spheres of life, the word self-concept is not new. It means different things to different people. In the context of this study, self-concept is the way an individual perceive himself or

herself. It is one's own opinions about oneself (personal self-concept), one's perceptions about how one is regarded by others (social self-concept); and what or how one would like to be (self-ideas) (Gale Encyclopedia of Psychology, 2001; Warfield, 2002).

Helmke (1994) in Olatoye (2006) affirmed that the self-concept of academic ability, that is, school related competencies and activities, is of particular interest for educational practice and has been of very active research. One of the difficulties which people experience in most areas is closely related to the ways they see themselves (Okwubunka, 1997; Umoinyang, 1999, Olatoye, 2006).

Empirical findings have revealed that self-concept is a valuable educational objective that helped in improving other learning outcomes and positively related to academic achievement (Helmke, 1974; Sanders, Field & Diego, 2001). Efforts have been made by many researchers to improve and ensure successful or positive academic performance and achievement. One of such efforts is the boosting of the self-concept of the learner. As rightly noted by Combs (1962) in Ayodele (2003) "the most important single cause of a person's success or failure educationally has to do with question of what he believes about himself".

Concept of Entrepreneurial Orientation

Entrepreneurial orientation is perceived as an economic stimulator which tends to foster small scale business. As rightly noted by Holland (2002) "an entrepreneurial person is the one who organizes, operates, and assumes the risk of business ventures; especially impresario (manager)". An entrepreneurial character is usually obsessive, focused, articulate, and resourceful. They are also typically charismatic leaders and tend to be introspective with excellent listening skills (Alcbiosu & Akintayo, 2006).

However, creating a change in the mental orientation of our students from the take-a-job mentality to the make-a-job mentality can be perfectly enhanced through entrepreneurial orientation and integration into our educational system. Alcbiosu and Akintayo (2006)) emphatically proclaimed that "today's educational system prepares its students to take-a-job upon completion of the training".

Researches have shown that entrepreneurial orientation play a key role in the economic development of a nation, even the educational sector. For instance, Levie (1999) reported that entrepreneurial orientation in our educational system right from middle school will help the students in improving their academic skills, develop workplace literacy; become educated and empowered consumer; become good risk taker and learn from failure, to mention a few. Jude (2003), Sapiro (2002), and Sarumi (2004), sees entrepreneurial education as developmental process that provides the context for learning other basic skills and motivating students to want to learn.

Alcbiosu & Akintayo (2006) reported a recent survey among American High School students (both male and female) which was conducted by Chan (2005). The study revealed that why both genders are aware of their entrepreneurial knowledge deficiencies. The female students are most aware of the deficit, which could be discouraging them from pursuing entrepreneurial careers. There was a strong interest among the female students but not as strong as the entrepreneurial interest of the male students. One perceived reason for this difference is that the female students lose self-confidence because they are so perceptive of their lack of entrepreneurial knowledge. White and Sharks (1999), Williams & Turnbull

(1997) in their different studies revealed that due to male overconfidence, females still have a higher success rate than males' entrepreneurial ventures.

Statement of Problem

To be able to cope with the present day challenges within our educational industry for national development, our adolescents, who are the hopes of tomorrow must be empowered with necessary skills that will make them relevant, and be able to subdue hindrances that may prevent them from translating their dreams to realities. In this knowledge era, which the world is, the most valuable resource of any country is its' inherent intellectual assets. Thus, the youngsters in our schools must be enhanced to be sound academically, able to prepare for life with enough knowledge of creating wealth through self-employment and for them to explore opportunity more creatively.

Be that as it may, there is an urgent need to determine the exact contribution of self-concept and entrepreneurial orientation which have been confirmed to have a significant relationship with academic success (Helmke, 1994; Sanders et al., 2001; Alebiosu & Akinlayo, 2006; Levie, 1999; Olatoye, 2006). There is obvious need to establish also whether these variables when taken together are good predictors of academic success for the purpose of independency and national development. And if they are, which of the variables would best predict academic success. The focus of this study therefore, is to empirically determine whether self-concept and entrepreneurial orientation are collectively or individually predictors of academic success.

