

INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON SELF -ESTEEM AND CONFORMITY OF SECONDARY SCHOOL ADOLESCENTS IN ENUGU EDUCATION ZONE OF ENUGU STATE, NIGERIA.

LAWRENCE CHUKWUEMEKA ODOH

Department of Computer Science Education,
Federal College of Education, Eha-Amufu Enugu State, Nigeria.
lawrencechukwuemeka40@gmail.com

ABSTRACT

The study investigated the computerized statistics designed to generate the analysis on the influence of entrepreneurship education development on self-esteem and conformity to societal norms of secondary school adolescent students in Enugu Education Zone of Enugu State. Four research questions and two null hypotheses tested at 0.05 level of significance guided the study. Ex-post facto research design was adopted. A structured questionnaire was developed and used for collecting data from a sample of four hundred and sixty four (464) secondary schools for SS-II students in Enugu Education Zone of Enugu State. The data collected were analyzed using the mean and Standard Deviation, while T-test value statistics was used to test the null hypothesis. The computerized statistical result revealed the significant influence of entrepreneurship education development on adolescent students' self-esteem and conformity to societal norms. It was also found that gender influence on adolescent students' conformity to entrepreneurship education is not significant. It was recommended, among others, that the entrepreneurship education programme of the secondary school level should provide adolescents knowledge about many careers available and offer them opportunity to explore in different careers as they prepare for an eventual occupation.

Keywords: Entrepreneurship, education, self-esteem, adolescents, secondary school,

INTRODUCTION

The educational system have come to realize that the teaching of entrepreneurship education is critical to giving students the tools needed to compete and perform in today's business development. Entrepreneurship education is geared towards providing general education focused on the concerns of the adolescents about themselves and the large world, rather than specialization and concentration on separate subjects (Beane, 2016). It is also revealed that entrepreneurship education appears to offer one solution to help adolescent students emerge more empowered within the social context of learning. It is assumed to be a major source of innovation, creativity, job creation and self- growth. Hanesmark (2016) equally stipulated that entrepreneurship education generally referred to programmes that promote awareness of self empowerment as a career choice and skill training for business creation and development. Effective youth entrepreneurship education prepares young people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contributors to economic and sustainable community development. A primary objective of a child who enrolls into the secondary school is to become a functional member of the society. The importance of entrepreneurship education has been clearly underscored in the National Policy on Education by the Federal Government of Nigeria (FGN, 2017) that there should be trained manpower in the applied science, technology and commerce at sub-professional grades. In affirmation to this assertion, Banaszak (2015) pointed out that identifying and nurturing potential entrepreneurs throughout the education processes could produce many long-term economic benefits and further suggests that entrepreneurship programme in secondary schools seem to provide knowledge of the role and function of entrepreneurs in a market driven economy and may help students understand and practice entrepreneurial characteristics such as self-esteem, conformity willingness to take risks, innovativeness, and acceptance of responsibility for personal actions and persistence.

Harvey (2014) revealed that effective adolescence entrepreneurship education is also linked to preparing young people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contributors to economic development and sustainable communities, mitigating some of the limitations of traditional middle and high school curriculums. Similarly, research on entrepreneurship education credits it with developing and nurturing entrepreneurial motivation and skills in adolescent students. Entrepreneurs think

positively, and positive people do not dream about better life, they create a better life. They build on their inner strength and maintain a strong sense of self belief. Any personal achievement and small success in life can help build up self-esteem and generate a sense of pride. Entrepreneurship promotes self-belief, builds self-esteem and conformity to societal norms. A quest to achieve a sense of self-worth which is seemingly a life aspiration for every individual results in striving for acceptance for every individual output among boys and girls, and this seems to be the reason why entrepreneurship education is very necessary for adolescent students as it prepares them for new venture initiation by helping them develop the knowledge and relevant skills that improve self-esteem and conformity (Bucar, Branko, Robert & Hisrich, 2015).

