

Psychological Capital Acquisition and Business Education Students' Entrepreneurial Desirability in Public Universities, South-South, Nigeria

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Abstract

This study investigated psychological capital acquisition and Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria. Two specific research questions and corresponding hypotheses were adopted alongside correlation research design having population of 1082 final year Business Education students from 10 public universities offering Business Education programmes during the 2022/2023 academic session. The reliability was computed by using Cronbach Alpha to obtain 0.79 and 0.80 coefficients. Bivariate data collected were analyzed using Pearson Product Moment Correlation (r) for both research questions and hypotheses at 0.05 using Statistical Package for Social Science (SPSS) 23 version. The findings showed strong positive and significant relationship between resilience acquisition while achievement motivation association with entrepreneurial desirability in public universities was moderate in south-south, Nigeria. Based on the findings, university management are enjoined to strengthen existing policy framework to collaborate with industries in research to entrench the process for acquiring resilience among students in business education that will favour entrepreneurship desirability. Business educators are equally encouraged to inspire students to acquire achievement motivation so that they can constantly desire entrepreneurship as their future career paths.

Keywords: *Entrepreneurship Education, Psychological Capital, Resilience Development, Achievement Motivation, Entrepreneurial Desirability*

Introduction

Increasing unemployment and underemployment in Nigerian economy lure many young adults have strong preference for menial jobs because of their inability to start new businesses to survive in highly competitive and uncertain business environment. A successful entrepreneurship education facilitates the attainment of self-reliant human capital for creative businesses and innovation which is the primary objective of business education (Abdulkarim, 2019; Ikpesu, 2020). Koko (2019) strategically aligned the goals of business education with manpower, skill development, and economic development for contributing to the national human capital pool. A general assumption of entrepreneurship education on the other hand is based on the notion that it stimulates the strong desire to create new businesses and being capable of providing solutions to consumers' needs as well create jobs. Entrepreneurship education has attracted global recognition and acceptance as educational policy for stimulating and developing students' cognitive resources that influences the desire to provide solutions, create jobs and contribute to economic growth thus playing leading role in economic successes in countries such as China, South Korean, Singapore and others (Zhao, Wei, onChen, & Yien, 2020). This postulation is based on the argument that entrepreneurship education expose Business Education students to the development of competencies and mind sets required to launch businesses. Available literature of emergence of new enterprises have linked socio-economic development to individual's entrepreneurial desirability. Entrepreneurial desirability is the willingness and interest to take risk in starting personal businesses in post-graduation life. Similarly, Krueger (2011) describes entrepreneurial desirability as the extent would-be entrepreneurs cherished partaking in new venture creation activities which are attractive and profitable. Entrepreneurial desirability has to do with one's drive and willingness to take necessary actions to mobilize scarce resources in order to found new ventures as sources of livelihood.

Entrepreneurial desirability as a construct can be defined as the willingness to take actions capable of launching new venture; it can be measured through determining individuals' perception or interest in entrepreneurial activities after graduation. Supporting this assertion, Jakopec, Krekar and Susanj (2013) corroborate these views when they maintain that entrepreneurial desirability of would-be entrepreneurs can be measured by ascertaining the extent of their attractiveness to certain entrepreneurial career options. Consequently, entrepreneurial abilities have been found to be the new bride of latent entrepreneurs especially as it empowers them to take risk; mobilize resources and start new ventures. The expectation therefore is based on the notion that a successful entrepreneurship education would certainly enhance the attainment of self-reliance, which is the primary objective of business education programmes (Abdulkarim, 2019; Ikpesu, 2020). Inferring from the foregoing discourse, it is apt to note that knowledge, skills and other competencies acquired through entrepreneurship education would stimulate the desire to create new businesses capable of providing solutions to consumers' needs and create jobs. Entrepreneurial desirability has been closely related to their personal drive and willingness to take necessary actions in toward creation of new ventures in society.