Research Hypotheses

The following research hypotheses were postulated to guide the conduct of the study and tested at .05 alpha level of significance:

1. There is no significant combined effect of self-concept trait and entrepreneurial orientation on students' academic performance.
2. There is no significant relative contribution of each of the independent variables on the criterion variable.
3. There is no significant difference between male and female students' self-concept trait, entrepreneurial orientation and academic performance.

Methodology

Design:

The study adopted the descriptive survey of an ex-post-facto design. Ex-post facto design was considered appropriate for this study because the variables of interest had already occurred and no attempt was made by the researchers to manipulate any of the variables.

Sample and

Sampling Techniques: The population of the study comprises of Senior Secondary School Students in Sagamu Local Government Area of Ogun State. Five Secondary Schools were randomly selected from the existing twenty-two private secondary schools. Forty secondary school students from SSI and SSII (twenty students from each of the level) were selected with simple random technique from each of the schools; making a total of two hundred students in all. Their age range was between 13 and 18 years, with mean and standard deviation of 15.75 and 1.56 respectively.

Instrumentation:

The two major instruments used in the collection of data from the respondents was self-developed.

- i. Self-concept Traits Questionnaires (SCTQ) was a 10-item scale on a response scale ranging from least like me (1) to most like me (4). The

instrument has an alpha coefficient of .77 using Rulon's split-half reliability.

- vii. Students' Entrepreneurial Orientation Index (SEOI) was also a 10-item scale measuring the extent at which students have created a mind-change and mental orientation from the "take-a-job" mentality to "make-a-job" mentality. The instrument was four likert scale types ranging from strongly agreed to strongly disagree. It has an alpha coefficient at .89 using Rulon's split half reliability.

The 2008/09 promotional examination results of the respondents were used to determine their cognitive competences. The mean score of four core subjects (English Language, Mathematics, Biology and Yoruba) for each student was computed and used.

Method of Data Analysis: The data obtained were subjected to multiple regression analysis, correlation coefficients and z-test statistical tools using the SPSS computer packages.

Results

Research Hypothesis 1

There is no significant composite effect of self-concept trait and entrepreneurial orientation on students' academic achievement.

Table 1: Summary of multiple Regression Analysis between the Predictor and Criterion variables

Multiple Regression Analysis	Analysis of Variance					
	Model	SS	Df	MS	F	Sig.
R = .478	Regression	1863.134	2	931.567	13.339	S*
R ² = .171	Residual	13659.842	197	69.339		
Adj R ² = .169	Total	15522.976	199			
SE = 5.321						

(a) Predictors (co-efficient) SCT and EO.

(b) Criterion = Academic Performance

S* = Significant.

The results presented in Table 1 indicated that the self-concept trait (SCT) and entrepreneurial orientation (EO) are related to the academic achievement of the students. The observed R of .478 was significant at the .05 level. It shows that there is a predictive relationship between the predictor variables and the criterion variables. The analysis of variance for the multiple regression yielded $F_{2,197}=13.434$, which is significant at $P<.05$ level. Therefore, the null hypothesis that there is no significant composite effect of self-concept trait and entrepreneurial orientation on students' academic performance cannot be sustained by these findings, hence, the hypothesis was rejected.

Research Hypothesis 2

There is no significant relative contribution of each of the independent variables on the criterion variable.

Table 2: *Relative Contributions of Self-concept Trait and Entrepreneurial to the observed variance in Students Academic Performance.*

Model	Un-standardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
Self-concept Trait	.271	.038	.299	4.333	.000
Entrepreneurial Orientation	.069	.043	.086	1.411	.163
(Constant)	10.161	.590		3.706	.000

Dependent Variable: Student Academic Performance (SAP).

The result in Table 2, showed the standardized coefficient values for self-concept trait and entrepreneurial orientation as .299 and .086 respectively. The implication of this is that since self-concept trait has higher beta value than entrepreneurial orientation, this makes it a better predictor of academic performance among secondary school students. Thus, while self-concept trait is a significant predictor, entrepreneurial orientation is not.

