

Entrepreneurial Socio-psychological Adjustment and Employment Opportunity Identification of Business Education Students in Ignatius Ajuru University of Education

¹Dr. OKIRIDU, Obulord S.Frank. & ²NKWO, Franklin Obusor

Department of Business Education, Faculty of Education
Rivers State University,
Nkpolu-Oroworukwo, Port Harcourt, Rivers State, Nigeria.

yiraopianyiraodian@gmail.com

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Abstract

The study examined the relationship between entrepreneurial socio-psychological adjustment and employment opportunity identification among business education students at Ignatius Ajuru University of Education. Two objectives—research questions and hypotheses—guided the study. A correlation survey research design was adopted. The population of the study was 365 final-year undergraduate Business Education students in the 2021–2022 academic session, with a sample size of 320 students, which is an 88% return rate. Two different sets of questionnaires were used for data collection. The copies of the questionnaires were validated by three experts: two business educators and one psychometrician. The reliability of the instruments was established, and the computations yielded coefficient indexes of 0.81 and 0.89 for entrepreneurial socio-psychological adjustment and employment opportunity identification, respectively. The research questions and hypotheses were answered and tested using Pearson Product Moment Correlation (PPMC), respectively, at the 0.05 level of significance. The study exposed the fact that assimilation and integration relate to employment opportunity identification. The study recommended that the stakeholders who are saddled with the core responsibility of planning and executing the curriculum of the entrepreneurship education program should systematically review the curriculum in order to accommodate the concept of assimilation and integration as a component of entrepreneurial socio-psychological adjustment into the program.

Keywords: Adjustment, Entrepreneurial socio-psychological, Assimilation, integration, Employment Opportunity Identification

Introduction

From the inception of entrepreneurial endeavours, no individual can actually claim to have entered the world of business fully developed with all the necessary faculties and systems that enhance adjustment to the industrial world. Rather, some individuals tend to go into business and experience several phases of development that enable them to adjust to and cope with the realities of the business world. Superior among these developments is the socio-psychological development, which specifically enables entrepreneurs to adjust to some employment

opportunities in the industrial sphere. The socio-psychological adjustment is one of the major critical and delicate phases in the promotion of students' employment opportunities, since it is obviously at this phase that the socialisation of the student in terms of identification and realisation of their corporate role in business organisations takes place. Apart from the role played, it is also at this phase that students imbibe the norms of the society where they live and also do business, when the expected organisational attitudes, skills, values, norms, and culture are developed. Adjustment can never be possible if one is not capable or ready to accept change. Okiridu, Azuma, and Godpower (2017) stressed the need for change from the old sector-centred way of doing business to new approaches that involve cross-sectional coordination and the integration of environmental and social concerns into all developmental processes.

Adjustment can be defined as the process of establishing optimum compliance between the personality and the environment. "The most important type of adjustment in light of current trends is social and socio-psychological adjustment, which represents the process of acquisition of a certain social and socio-psychological status by people mastering these or those social and socio-psychological role functions. The analysis of scientific sources has shown that there are two types of social and socio-psychological adjustments: progressive and regressive adjustments" (Yashchenko, Shchelokova, & Lazorak, 2018). Adjustment is, however, said to be socio-psychological in nature when a person is able to systematically or gradually adjust to the changing situation in society, both mentally and physically, over a certain period of time.

Socio-psychological adjustment is the ability of a person to adjust to the environment; this implies that the individual has adequate mechanisms to feel good, integrate, respond to environmental demands, and achieve his or her objectives (Madariaga, Arribillaga, & Zulaika, 2014). In the case of a growing or young entrepreneur, socio-psychological adjustment refers to the process of adapting to and functioning in some of the main areas that characterise business development. Among the determinants of entrepreneurial socio-psychological adjustment are the role of emotional intelligence (EI) as a protective or promoting factor and the role of emotional and social problems as risk factors or negatively associated factors. Thus, entrepreneurial socio-psychological adjustment in this instance can be seen as the adaptive response to a substantial social and entrepreneurial change by an entrepreneur, either as a young entrepreneur or a mature entrepreneur" (Moorhead, Johnson, & Swanson, 2008). The five basic elements of successful adjustment for entrepreneurs may include: successful performance of adaptive tasks; the absence of psychological disorders; the presence of low negative effects and high positive effects; adequate function effects; and well-being in various life domains.