In recent literature, some researchers such as Jakopec, Krekar and Susanj (2013) maintains that entrepreneurial desirability of would-be entrepreneurs can be measured by ascertaining the degree of attractiveness towards entrepreneurial career options, Vuorio, Puumalainen, and Fellnhofer

(2018) perceived desirability as determined by willingness and interest of individuals to promote self-own business venture in the future. Consequently, within the context of this study, business education students' psychological capital acquisition would be measured by determining their perceived resilience and achievement motivation toward entrepreneurial desirability in terms of willingness to take risk in creating new productive ventures aimed at providing solutions to consumers' needs while creating job for self and the unemployed in society. In addition to the above-mentioned variables that can directly influence one's entrepreneurial desirability other psychologically inclined capital include emotions, cognition, perceptions, and intrinsic motivations which can affect how we perceived success or failure in entrepreneurship. According to Vuorio, Puumalainen, and Fellnhofer (2018), individual entrepreneurial desirability can be affected by intrinsic factors that affect the possibility of success or failure. Intrinsic factors include personality traits, competence, and prior entrepreneurial experience. Of paramount relevance in this study is the psychological capital, a component of personality traits students acquires found to have profound influence on individual's entrepreneurial desirability.

Psychological capital as a construct can exert positive or negative influence on the success of entrepreneurship, hence, capable of affecting the desirability to pursue entrepreneurship as a career. Psychological capital has attracted numerous conceptual meanings and definitions globally. According to Luthans, Youssef-Morgan, and Avolio (2015), it is the individual's psychological characteristics. Positive psychological capital is an effective construct that enables one to overcome stress, negative emotions and any form of burnout while carrying out productive activities (Burhanuddin, Ahmad, Said and Asimiran, 2020). While negative psychological capital can add to the burden experienced in entrepreneurship and thus discourage one from desiring to be entrepreneur (Al-Fatlawi, 2018). Nevertheless, the benefits of positive psychological capital outweighed the negative consequences as the success of human activities has made psychological capital a desirable attraction to would-be entrepreneurs. According to Maslakçı, Sürücü, and Şeşen (2022) positive psychological capital is an important trait require by entrepreneurs because it triggers behaviours capable of engendering success in new venture. Similarly, Karami, Yousefi, and SadeghiBoroujerdi (2023) noted that positive psychological capital stimulates individual strengths capable of contributing to success. A positive state of minds possessed by entrepreneurs make them see challenges as an opportunity to do something different from the normal to achieve success in due time (Abdulkarim, 2019). Consequently, positive psychological capital stimulates positive energies in would-be entrepreneurs and thus instill encouragement and motivation when confronted with challenges from the complex business environment. The dimensions of positive psychological capital are well documented in existing literature. According to Baluku, Matagi, Musanje, Kikooma and Otto (2019) the dimension of positive psychological capital includes self-efficacy, hope, resilience and optimism which are essential resources for regulating cognitive and emotional stimuli in order to successfully carryout tasks. Similarly, Mcgrath, Mulder, Papier and Stuart (2019) further expand the dimensions to include hope, resilience, self-confidence and optimism. Ikpesu (2020) also provided additional psychological capital such as achievement motivation, self-confidence, competitiveness, resilience, innovativeness, initiative, proactive, persistence and optimism that propel individual to develop strong desire for entrepreneurship. This fact was further corroborated in Al Kaabi, Mirjah and Al-obaidy (2022) when they noted that

indicators of psychological capital such as self-efficacy, positivity, excellence, self-belief, hope, optimism, flexibility, trust and self-motivation directly contributes to business successes. Despite the variation in the dimensions of psychological capital provided by different researchers, this study focuses largely on the psychological capital dimension of resilience acquisition and achievement motivation and how these personality characteristics influence business desirability. There is no globally acceptable definition of what resilience is because in recent management literature, majority of researchers' conceptualized resilience in diverse ways. Boldureanu, Ionescu, Bercu, Boldureanu, and Bedrulegrigorut (2020) noted that one of the essential features that entrepreneurs need for success in every changing business world is resilience.

Resilience is a psychological construct that infers having positive capacity to manage stress and catastrophes, develop resistant to negative situations, handle conflict resolution and being able to turn disruptive changes into new directions. In addition, resilience imposes on entrepreneurs the ability to endure and persevere in the face of unpleasant business conditions and events. In other words, resilience deals with the ability to withstand shocks, bounce back and move on to success. As Ikpesu (2020) had maintained resilient entrepreneur obtains good outcomes in the midst high risk factor, maintain constant competence under stress and recover from trauma. Every entrepreneur needs this ability because starting a new venture and manage it successfully comes with a lot of unanticipated and unpredicted challenges that may pose as obstacle to success. According to Chen (2011) resilience triggers the processes of adapting to new situations capable of solving challenges of life especially through improved mental and emotional conditioning of self to adjust to internal and external demands. The construct rightly suggests an individual positive ability to cope with negative situations, stress, failure and disruptions at the same time turn such situation around to pave way for success. Yan, Mansor, Choo, and Abdullah (2021) described resilience as the ability require by an individual to overcome and recover from challenges and obstacles trying to hinder success.