Adolescent stage obviously marks the onset of puberty that is characterized by individuals search for love, belongingness, recognition and high self esteem. Wisconsin (2013) says that a crucial factor in the formation of a high self-esteem is entrepreneurship identity. According to him, entrepreneurship education can help young adolescents with self - understanding (who am I?), social understanding (what is the essence of life?). The entrepreneurship education programme at the secondary school level give adolescents a look at any career that offers them opportunity to increase self-understanding as they prepare for an eventual occupation that may eventually pilot them to a high self-esteem ("Vocational Education in Middle Schools" 2017). Bautneister, Campbell, Krieger and Vons (2013) explained that when people feel bad about themselves from time to time, they have low self-esteem. Self-esteem means having pride in oneself and self-respect. In contrast, when they feel good about themselves, constantly they have high self-esteem.

Furthermore, the research gave definition of self - esteem as a sense of self - worth on how you appear to regard yourself regardless of how this view was cultivated. Coppersmith (2017) on the other hand explained self -esteem as a positive and negative evaluation of oneself. Coppersmith further emphasized that self -esteem is one of the important ingredients for success. It is our ability to value ourselves, and the overall opinion we have about ourselves. Self-esteem comes from a sense of one's own worth. It is based on the awareness of one's strengths and weakness, combined with acceptance that human beings are, by nature a mixture of such qualities. Maslow (2014) stated in the hierarchy of need that self- esteem need is accompanied by the search for recognition as unique and worthwhile person. Lack of fulfillment of this need is

accompanied by feeling of inferiority, negativism and incompetence. People often conform to a desire to achieve a sense of security within a group, typically; a group that is of a similar age, culture, religion, or educational status. Any unwillingness to conform carries with it the very real risk of social rejection which is detrimental to self-esteem and academic achievement. In this respect, conformity can be seen as a safe means of avoiding bullying or associated with adolescence and youth culture, but it affects humans of all ages. (Buehler & Griffin 2018).

Stanford (2016) gave the definition of conformity as the process by which an individual's attitudes, beliefs, and behaviors are influenced by the other people. This influence occurs in both small groups and society as a whole, and it may be the outcome of subtle unconscious influences, or direct and overt social pressure. Conformity can also occur by the implied presence of others, or when other people are not actually present. Some docile and amendable students can be informed, transformed and be well conformed when the optimistic, goal directed and serious minded teachers and students that are already aware of the useful nature of entrepreneurship education directs and encourages them to work towards the attainment of some desirable goals, some desired goals, such as assistance with development of social skills, personal values, and self-esteem through home economics/family life course and the activities of vocational students organizations. In a school setting, behaving in socially acceptable ways that are in line with the norms, values and peer expectations seems to enhance social acceptance and opportunities for social interaction (Wisdom, 2013).

Ricciardeli and Caber (2017) revealed that society norms have created a desire for all people to what to belong and avoid ridicule. Due to these desires, individuals aim to achieve the idea of perfection that society has created and instilled upon them. These ideals often create pressure for adolescents to go to extreme measures to achieve the desired goal. Although peer pressure may be perceived as a negative trait, conformity can be perceived as a negative trait, conformity can have some good effects. Positive traits of conformity certainly influence the formation and maintenance of social norms and allow society to function smoothly and predictably. In line with the assertion, students' learning to adopt their peers' line of business acumen through entrepreneurship education produces incredible change. When students learn to adopt the creative nature of their peers, they are learning to conform to the peer's entrepreneurship way of life and skills. However, entrepreneurship is the major source of economic dynamism within capitalist economies (Morris & Lewis, 2014). With respect to the

above assertion, the adolescent students that are already receiving entrepreneurship education can effect a strong positive influence on their peers to perceive the entrepreneurship education as a valuable skill to enroll. This will obviously compel the students to gladly accept to conform.