The main recognisable strategies for entrepreneurs' socio-psychological adjustment, according to Kefeng (2015), Yunanyi (2015), and Bo (2015), are: integration, assimilation, separation, division, and isolation. On a similar note, Yashchenko, Shchelokova, and Lazorak (2018) also identified six (6) main strategies an entrepreneur can use to adjust to the changing social, internal, and external environment of a business venture, as follows: adaptive, conformal, aloof, nostalgic, and depressive socio-psychological adjustment. These basic strategies are, however, undoubtedly significant and pivotal in the development of lucrative employment opportunities by business education students' after graduation. Analysis of some scientific sources has also shown that there are two types of social and psychological adjustment. The first is the progressive adjustment,

which makes for the realisation of unity of interests, the purposes of the personality, and groups in society. The second one is regressive adjustment (formal adaptation), which does not respond to the interests of society, the development of the social group, or the personality itself. For the purpose of this study, the researchers considered only two types of socio-psychological adjustment, namely assimilation and integration. However, against this backdrop, the researchers seek to embark on this study to determine the relationship between assimilation, integration adjustment, and employment opportunity identification among business education students. As one of the basic components of entrepreneurs' socio-psychological adjustment, assimilation in the world of psychology could be described as a process whereby an entrepreneur with a different ethnic and socio-cultural heritage is being absorbed into a different dominant society in order to live and do business. In this regard, a typical example of assimilation could be seen as a situation in which an entrepreneur or group of entrepreneurs may have to adapt to the people's way of life or adjust to their living pattern in order to be able to carry out a legitimate, feasible business in that particular society. Assimilation is a significant subset of socio-psychological adjustment for modern-day entrepreneurs. Cole (2018) noted that assimilation has been described as a distinctive process by which an individual entrepreneur becomes culturally similar to another culture that is alien to him or her for the purpose of carrying out his business. This points to the fact that, for an entrepreneur to be successful in any legitimate business venture he wants to carry out, he or she must take due cognizance of the culture of the people, get well acquainted with and acclimatised to it, as well as have respect for it, especially when the entrepreneur does not hail from that society. Thus, assimilation is seen as the process by which entrepreneurs of diverse cultural groups synchronise their cultural ideologies within a society so as to be able to do business together in peace and harmony. It is also pertinent to note that when full assimilation is complete between entrepreneurs in a given society, all distinguishable disparities that formerly existed between the groups will cease.

Another notable index of entrepreneurs' socio-psychological adjustment is integration. Babatunde, Benedict, and Adu (2016) are of the view that the concept of integration refers to the process of consolidating related cultural values, ideologies, and theories, socio-cultural practices and principles, historical facts, and social norms by a group of entrepreneurs with a common interest in order to form a united whole. Integration basically deals with the process of bringing together smaller groups of entrepreneurs with separate business ideologies in harmony with other larger groups of entrepreneurs within a social system. The identifiable challenge of achieving integration in most cases has to do with the inherent difficulties in linking a series of diverse existing systems that could be produced by multiple disparate entrepreneurs. This challenge encumbers the overall process efficiency, as poor data exchange between systems tends to prevent quick communication among entrepreneurs (Shaw, Ellis, & Ziegler, 2018). Integration is a socio-psychological adjustment strategy adequately deployed by entrepreneurs so as to promote the smooth transition of an entrepreneur from one ideological or socio-cultural belief to another. Entrepreneurs who adopt this approach are easily and briskly incorporated into the system with little or no encumbrances.

Through assimilation and integration, as entrepreneurs' socio-psychological adjustment elements, it is obvious that students can identify an employment opportunity. Being able to adjust socio-socio-psychological to societal trends remains a significant factor in the identification of

employment opportunities in the society and the labour market. Employment opportunity identification is a practice that is better enhanced through research, observation, customers' interactions with organisational products, recognition of problems and competition, industry alertness and insights, identifiable gaps in the industry, and innovation.

Employment opportunities are created in most cases when new products, new firms, innovative technologies, and organised methods are introduced into a given industry. It is also pertinent to affirm that a good employment opportunity has to be technologically attainable, economically viable, commercially sustainable, and environmentally reliable. Thus, employment opportunity identification also remains a very relevant entrepreneurial competence, which represents one of the intellectual topics in the entrepreneurial world. Employment is the process of acquiring skills, knowledge, and aptitude, but the high rate of unemployment in Nigeria is alarming because many people who are capable and have acquired the skills and knowledge and are also ready and willing to work have no work. As a result, many youths are afraid of the future. (Okiridu & Godpower, 2020).