Every business face obstacle, hence, individuals who want to be successful must be steadfast and never loose hope but determined to overcome adversities. To overcome adversities, resilience is a positive psychological resource individual must have to withstand negative issues trying to block one success (Keim, 2013). Luthans, et al (2015) also alludes to the fact that resilience has to do with the ability to withstand challenges and bounce back to success. Resilience is the capacity to rebound and take corrective measures capable of leading to success. According to Abdullahi, Hadi and Dana (2018) it is a vital characteristic to the success of entrepreneurs. Duchek (2018) noted that resilience is the feature that enables individual to overcome failures, crisis and critical conditions. According to Ikpesu (2020) resilience is a psychological construct that describes one's positive ability to cope with negative situations, stress, failure and disruptions by making changes capable of turning them around to pave way for success. Yan, Mansor, Choo, and Abdullah (2021) described resilience as the ability required of an individual to overcome and recover from challenges and obstacles trying to hinder success. Karami, Yousefi, and SadeghiBoroujerdi (2023) opined that resilience is the ability to tolerate obstacles and be able to overcome them by dealing with the issues in order to achieve success. In other words, resilience triggers the processes of adapting to new situations and being able to solve problems using improved mental and emotional

conditioning of self to adjust to internal and external demands (Chen, 2011). Coaffee (2013) also noted that resilience is an intellectual resource that empowers an individual to overcome negative issues by making necessary adjustment capable of paving way for positive outcomes. Contributing to this assertion, Asadzadeh, Kötter, Salehi and Birkmann (2017) also noted that resilience is that psychological resource that activates one's capacity to adjust to threat and successfully face what it presents in order to attain predetermined goal.

Resilience is internal trait of an individual that can be stimulated through education, training and experience in business. Chen (2011) noted that the ways individuals think and engage with their immediate world can make them form some coping strategies capable of resisting threats to their success in specific and general life tasks. In other words, Marcus (2023) had observed that resilient ability can be provoked by personal, biological and environmental factors. Personal factors that contribute to resilience are internal locus of control, mastery of task, positive interpretation of events, and self-efficacy. Biological factors such as brain changes and neural networks can influence one's capacity to handle negative emotions such as forming resilience to adversities or failures. Environmental factors are either social support that one receives from family, teachers, peers and other older adults in the form of secured attachments or other secured environments such as school, community and religious organizations adding to one's positive exposures to overcome threats.

Extant literature on psychological capital has long associated resilience with positive influence on the ability of an entrepreneur to venture into risky business activities. Abdullah, Hadi and Dana (2018) averred that resilience is essential personal quality that is expected of every entrepreneur who wants to be successful because it enables persistency with venture related activities while overcoming challenges. Duchek (2018) reported that resilience is needed by entrepreneur to overcome challenges that arises in unexpected situations and are capable of leading to failures. Baluku, Matagi, Musanje, Kikooma and Otto (2019) reported that enterprising individuals who are resilient overcome challenges and obstacles within the context of their venture while returning stronger and better for success. Zhoa et al (2020) reported high correlation between resilience and entrepreneurship. Consequently, within the context of this study, resilience as a psychological capital of entrepreneurs is the ability to have control of every situation that possess threats to future success and overcome them in order to attain success.

Another psychological factor considered in this study that triggers up an individual desire towards the attainment of excellence, accomplishment of goals and striving for attainment of success is achievement motivation. Achievement motivation is a powerful entrepreneurial quality that strengthens determination and commitment to one's ideas and prompt business performance. The need for achievement fuels individual internal drive for action while responding to pressure exerted from the external environment. Entrepreneurs have tendency to seek for excellent performance in the accomplishment of their goals. When achievement motivation is dominant such person set realistic and achievable goals, demonstrate readiness to deal with personal responsibilities, manifest the need for concrete feedback in business. According to Durand (2011), achievement motivation is an intrinsic form of motivation that helps entrepreneurs to seek for opportunity and set high standard to be attained with their ventures. Ikpesu (2020) noted that achievement

motivation is mostly associated with an internal drive that prompts one to take action in order to drive success in business. Fred (2012) provide empirical evidence that associate high level of achievement motivation with goal-oriented, self-motivated people who the same time exhibits positive desire to comply with work ethics. This means that achievement driven entrepreneurs are highly motivated individuals that seek out new opportunities to utilize their abilities for product development, improve performance of tasks.

