

CREATIVITY, SELF-EFFICACY AND EGO-IDENTITY, AS PREDICTORS OF ENTREPRENEURIAL ASPIRATION OF UNIVERSITY UNDERGRADUATES IN OGUN EAST SENATORIAL DISTRICT, NIGERIA.

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Abstract

The study examined creativity, ego-identity and self efficacy as predictor of entrepreneurial aspiration of university undergraduate in Ogun-East Senatorial district in Ogun State Nigeria. Three hypotheses were formulated for the study. The survey research design of the ex- post facto type was adopted for this study. The population of this study comprised of all undergraduate students in State own University in Ogun East senatorial District in Ogun State The study sample consisted of four hundred (400) undergraduate students drawn from two universities in Ogun East senatorial district namely: Olabisi Onabanjo University Ago-Iwoye and Taisolarin University of Education Ijagun, selected through the use of simple random sampling techniques drawn from five (5) faculties which were randomly selected with no particular reference to departments. 40 students were randomly selected from each of the selected faculties to make the total of 200 respondents in each State own University making total of 400 that constituted the sample for the study.

Four standardized instrument were used to elicit relevant information from the respondents: Ego Identity Process Questionnaire (EIPQ) developed by (Balistreri, Busch-Rossnagel, & Geisinger, 1995), Creativity Aptitude Scale

developed by Owodunni (2002), Entrepreneur Aspiration Scale developed by Kiadese, (2006) and Self-Efficacy Rating Scale (SERS) by Sherer et al., (2002). The data collected were analyzed using multiple regression analysis (MRA) and the result was tested for significance at 0.005 level. Based on the findings, it was recommended that, training in entrepreneurial attitude should be encouraged at the high school level through well designed courses, which could build Confidence through behavioral change.

Key word: *creativity, ego-identity, self efficacy, entrepreneurial aspiration*

Introduction

Nowadays there is no longer any theoretical dispute that well-developed entrepreneurship has a critical effect on the success of national economies, that is, on economic growth. Entrepreneurship is a worldwide phenomenon with economic growth across the globe positively impacted by the emergence of new and innovative business start-ups (Obasan 2005). These new small businesses play a significant role in job creation, influencing politicians to recognize and support entrepreneurial start-up activity due to its positive contribution to the economy. Historically, economists have supported the view that entrepreneurship is responsible for economic expansion (Carree et, al 2002; Carree & Thurik. (2003).) due to its association with profit orientation, capital investment and the creation of new markets (Shane, Locke, & Collins (2003). Young people make up 30.2 percent of the Nigerian Population (National Bureau of Statistics, 2006). The review of global and regional trends highlights that youths are largely unemployed or mostly employed in non-formal sector. Despite these heart braking numbers of unemployed graduate in Nigeria, many students do not consider entrepreneurship as a career and that very few will start a business immediately after graduation. Given the importance of new business start-ups to the economy and the society at large, research in this area require further attention. To understand more about this challenge, it is important to know more about university students' entrepreneur aspiration and the impact of their individual environments.

Two basic sources of economic growth through entrepreneurship can be distinguished, e.g. major established firms, and an entrepreneurial process taking place in new and growing enterprises (early-stage entrepreneurship), (Reynolds et al., 2002). Early-stage entrepreneurs are identified as those individuals, who are, *firstly*, personally involved in the creation of a new venture or who are, *secondly*, employed as owners/managers of a new firm that is less than 42 months old, while *mature or established entrepreneurs* are those individuals who have been involved into the entrepreneurial activity for longer than 42 months. Early-stage entrepreneurs are either nascent or new. Early-stage entrepreneurial activity is

measured by the proportion of adults between the ages of 18-64 years in a country, who are engaged in setting up a new business (nascent entrepreneurs) or are employed as owners/managers of a new business that is no older than 42 months (new entrepreneurs). The two different causes for getting involved in an entrepreneurship are also distinguished: opportunity and necessity. Necessity-based early-stage entrepreneurs are those who engaged in setting up a new business out of necessity because they had no better choices for work, while opportunity based are those who are involved in entrepreneurship because an opportunity presented itself. Entrepreneurship is increasingly seen as a vital force in economic development (Obasan 2005; Audretsch and Thurik 2004)

Entrepreneurs contribute to economic growth through generating, disseminating and applying innovative ideas; increasing competition and providing diversity among firms; enhancing economic efficiency and productivity (Obasan 2005; Audretsch and Thurik 2004;). They are also an important engine for job creation, being responsible for anything from one-third to 70 per cent of job creation in the economy (Ubeku 2005; Rose 2004; Smith, 2007; Acs 2008; OECD 2008; Fölster 2000; Acs and Armington 2004).

In Nigeria traditional settings, prior to the arrival of colonial masters, Nigerians were entrepreneurs. They were either on a farm working or in an apprenticeship of a particular trade. Ashby commission of 1960 identified that Nigerian education system was not functional and the commission introduced a functional one which included the learning of trade. The era of President Babangida (1985-1993) intensified efforts this direction by the establishment of National Directorate of Employment (NDE) to facilitate self-employment of citizenry. President Obasanjo Era in third republic (1999-2003) also made effort in promoting self-employment by Establishing National Poverty Eradication Programme (NAPEP). The peak of the aforementioned was the institutionalization of entrepreneurship studies into the National Curriculum in 2006. The rationale for the foregoing are not far-fetched from the need to discourage individuals from paid employment, to imbibe the spirit of entrepreneurship, promotion of effective use of indigenous resources, engaging production activities that contributes to gross domestic product cum income among others.