Employment opportunity identification is a practice that most times needs detailed screening and analysis of research. People who are successful in life with respect to business have a combination of education and experience as it relates to ideas and principles of business, which led to employment opportunity identification (Okiridu & Wokocha 2019). Identification of opportunities is a process that takes place over time rather than as a simple inspirational process, and it also assumes a process of creative retrospection. The identification of employment opportunities is usually anchored on several cultural, social, religious, economic, religious, and technological factors affecting the individual and the business environment. Employment opportunity identification describes the match between a solution and an industry requirement that it seeks to meet through training while in school or mentorship during the apprenticeship period. Personal observation shows that some students do not partake in the industrial training (IT) exercise schedule for 3 months, which is the avenue for proper training and employment opportunity identification (Bupo & Okiridu 2017). Employment opportunity identification is connected with the socio-psychological adjustment propensity and capacity of the entrepreneur.

Statement of the Problem

The world is dynamic, moving in the past with respect to innovation and technological changes. Students who are open-minded to accepting changes move and accelerate with the wave and tide of these changes remain significant ingredients for the identification and realisation of an employment opportunity. For the fact that this group of students assimilates and integrates fully into the business world, they create a niche for themselves, remain relevant, and have an edge in the labour market. Considering the fact that employment generation in society can be facilitated through the different changes in society, issues pertaining to socio-psychological adjustment remain pivotal. Accepting change is always a difficult task, and experience has shown that most students, due to a lack of some socio-psychological adjustment components such as assimilation and integration, find it difficult to recognise opportunities that can bring about economic growth and development. As a result of these deficiencies, they encounter problems while trying to cope with and adjust to the changing business environment when the need arises. Also, even where some of these economic opportunities exist, they are challenged in terms of adapting socio-

psychologically to such business environmental changes. As a result, a great deal of employment ideas are usually lost among students. This is also applicable to most entrepreneurs, who find it increasingly cumbersome to identify feasible employment opportunities due to their low level of entrepreneurial socio-psychological qualities. As a result of this, there has been an increase in job losses, economic dependence, and unemployed students after graduation. It is against this backdrop that the researchers embarked on this study to determine the relationship between assimilation, integration as a subset of socio-psychological adjustment, and the identification of employment opportunities for business education students at Ignatius Ajuru University of Education.

Purpose of the Study

The purpose of the study was to examine the relationship between assimilation, integration as a sub-set of socio-psychological adjustment, and employment opportunity identification among business education students at Ignatius Ajuru University of Education. Specifically, the study sought to:

1. Examine the relationship between assimilation as a sub-set of entrepreneurial socio-psychological adjustment and employment opportunity identification among business education students at Ignatius Ajuru University of Education.
2. Examine the relationship between integration as a sub-set of entrepreneurial socio-psychological adjustment and employment opportunity identification among business education students at Ignatius Ajuru University of Education.

Research Questions

The following research questions guided the study:

1. What is the relationship between assimilation as a sub-set of entrepreneurial socio-psychological adjustment and employment opportunity identification among business education students at Ignatius Ajuru University of Education?
2. What is the relationship between integration as a sub-set of entrepreneurial socio-psychological adjustment and employment opportunity identification among business education students at Ignatius Ajuru University of Education?

Hypotheses

The following research hypotheses were tested at 0.05 levels of significance:

1. Assimilation as a sub-set of entrepreneurial socio-psychological adjustment does not significantly relate to the identification of employment opportunities among business education students at Ignatius Ajuru University of Education.

2. Integration as a sub-set of entrepreneurial psychosocial adjustment does not significantly relate to the identification of employment opportunities among business education students at Ignatius Ajuru University of Education.