In corroborating the above views, Yan (2010) noted that achievement motivation reflects the innate desire of an individual to attain high standards as the only criteria for satisfactory level that makes one feel self -accomplished. Entrepreneurs are known for the act of setting challenging goals and use persistent efforts to achieve them as well as continue to seek for feedback for improvement. Durand (2011) noted that achievement motivation refers to that psychological tendency within an individual that seeks for excellent performance in the accomplishment of goals, and attainment of success. Inference from the foregoing discourse suggests that achievement motivation as an intrinsic compass motivate individual to set challenging goals, engages in positive behavior aimed at the attainment of the goals and persistently combat the barriers to success in order to eliminate their effect on blocking the attainment of success. Achievement motivation is thus associated with an internal drive to take action in order to obtain success in one's business. Furthermore, innate drive prompts the presence of a strong link with the individual's competence, mastery of tasks, recognition of pathways, and the understanding of how to pursue personal growth. Fred (2012) also noted that those with high level of achievement motivation are found to be goal-oriented, self-motivated, and exhibit positive desire to comply with work ethics. Entrepreneurs with achievement mentality are always driven by the need for achievement thereby seek out new opportunities to utilize their abilities by frequently engaging in tasks or activities that give them sense of accomplishment. Such entrepreneurs always set high standards for themselves which significantly influence different aspects of their lives, including personal development, career success and business performance. This psychological construct has been closely linked with self-efficacy, optimism, and resilience. Although achievement motivation can vary among individuals it can be influenced by certain underlined factors such as upbringing, cultural background, personal experiences, and individual differences. According to Durand (2011), achievement motivation plays a significant role in entrepreneurship. It refers to an individual's desire to excel, succeed, and accomplish challenging goals. In the context of entrepreneurship, Minola, Criaco & Obschonka (2016) have closely related achievement motivation with an individual's drive and determination to start and grow their own business ventures. Achievement motivation influences entrepreneurship because individuals with high achievement motivation tend to set ambitious goals for themselves. In entrepreneurship, this translates into setting challenging targets for business growth, innovation, and providing market leadership. Such individuals are driven to surpass existing standards and achieve extraordinary success. Entrepreneurship is often characterized by setbacks, obstacles, and failures. Individuals with high achievement motivation are more likely to exhibit perseverance and resilience in the face of adversity. They are driven to overcome challenges, learn from failures, and keep pushing forward towards their goals. Starting a business involves a certain degree of risk-taking, as entrepreneurs venture into uncharted territory and face uncertain outcomes. Achievement-motivated individuals are more inclined to take calculated risks

and step out of their comfort zones in pursuit of their entrepreneurial vision. They are willing to accept the possibility of failure in order to achieve significant success.

Entrepreneurship often requires individuals to identify opportunities, develop innovative solutions, and create value for customers. Achievement-motivated individuals are driven to think outside the box, explore new ideas, and bring about positive change through their entrepreneurial endeavors. This individual strives to achieve success in pursuit of the goal for higher achievements. It means the higher the need for achievement in a person the higher the entrepreneurial intention. According to Kalkan and Kaygusuz (2012) averred that the motivation of individual is an important factor that stimulates desire to embark on entrepreneurship and become entrepreneur especially when sure of higher possibility of achievement. Achievement motivation is an essential inner trait that drives entrepreneurial supply. Ikpesu (2020) noted that McClelland sees achievement motivation as inner drive that inspires an individual to exploit opportunities; take advantage of favorable trade. The diagram below illustrates various dominant motivators exhibited by people regardless of gender, culture, race, and ages and how these characteristics can influence subsequent behaviour.

Dominant Motivator	Characteristics and dominant motivators of Entrepreneurs
Achievement	<ol style="list-style-type: none"> 1. Strong need to set and accomplish challenging goals 2. Takes calculated risks to accomplish their goals 3. Likes to receive feedback on their progress and achievements 4. Often likes to work alone
Affiliation	<ol style="list-style-type: none"> 1. Wants to belong to the group 2. Wants to be liked, and will often will go along with whatever the rest of the group wants to do. 3. Membership of social association 4. Always seek for friendship 5. Favors collaboration over competition 6. Does not like high risk and uncertainty
Power	<ol style="list-style-type: none"> 1. Wants to control and influence others 2. Seek for leadership role 3. Having obsession for political power 4. Likes to win arguments 5. Enjoy competition and wining 6. Enjoy status and recognition.