Charms and Rosenbaum (2016) further asserted that conformity is of two types; compliance and acceptance. Acceptance involves both acting in certain ways from social pressure and personally agreeing with the actions being performed. Adolescent students can be compelled to conform to the entrepreneurship education because of social pressure and at the same time to maintain the personal belief that their actions are of value since they can see their peers acquire a new set of skills, self-reliance, self confidence and financial freedom. However, people conform for two different reasons, informational and normative. Normative influence however, leads people to conform because they fear the consequences of appearing deviant. In this study, the researcher is more interested in informational form of conformity because it is the one related to this study. In informational influence, people conform because they want to be correct in their judgments, and they must have a cogent reason for their agreement. When a situation is ambiguous, people become uncertain about what to do; they are more likely to depend on significant order for an answer. During a crisis, immediate action is necessary, and in spite of panic conforming to other people view can help ease fears and take a correct decision. Thus, adolescent students tend to perceive their peers that are already engaged in entrepreneurship education as significant orders when they try to conform to their views. Informational social influence often results in a situation where a person genuinely believes that the information is right because of the perceived values attached to it. (Crutchfield, 2015). People understandably have mixed feelings about conformity. Buehler and Griffin (2018) opined that some degree of conformity is essential if individuals are to co-exist peacefully, as when people assume their rightful place in a waiting line. In the present study, students' conformity to peers view about entrepreneurship education is due to the anticipated benefit associated with the acquisition of the basic creativity and life long sustainable skills in entrepreneurship education that would ensure their usefulness to themselves and to the society at large. Statements regarding the influence of gender on self-esteem and conformity have not been quite conclusive. Much research in the area of entrepreneurship education has not been done using secondary school adolescent. More so, there has not been any that investigated, all in one at a time, the influence of entrepreneurship education on self-esteem and conformity of secondary school adolescent

students. Could it be that entrepreneurship education would serve as a positive influence on self-esteem and conformity of secondary school adolescents in Nsukka Education zone of Enugu state? or could it be that the expedient nature of entrepreneurship education and the unanimous nature of the students could lead to their experience of great pressure to conform? Against this background, therefore, the researcher set to work on this topic.

Research Questions

To guide the study, the following research questions were raised:-

1. What is the level of adolescent students' self-esteem?
2. What is the level of adolescent students' conformity?
3. What is the influence of entrepreneurship education on adolescent students' self-esteem?
4. What is the influence of entrepreneurship education on adolescent students' conformity?

Hypothesis

Hypothesis 1: Entrepreneurship education has no significant influence on adolescent students' self-esteem ($p < 0.05$).

Hypothesis 2: Entrepreneurship education does not significantly influence adolescent students' conformity ($p < 0.05$)

Methodology Adopted

The design adopted for this study is Ex-Post Facto. A total of four hundred and sixty four (464) adolescent students drawn from public and Private Secondary Schools in Enugu Education zone of Enugu State used for the study. A stratified random sampling technique was used to get the sample of two hundred and thirty two (232) male, and two hundred and thirty two female (232) adolescent secondary school students. Using this technique, the researcher randomly selected 464 from SS II students across the secondary schools in Enugu Education Zone of Enugu State. The two questionnaires had responses that ran on a four point scale thus: Very High Extent (VHE = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point. The instruments were face-validated by three University senior lecturers who are Educational Psychologists. Their suggestions were useful and as well incorporated. A test of reliability using Cranach Alpha was conducted to determine the internal consistency of the two questionnaires. The scores obtained through trial testing were used in the computation. An internal consistency reliability estimate of 0.87 was obtained for the two clusters of the first instrument, and 0.91 was obtained for both clusters of the second instrument.

I administered the instrument personally to the respondents. All the questionnaires were completed and handed over to the researcher. The data was analyzed using mean ratings to answer the research questions. For each respondent, an overall mean score for all the items was computed. An overall mean score of 2.5 and above revealed students' high level of self-esteem and high level of students' conformity to entrepreneurship education whilst a mean score of below 2.5 revealed teachers' low level of self-esteem and students' low level of conformity to entrepreneurship education. The hypothesis were tested using the T-test value statistics.

Computerized Statistical Results Generated

Results of the study were presented based on the research questions and corresponding hypothesis. Table 1; presents the data elicited by research question '1'.

Table 1: Mean scores of respondents showing the level of adolescent students' self-esteem.