Research Hypothesis 3

There is no significant difference between male and female students' self-concept trait, entrepreneurial orientation and academic performance.

Table 3: *Comparison of Male and Female Students' Self-Concept Trait, Entrepreneurial Orientation and Academic Achievement.*

Variable	Gender	N	X	SD	Mean diff	Df	Z-cal	P
Self-Concept Trait	Male	100	35.30	7.34	3.69	198	2.316	C*
	Female	100	31.61	8.13				
Entrepreneurial Orientation	Male	100	25.82	7.05	2.10	198	1.478	NS
	Female	100	27.92	8.15				
Academic Achievement	Male	100	26.94	4.82	1.31	198	1.398	NS
	Female	100	25.63	4.99				

S* = Significant

NS = Not Significant

The outcome of the findings of research hypothesis 3 as shown in Table 3 above revealed no significant difference between male and female students both in entrepreneurial orientation and academic performance. There is however a significant gender difference in the self-concept traits. The self-concept traits of male students are higher with a mean score of 35.36, compared to their female counterparts with a mean score of 31.61.

Discussion

The findings of this study as shown in Table 1 indicated that a combination of self-concept and entrepreneurial orientation when taken together could be a good predictor of students' academic performance. The result showed that 17.1% of the variance in the students' academic performance was accounted for by the predicting variables when taken together. The relationship between the predictor and criterion variable yielded a coefficient of multiple regression of .478, while the observed F-ratio was 13.434, significant at .05 level. The outcome of this finding is evidence that students' performance could not have occurred by chance. Thus, the results agree with the research findings of Sanders, Field & Diego (2001), Olatoye (2006), Levic (1999), Sapiro (2002), Jude (2003) and Sarumi (2004), that academic success is a manifestation of good self-concept and entrepreneurial education; that provide

students with the context for learning other basic skills and motivating them to want to learn more.

The results obtained from Table 2 revealed that self-concept was found to be a good and better predictor of students' academic performance. The beta value of .299 was found to be significant at alpha level of .05. The implication for these findings may be due to the fact that one's success in life or otherwise depend to a large extent on what one believes about self. This study therefore corroborate the findings of Helmke (1994), Sanders et al. (2001) and Olatoye (2006) that self-concept is a valuable educational objective that helped in improving other learning outcomes related to academic success.

The results of hypothesis 3 as shown in Table 3 revealed a significant gender difference in the self-concept trait. There is however no significant difference between male and female students' entrepreneurial orientation and academic performance. The outcome of this study did not spark much surprise, as the findings of this hypothesis is a confirmation of Chan (2005) that both genders are aware of their entrepreneurial knowledge deficiencies, in spite of the fact that male students are more confident. This study also negates the findings of White & Shanks (1999), Williams & Turnbull (1999) that due to male overconfidence female still have a higher success rate than male.

Conclusion

The most important finding in this study is the significant relationship between self-concept and entrepreneurial education in predicting academic success and not just academic performance. It is crystal clear that the academic success of every child transcends just more than passing or certification but being able to be 'self' all the time and able to create wealth from education for national and self development. Creating a change in the mental orientation of our students from take-a-job mentality to the make-a-job mentality will definitely culminate academic success (Adebiosu & Akintayo, 2006).

Therefore, self-concept and entrepreneurial behaviour are fundamental traits or behaviour that enhances not just academic success but economic success. The implication of this is that Nigerian government should make education a pivot to national development while school counselors, teachers and administrators should find means of boosting students' self-concept and entrepreneurial behaviour.

Recommendations

Given the significance of the finding of this study at this crucial transition period of the country from simple farming system into a complex industrialized one, there is need to practically introduce entrepreneurial education into our educational system. This will bring about academic success that is not just certificate oriented but educations that bring about "Child's Total Development (CTD)". If this is objectively done it would also remove the menace of examination malpractices in Nigerian schools.

Also, the school counselors and para-counselors should plan and support effective school-based guidance programme that will enhance students' self-concept, self-efficacy and self-esteem.

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