McClelland refers to such individuals as those with high need for achievement (n'Ach), need for power (n'power) and need for affiliation (n'aff). Many achievement-motivated individuals value autonomy and independence. Entrepreneur with strong need for achievement motivation provides the platform to have control over their work, make their own decisions, and shape their own destiny. The opportunity to build something meaningful and have a direct impact on the business

is common manifestation of people with high achievement motivation. Business opportunities abound for personal fulfilment and professional growth. Achievement-motivated individuals are often motivated by the continuous learning and development that comes with running a business.

Research Questions

The following research questions guided the study:

1. To what extent does resilience acquisition relate to entrepreneurial desirability by business education students in public universities in south-south, Nigeria?
2. To what extent does achievement motivation relate to entrepreneurial desirability by business education students in public universities in south-south, Nigeria?

Hypotheses

The following hypotheses formulated were tested at 0.05 level of significance:

1. There is no significant relationship between resilience acquisition and Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria.
2. There is no significant relationship between achievement motivation and Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria.

Methodology

The correlation research design was adopted to examine the contribution of psychological capital acquisition to students' entrepreneurial desirability in South-South, Nigeria. The South-South geopolitical region currently hosts 10 public owned universities which offer business education programmes both at the undergraduate and postgraduate levels. These universities include, Rivers State University, University of Port Harcourt, Ignatius Ajuru University of Education, Federal University, Otuoke, Niger-Delta University, Bayelsa State, Delta State University, Ambrose Ali University, Ekpoma, University of Calabar, Cross Rivers State, University of Benin, Edo State and University of Uyo, Akwa Ibom State. The population for this study consists of 1,082 final year Business Education undergraduate students from the 10 public universities in south-south, Nigeria during the 2022/2023 academic session. Two structured questionnaires titled "Psychological Capital Acquisition Questionnaire (PCAQ)" and "Entrepreneurial Desirability Questionnaire (EDQ)" structured into five point rating scale of Very High Extent (VHE – 5points), High Extent (HE– 4points), Moderate Extent (ME -3 points), Low Extent (LE – 2point) and Very Low Extent (VLE- 1point). The instruments were validated by three experts in Measurement and Evaluation all in Faculty of Education, Rivers State University, Port-Harcourt. The instruments were further subjected to reliability test using Cronbach alpha to determine the internal consistency and 0.79 and 0.80 coefficients were obtained. On the other hand, data collected were analyzed to answer research questions using Pearson Product Moment Correlation (r), the researchers also subjected hypotheses testing at 0.05 by t-transformation statistics to determine the level of significance. To interpret the p-value obtained, the judgment applicable to results computed using SPSS was adopted. This interpretation states that when p-value obtained is greater than the p-value provided at 0.05, the null hypothesis is rejected and alternative hypothesis upheld. However, where the p-

value obtained from the computation is less than the p-value provided at 0.05, the null hypothesis was accepted.

Results

Research Question 1: To what extent does resilience acquisition relate to entrepreneurial desirability by business education students in public universities in south-south, Nigeria?

Table 1: Summary of the Relationship between Resilience Acquisition and Business Education Students Entrepreneurial Desirability in public Universities in South-South, Nigeria

		Resilience Acquisition	Entrepreneurial Desirability
Resilience Acquisition	Pearson Correlation	1	.63**
	Sig. (2-tailed)		.000
	N	305	305
Entrepreneurial Desirability	Pearson Correlation	.63**	1
	Sig. (2-tailed)	.000	
	N	305	305

** . Correlation is significant at the 0.05 level (2-tailed).

Table 1 reveals r - value of 0.63, $p < .05$) at 0.000 which implies a strong positive relationship existed between resilience acquisition and Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria. This means that the resilience abilities developed by Business Education students can strongly trigger up their desirability for entrepreneurship.

Research Question 2: To what extent does achievement motivation relate to Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria?

Table 2: Summary of Relationship between Achievement Motivation and Business Education Students' Entrepreneurial Desirability in public Universities in South-South, Nigeria

		Achievement Motivation	Entrepreneurial Desirability
Achievement Motivation	Pearson Correlation	1	.41**
	Sig. (2-tailed)		.000
	N	305	305
Entrepreneurial Desirability	Pearson Correlation	.41**	1
	Sig. (2-tailed)	.000	
	N	305	305

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

The r value of 0.41, $p < .05$) at 0.000 showed a moderate positive relationship existing between achievement motivation and Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria. This further suggests that Business Education students who possess achievement motivation characteristics have moderate positive inclination towards entrepreneurship.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between resilience acquisition and Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria.