Methodology

The researchers adopted correlation survey research design, which intended to determine the relationship between assimilation, integration as a sub-sets of socio-psychological adjustment and employment opportunity identification of Business Education students in Ignatius Ajuru University of Education Port Harcourt, Rivers State, Nigeria. The population of the study consist of 365 final year undergraduate Business Education students of 2021/2022 academic session. There was no sampling as the researchers used the entire population as the sample size of the study. Simple random sampling technique was deployed as the sampling technique. Data for this study was gathered through the means of two self-designed questionnaire developed from existing literature. The questionnaires were titled: “Entrepreneurial socio-psychological Adjustment Questionnaire (ESPAQ)” and “Employment Opportunity Identification Questionnaire (EMOIQ)”. The response option of the questionnaire was 4-point rating scale of Strongly Agree (SA: 4points), Agree (A: 3points), Disagree (D: 2points) and Strongly Disagree (SD: 1point). The questionnaires were face and content validated by three experts in the field of education. The reliability of the research instruments were established using Pearson Product Moment Correlation Coefficient (PPMCC) statistical tool. An overall reliability coefficient index of 0.81 and 0.89 respectively were established. Out of the 365 copies of the instruments distributed only 320 copies correctly filed that is 88% were retrieved and used for the analysis of the study. The collected data were used for analysis using Pearson Product Moment Correlation (PPMC) to answer the research questions and test the corresponding hypotheses at 0.05 level of significance. Thus, the decision stand that the null hypotheses was rejected when the calculated r-value is greater than the critical r-value, otherwise retain.

Results

Research Question 1: What is the relationship between assimilation as a subset of entrepreneurial socio-psychological adjustment and employment opportunities identification of Business Education students in Rivers State Universities?

Table 1: Relationship between assimilation as a subset of entrepreneurial socio-psychological adjustment and employment opportunity identification of Business Education students in Rivers State Universities

(n=320)				
Variables	$\sum X^2$ $\sum Y^2$	$\sum XY$	R	Remark
Assimilation	444	104.28	0.30	+ Relationship
E O I	396			

r-critical =0.217

The computed r-value of 0.30 shows the relation between assimilation as a subset of entrepreneurial socio-psychological adjustment and employment opportunities for Business Education students at Ignatius Ajuru University of Education. The calculated coefficient indicates that there is a perfect positive relationship between assimilation as a subset of entrepreneurial socio-psychological adjustment and employment opportunity identification among business education students.

Research Question 2: What is the relationship between integration as a subset of entrepreneurial psychosocial adjustment and employment opportunities identification of Business Education students in Ignatius Ajuru University of Education?

Table 3: Relationship between integration as a subset of entrepreneurial socio-psychological adjustment and employment opportunities identification of Business Education students in Ignatius Ajuru University of Education

(n=320)				
Variables	$\sum X^2$	$\sum XY$	r	Remark
	$\sum Y^2$			
Integration	432	185	0.62	+ Relationship
E O I	396			

r-critical =0.217

The computed r-value of 0.62 shows the relation between integration as a subset of entrepreneurial socio-psychological adjustment and employment opportunities for business education students at Ignatius Ajuru University of Education. The calculated coefficient shows that a perfect positive relationship exists between integration as a subset of entrepreneurial socio-psychological adjustment and employment opportunities for business education students at Ignatius Ajuru University of Education.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between assimilation as a subset of entrepreneurial socio-psychological adjustment and employment opportunities identification of Business Education students in Rivers State Universities.

Table 3: Relationship between assimilation as a subset of entrepreneurial socio-psychological adjustment and Employment Opportunities Identification of Business Education students in Ignatius Ajuru University of Education.

(n=320)

Variables	$\sum X^2$	$\sum XY$	r-cal	Remark
	$\sum Y^2$			
Assimilation	444	104	0.30	Not retain
E O I	396			

r-critical 0.217

The result of the hypothesis tested at the 0.05 level of significance showed a relationship with an r-value of 0.030 as against an r-critical of 0.217. Thus, the hypothesis implies a significant relationship between assimilation as a subset of entrepreneurial socio-psychological adjustment and employment opportunity identification among business education students at Ignatius Ajuru University of Education. The hypotheses, which state no significant relationship, were rejected.

Hypothesis 2: There is no significant relationship between integration as a subset of entrepreneurial socio-psychological adjustment and employment opportunities identification of Business Education students in Ignatius Ajuru University of Education.

Table 4: Relationship between Integration as a subset of entrepreneurial socio-psychological adjustment and Employment Opportunity Identification of Business Education students in Ignatius Ajuru University of Education

(n=320)				
Variables	$\sum X^2$	$\sum XY$	r	Remark
	$\sum Y^2$			
Integration	432	185	0.62	Not Retain
E O I	396			

r-critical =0.217

The result of the hypothesis tested at the 0.05 level of significance showed a relationship with an r-value of 0.62 as against an r-critical table value of 0.217. Thus, the hypothesis implies that a significant relationship exists between integration, entrepreneurial psychosocial adjustment, and employment opportunity identification among Business Education students at Ignatius Ajuru University of Education; therefore, the null hypotheses, which state no significant relationship, were rejected for the alternate.