S/NO	ITEMS	N	MEAN	SD
1	I certainly feel I have a positive social Status	464	1.52	1.00
2	I feel I have much to be proud of in Myself	464	2.52	0.97
3	Obviously, I believe in myself.	464	2.54	0.95
4	Basically, I have a very good Personality.	464	1.86	0.98
5	Often times, I feel I am a happy person.	464	1.77	1.02
6	I feel I am a success and have some good qualities in me.	464	1.81	1.09
7	I am so optimistic and at ease about my future	464	2.50	1.09
8	I believe I am very special and unique Person	464	2.51	1.02
9	I am often times proud of myself	464	1.79	0.98
10	I deserve to feel good about myself	464	2.51	1.05
	Cluster Mean	464	2.13	1.03

Data presented in Table 1 indicates that out of the ten (10) items relating to the level of adolescent students' self-esteem in Enugu Education Zone of Enugu State, items numbered

2,3,7,8 and 10 received the mean ratings of 2.52, 2.54, 2.50, 2.51 and 2.51 respectively. These were accepted as they were above 2.50 benchmark used for the study that reveals students' high level of self-esteem and high level of students' conformity to entrepreneurship education. On the other hand, items numbered 1,4,5,6 and 9 received mean ratings of 1.52, 1.86, 1.77, 1.81 and 1.79 respectively, and the cluster mean score of 2.13 and standard deviation (SD) of 0.99. The cluster mean of 2.13 for all the adolescent students creates wrong impression of low self-esteem for all the students. The reason for the low cluster mean is because the adolescent students that have not received entrepreneurship education are larger in number than those that have received. This therefore undermined the cluster mean score preventing the high self-esteem of those that have received entrepreneurship education from being apparent. The data generated for research question 2 is presented in table 2 below.

Table 2: Mean scores of respondents showing the level of adolescent students' conformity

S/NO	ITEMS	N	MEAN	SD
1	Oftentimes, I feel I have a positive perception about myself and others	464	2.22	1.01
2	I believe I can be influence by positive opinions of peers and my teachers	464	2.32	1.01
3	Certainly I possess a very acceptable behavior	464	2.14	0.97
4	I believe my vast experience have positively influence my behavior	464	2.06	1.08
5	My level of creativity has actually enhanced my level of thinking and hops for a better future.	464	2.20	1.10
6	I consistently strive to achieve the idea of perfection	464	2.15	1.09
7	Obviously, I think I can avoid the punishment of societal rejection.	464	2.11	1.00
8	I desire to achieve a sense of security from creativity.	464	2.32	1.07
9	I believe I can ensure the avoidance of bullying or deflecting criticism from peers	464	2.11	1.00
10	Basically, I ensure a high level of commitment in all I do so as to be useful to myself and to the society.	464	2.19	1.11
	Cluster Mean	464	2.18	1.03

Data presented in the table indicated that out of the ten (10) items relating to the level of adolescent students' conformity in Enugu Education Zone of Enugu State. Items numbered 2,3,7,8 and 10 received the mean readings of 2.52, 3.14, 2.56, 2.52, and 2.59 respectively. These was accepted as they were above 2.50 benchmark used for the study that reveals acceptance. On the other hand, items numbered 1, 4, 5, 6, and 9 received mean readings of 2.02, 1.06, 1.80, 1.50, and 2.11 respectively, and the cluster mean score of 2.18 and standard deviation (SD) of 1.09. The cluster mean of 2.18 for all the adolescent students creates wrong impression of low conformity for all the students. The reason for the low cluster mean is because the adolescent students' that have not received entrepreneurship education are larger in number than those that have received. This therefore, undermined the cluster mean score preventing the high conformity of those that have received entrepreneurship education from being apparent. The data generated for research question 3 and hypothesis 1 are presented in table 3 below.