Table 3: Summary of t Statistics for Correlated Data on Significant of Relationship between Resilience acquisition and Business Education Students' Entrepreneurial Desirability in public Universities in South-South, Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.587	1.275		5.95	.00
Resilience Development	.634	.045	.631	14.161	.00

a. Dependent Variable: Entrepreneurial Desirability

Table 3 shows t -statistics value of 14.161 which is greater than the constant at 5.95 with p value less than 0.05 at 0.000 which means that the relationship between resilience acquisition and Business Education students' entrepreneurial desirability is significant.

Hypothesis 2: There is no significant relationship between achievement motivation and Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria.

Table 4: Summary of t Statistics for Correlated Data on Significant of Relationship between Achievement Motivation and Business Education Students' Entrepreneurial Desirability in public Universities in South-South, Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.559	1.400		10.40	.000
Achievement Motivation	.406	.051	.414	7.91	.000

a. Dependent Variable: Entrepreneurial Desirability

Table 4 shows t -statistics value of 7.91 which is less than the constant at 10.40 with p value also less than 0.05 at 0.000. This means that the relationship between achievement motivation and Business Education students' entrepreneurial desirability is significant in public universities.

Discussion of Findings

The findings revealed a strong positive relationship was found between resilience acquisition and their entrepreneurial desirability in public universities in south-south, Nigeria. Empirical evidence clearly reaffirmed the significant relationship between resilience acquisition and Business Education students who intend to undertake entrepreneurship as future career option. This finding emanated from the fact that the respondents opined that their ability to manage difficulties that may occur from future entrepreneurial venture, ability to get around challenges and move on with future entrepreneurial aspiration, ability to withstand the stress that may come as a result of future entrepreneurial venture, not allowing any obstacle to pull them down when implementing entrepreneurial plan, and ability to learn from mistake and forge ahead with entrepreneurial dreams relate to their entrepreneurial desirability. The finding of this study is supported by Baluku, Matagi, Musanje, Kikooma and Otto (2019) when they affirmed that enterprising individuals with resilient characteristics persist with their venture by returning stronger to overcome challenges and obstacles for success. The finding of this study is also supported by the discovery of Zhou et al (2020) when they reported high correlation between resilience and entrepreneurship.

The next hypothesis also revealed positive relationship between achievement motivation and Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria. The results of test of hypothesis related to this specific purpose also found significant relationship between achievement motivation and Business Education students' entrepreneurial desirability in public universities in south-south, Nigeria. The finding had revealed the fact that the respondents feeling towards setting up entrepreneurial goals for future business venture, urge to translate challenges into opportunities for exploitation, strong desire to take risk in starting own business after graduation and urge to have control over future entrepreneurial decision and activities were moderately related to their entrepreneurial desirability. The finding of this study was affirmed by the findings of Brancu (2015) who revealed that achievement motivation can stimulate the extent to which individuals perceived entrepreneurship tasks and move to attain success by actively seeking for opportunities to exploit. The finding of this study is also supporting by the finding of Minola, Criaco and Obschonka (2016) when they reported that individuals with achievement motivation find entrepreneurship more desirable because they feel the strong urge to seek opportunity that can enable them realize their goals. This finding was further corroborated in the work of Barton, Schaefer and Canavati (2018) when they also reported that individuals with high levels of achievement motivation have strong perception about entrepreneurship and are more likely to engage in entrepreneurial activities, actively seek entrepreneurial opportunities, and persist in the face of challenges than who do not.

Conclusion

Based on the findings, resilience characteristics of entrepreneurs can highly inflame strong desire for entrepreneurship thereby creating business ventures, creating employment and wealth. In this case, resilience triggers individual persistency, proactiveness and develop strong capacity to withstand and manage stress effectively, overcome catastrophes and turn challenges into business opportunities for investment. Individual with high levels of achievement motivation have strong

drive towards entrepreneurship and more likely to seek entrepreneurial opportunities, and continue in the face of challenges than quits.

Resilience in addition to achievement motivation triggers the individual's desirability for entrepreneurship in an unanticipated country economic situation.

Recommendations

In view of the afore-mentioned empirical evidence in this study, the following recommendations have been proposed:

- Management of public universities should develop policy framework to support and inspires students at different levels for resilience acquisition critical component of psychological capital to drive strong desirability for entrepreneurship.
- Entrepreneurship education course content should be aligned with industry specific activities capable of transferring achievement motivation in students. Such mindsets will propel them to develop love for entrepreneurship.

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