Discussion of Findings

Assimilation and employment opportunities Identification of Business Education Students

The computed r-value of 0.30 explains how assimilation relates to the employment opportunity identification of Business Education students at Ignatius Ajuru University of Education. The calculated coefficient indicates a perfect positive interaction of the existing relationship, and the result, however, shows a very high level of relationship between assimilation and employment opportunity identification. This finding appears to be in conformity with the work of Paul (2022), where it was reported that assimilation as a style of education for adaptation determines how students absorb new instructions and put them into the existing one; it is a form of adapting to the latest education without losing what students already know. Assimilation makes it possible for entrepreneurs of differing ethnic heritages to be absorbed into the dominant entrepreneurial culture of a society. That is to say that the process of assimilation involves taking on the traits of the dominant culture to such a degree that the assimilating entrepreneur becomes socially indistinguishable from other members of society. From the foregoing findings, the following can also be inferred about assimilation: It is not always about race; sometimes it is about providing opportunities to others in exchange for safety. Entrepreneurs who decide to assimilate into a new society have more opportunities for employment identification and creation because they have learned a new language, adapted to new customs, or used their experiences to promote better outcomes, which reduces the risk of poverty, improves educational opportunities, and helps them establish a firm foundation for growth. Assimilation also makes it possible for entrepreneurs to seek business and economic protections when there are safety concerns in their present business environment.

Integration and employment opportunity identification of business education students

The computed r-value of 0.62 explains how integration relates to the employment opportunity identification of business education students in Rivers State. The calculated coefficient indicates a positive interaction of the existing relationship, and the result, however, shows that the respondents strongly agreed that there is a positive relationship between integration and employment opportunity identification among business education students in Rivers State. Similarly, the result of the tested hypothesis also reveals that there is a significant relationship between integration and employment opportunity identification among business education students at Ignatius Ajuru University of Education. This study aligns with the report of Moreno, Ochoa, Pardo, Lopez, and Jeronimo (2021) that the degree of social acceptance and rejection experienced by adolescents are key aspects of psychosocial or socio-psychological adjustment at this stage of life. Students with classroom integration problems often report low levels of emotional well-being. Numerous findings suggest that the lack of social acceptance by peers is a traumatic experience associated with a negative assessment of one's life and with greater emotional distress, a higher level of anxiety, anger, and hostility.

That is to affirm that the aim of integration is usually to continually resolve the complexity associated with increased communication between systems, since they provide a reduction in the

impacts of charges that these systems may have. It also implies that integration is a dynamic, multi-actor process of mutual engagement that facilitates effective participation by all members of a diverse society in economic, political, social, and cultural life and fosters a shared sense of belonging at national and local levels. Also agreeing with the findings of the study, Berry (2022) reported that integration has the benefits of allowing entrepreneurs to respect other entrepreneurial cultures, creating a sense of unity within a community, and that entrepreneurs that partake in multiple societies tend to gain resources from multiple cultures while expanding their own horizons. However, that is to say that integration gives nascent entrepreneurs the lucrative opportunity to grow by gaining diverse language skills and ultimately perform better in a multi-cultural context than those who do not engage in cultural integration.

The findings of the study are also related to the work of Akpomi (2018), who stated that integration as a component of entrepreneurial socio-psychological adjustment and employment opportunity identification appears to be related in different forms. This is to infer that through integration, the business organisation will be able to offer more product features to customers, which invariably creates more employment opportunities for prospective employees. Therefore, it is important to understand that the more the entrepreneur is able to adjust socio-psychological factors through integration, the more employment opportunities are created, as such capacity brings about significant growth and expansion of the specific industry.

Conclusion

Based on the findings of this study, the researcher concluded as follows: Assimilation and integration as a subset of entrepreneurial socio-psychological adjustment relate to the employment opportunity identification of business education students at Ignatius Ajuru University of Education.

Recommendations

In view of the findings, the following were recommended:

1. The stakeholders should systematically review the curriculum to incorporate the concept of assimilation as a component of entrepreneurial socio-psychological adjustment into the programme.
2. Lecturers should be encouraged to embrace the concept of integration as an index of entrepreneurial socio-psychological adjustment strategies in their various course contents.

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