Table 3: Mean (M), Standard Deviation (SD), Test (t) value statistics of adolescent students' self-esteem by entrepreneurship education

Entrepreneurship Education	Mean X	SD	No. std	T-value	Std. total	Sig (2-tailed range)	Decision
Received	3.39	0.49	148	-	464	-	Not rejected
Null Hypothesis	-	-	-	37.2	464	0.000	Rejected
Received	1.55	0.50	316	-	464	-	Not rejected
Null Hypothesis	-	-	-	37.2	464	0.000	Rejected

Table above reveals that out of a total of four hundred and sixty four (464) students, only one hundred and forty eight (148) were found through their mean responses, to have received entrepreneurship education, also have high self-esteem as shown by their mean score of 3.39, while a total of three hundred and sixteen (316) of them have not received entrepreneurship education were also poor in self-esteem as shown by their mean response score of 1.55. This shows that adolescent students who received entrepreneurship education scored higher than those who did not receive entrepreneurship education. Their standard deviations were also 0.49 and 0.50 respectively. This shows that those that that did not receive entrepreneurship education were

more variable in their scores than their counterparts who received entrepreneurship education. The corresponding hypothesis, which predicted no significant influence of entrepreneurship education on adolescent students' self-esteem was subjected to T-test. As table 3 above shows, the influence of entrepreneurship education on adolescent students' self-esteem is significant at 0.000 which is less than 0.05 level of significance at which the null-hypothesis was tested. This means that entrepreneurship education program significantly influences their self-esteem. The null hypothesis 1 of no significant influence is therefore rejected. The data generated for research question 4 and hypothesis 2 are presented in table 4.

Table 4: Mean (X), Standard Deviation (SD), T-value of adolescent students' conformity by entrepreneurship education.

Entrepreneurship Education	Mean X	SD	No std	t- value	Std. total	Sig (2-tailed range)	Decision
Received	3.48	0.48	148	-	464	-	Not rejected
Null hypothesis	-	-	-	37.2	464	0.000	Rejected
Received	1.57	0.53	316	-	-	-	Not rejected
Null hypothesis	-	-	-	37.2	464	0.000	Rejected

Table 4 above reveals that out of a total of four hundred and sixty four (464) students, only one hundred and forty eight (148) who were found through their mean responses, to have received entrepreneurship education also have high conformity as shown by their score of 3.48, while a total of three hundred and sixteen (316) of them have not received entrepreneurship education were low in their level of conformity as shown by their mean response score of 1.57. This shows that adolescent students who received entrepreneurship education scored higher than those who did not receive entrepreneurship education. Their standard deviations were also 0.48 and 0.53 respectively. This shows that those that did not receive entrepreneurship education were more variable in their scores than their counterparts who received entrepreneurship education. The corresponding hypothesis which predicted no significant influence of entrepreneurship education on adolescent students' conformity was subjected to T-test value statistics. As table 3 above shows the influence of entrepreneurship education adolescent students' conformity is significant at 0.000

which is less than 0.05 level of significance which the null hypothesis was tested. This means that entrepreneurship education program significantly influence their conformity. The null hypothesis "2" of no significant influence is therefore rejected.

DISCUSSION

Entrepreneurship education generally refers to programmes that promote awareness of self employment as a career choice and skill training for business creation and development. The result of the study revealed that adolescent students require awareness on the need for entrepreneurship in order to achieve a high self esteem, it was also revealed that adolescent students' conformity can be improved and sustained through an effective entrepreneurship education.

Bucar, Branko, Robert and Hisrich (2015) supported this assertion when they pointed out that entrepreneurship education can prepare adolescents for new venture initiation by helping them develop the knowledge and relevant skills that improve self-esteem and conformity. Hanesmark (2016) states that entrepreneurship education generally refers to programs that promote awareness of self employment as a career choice and skill training to business creation and development.

It was also revealed that entrepreneurship education significantly influences adolescent students' self esteem and conformity. In affirmation to this, Buehler & Griffin (2018) reported that entrepreneurship education incorporates key secondary school concepts by making exploration of life's work, an integral part of the secondary school score for learning to live a well conformed life and work in a culturally diversified world.

CONCLUSION

Entrepreneurship education is capable of improving both the self-esteem and students' conformity to entrepreneurship education. Based on these findings, the government and private schools are required to make concerted efforts towards enshrining entrepreneurial education in secondary school curricular. This will go a long way to preparing young people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contributors to economic development and sustainable communities.

RECOMMENDATIONS

- i. The entrepreneurship education programme at the secondary school level should provide adolescents with career opportunities to increase self-understanding as they prepare for

an eventual occupation. Given that entrepreneurs may have unique character traits and that their influence will be felt in the market place, educators must endeavor to recognize future entrepreneurs' needs and influence and teach today's student entrepreneur practical ethics applicable in this field. Entrepreneurship should be presented to students as a career option, since one of the fundamental problems in our educational system and our society is the low entrepreneurial intention among young people.

- ii. Teachers, advisors, careers guidance personnel and entrepreneurs should take advantage of the improved tools for understanding how intentions are formed, and of the specific knowledge available on how attitudes, beliefs, and perceptions are combined in the intention to start a new business.
- iii. The educational institution should allow for utilization of an action-oriented curriculum that provides age-appropriate experimental learning opportunities for which program leaders /instructors operate as coaches or facilitators.
- iv. There should be a true entrepreneurship education capable of providing opportunities for youths to know the competencies related to core entrepreneurial skills, and attitudes including opportunity recognition, idea generation and marshaling resources in the face of risk to pursue opportunities, venture creation and operation, creativity and critical thinking.

REFERENCES

- Banaszak, R. A. (2015). Economics and Entrepreneurship Education for young Adolescents. In C.A. Kent (Ed), *Entrepreneurship Education* (pp. 275-292). Westport CT: Quorum Books.
- Bautrier, R. F., Campbell, J. D., Krueger, J. I., & Vons., K. D. (2013). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4, 1-44.
- Beane, J. (2016). Integrated curriculum in the middle school. Eric Digest. Urbana: ERIC Clearing house on Elementary and Early Childhood Education, University of Illinois, 2015. (ED55109560)
- Bern, S. L. (2017). The measurement of Psychological androgyny. *Journal of consulting and clinical psychology*, 42, 155 - 162.
- Bucar, B. F., Branko, V.F., Robert, D. H. & Hesrich, W. L. (2015). Ethics of Business managers. Entrepreneurs (Electronics version). *Journal of Developmental Entrepreneurship* Retrieved on 01/08/2022 from: [www.findarticles.com/business & finance/journal of developmental entrepreneurship/apr2001/auricle](http://www.findarticles.com/business&finance/journalofdevelopmentalentrepreneurship/apr2001/auricle)).
- Buehler, R., & Griffin, D. (2018). Change-of-meaning effects, conformity and dissent: observing construal processes overtime. *Journal of personality and social psychology*, 67, 984-996.
- Charms, D. & Rosenbaum, (2016) in psychwiki- a collaborative psychology wikipedia. Retrieved on 02/08/2022 from [http://scholar.google.com/scholar7q = 28De+ charms + and + Rossenbaum & 2 c + 1957%29](http://scholar.google.com/scholar7q=28De+charms+and+Rosenbaum&2c+1957%29).
- Coppersmith, S. K. (2017). *The Antecedents of Self-Esteem*, San Francisco, CA:W.H. Freeman & Co.
- Crutchfield, R. S. (2015). Conformity and character. *American Psychologist*, 10, 195-198.
- Hanesmark, O. N. (2016). The effects of an entrepreneurship education programme on need for achievement and locus of control of reinforcement. *International Journal of Entrepreneurship Behaviour and Research*, 4(1), 28 - 50.
- Harvey, J .B. (2014). *Crisis or Possibility? Conversations About the American High School*. Washington D.C.: Institute for Educational Leadership. National High Alliance.
- Kling, K. C. et al. (2016). Gender differences in self-esteem, a meta-analysis. *Psychological Bulletin*, 235, 670-506.
- Maslow, A. H. (2014). *Motivation and Personality*. New York. Harper.
- Ricciardeli, G. M.,& Caber N. I. (2017). The role of puberty, media and popularity with peers among boys and girls. *Journal of Psychomatic Research*, 52, 145- 154.
- Silverman, S. O. & Pritchard, W. A. (2015). *Technology Education in Connectivity*. Hartford Publishing.
- Stangor, C. H. (2016). Changing racial beliefs by providing consensus information. *Psychology Bulletin*, 27, 486-496.