Interestingly, it is widely assumed that unemployment, job dissatisfaction and profitability among others are large ly responsible for the drive towards entrepreneurship. The relationship between entrepreneurship and unemployment has received increased attention of researchers and policy makers in the last decades. Entrepreneurship has been suggested as a remedy against unemployment and stagnant economic growth (Carree & Thurik, 2003; Thurik, Carree, Van Stel, Audretsch, 2008). A successful entrepreneur is a creative and positive thinker who believe in possibility not impossibility.

Creativity according to Akinboye (2006) as cited by Owodunni (2002) is the most fundamental of all human resources and skills. This is because it is applicable to all aspects of human endeavours. The quality of thinking determines the quality of human prosperity and well-being. All aspects of human development are initiated by new ideas or new concepts. This is why the more creative a person is; the more self-reliant he becomes to enrich the quality of his own life, his family, group, community and the society at large. New tools and techniques are being developed on daily basis, which eventually contribute to information and knowledge management. Creativity has also brought about globalization in almost all facets of human endeavours. The importance of creativity has swept across all facets of human life including social, political, and economic, as well as in the management of state affairs. Creativity is a core competency for leaders and managers, and one of the best ways to make an organization unique among its peers. Corporate creativity is characterized by the ability of the management to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions to problems (Owodunni, 2002). Generating solutions to problems and the ability to create new products, processes or services for a changing market are part of the intellectual capital that gives an organization a unique edge among its peers.

Creativity has been defined in various ways by different scholars. This is because creativity, according to Akinboye (2002), is an amazingly complex behaviour that is multifactorially determined. It is an intrapsychic phenomenon, a cognitive operation, an affect, an attitude, an aptitude, and even a life-style. He adds that creativity is one of those terms that is frequently used without a clear-cut conceptual or operational meaning registered in the repertoire of users. The gap of meaninglessness created between the usage of the term and the real meaning of the term is often widened by the fact that there is no consensus on the definition of creativity even among scholars. Consequently, the views and opinions of some scholars would be presented so that the concept could be better understood and appreciated.

Akinboye (2003) define creativity as the generation of ideas and alternatives, and innovation is the transformation of those ideas and alternatives into useful applications that lead to change and improvement. They are of the opinion that creativity is openness to new information, new perspective and making new connection. Akinboye (2003) articulated thirty-six (36) different ways of describing creativity. Prominent among them are the restructuring of new ideas from the old, escaping from old ideas, production of new products, provocation of ideas, concepts and perceptions and dealing with the concept of unexpectedness and change. The practical application of creative thought is, however, defined by Oke (2010) as innovation. In the past, creative people were thought to be

cognitively superhuman geniuses who possessed rare human potentials. However, Akinboye (2006) says that intellectually average human beings are among the group that can be creative.

There are three intellectual activities that are particularly central to the process of creativity. These are the synthetic ability to see problems in new ways; the ability to escape from conventional thinking and the analytic ability to recognize which of one's idea is important and which is not important (Akinboye, 2003).

Creativity is necessary in today's economic world. This is because according to Olagunju (2000), creativity enables human beings to get the most out of experiences and resources. He goes further to say that creativity generates wealth and success. Thus, creativity leads to success. He also states that creativity produces actionable ideas, new concepts, designs and opportunities while innovation adds value to the creative outcomes. This is why creativity is described as the currency of contemporary economy. Another variable to be consider in this study is ego identity. Ego identification informs the life of every well-meaning human being. Oke (2010) quoting Amabile et al (2006) defines ego identity as the self-representation which depends on a particular structuring of all realms of experience into a cohesive whole. It is the structuring of the contents of the mind, heart and body experience into a specific, very stable, rigid organization. This form of identification is the sense of connection or belonging between a person and a particular occupation or socio-economic or political groups the values of which a person shares (Oke, 2010). An ego identity is formed during the early adulthood (youthful) stage and is rooted in early developmental experiences. Erik Erikson (1950), a practicing psychoanalyst, located his theory of psychosocial development, as well as his central concept of ego identity, within the matrix of psychoanalytic theory.

Specifically, ego identity arose from the extension of psychoanalytic theory known as "ego psychology." Ego identity and identity diffusion (Erikson, 1986, 1963) refer to polar outcomes of the hypothesized psychosocial crisis occurring in late adolescence. Erikson views this phase of the life cycle as a time of growing occupational and ideological commitment. Facing such imminent adult tasks as getting a job and becoming a citizen, the individual is required to synthesize childhood identifications in such a way that he can both establish a reciprocal relationship with his society and maintain a feeling of continuity within himself. Three phases may be distinguished in Freud's development of the concept of ego functions (Rapaport, 2008). First, the ego was viewed as a structure preventing the re-encountering of painful affect occasioned by an experience occurring in external reality. Second, the ego was seen as oriented toward dealing with intrapsychic dangers occasioned by id-dominated fantasies, rather than arising from external

reality. Finally, the ego was freed somewhat from its dependence upon both external reality and the id and considered as a structure having its own genetic roots and energies. This third function of the ego was introduced in Freud's (1946) work on the role of ego and ego defense mechanisms.

Closely related to the ego identity is the concept of Self-Efficacy. The study of self and self-efficacy originated from a psychosocial perspective. The concept first arose in psychology and can be traced back to the writing of Bandura (Bandura, 1997). Self efficacy is defined as an individual confidence that he or she will be able to handle perceived constraints that blocks their way in achieving a certain goal or perform a particular behavior (Bandura 1997). Self efficacy concept had been widely used in very diverse field namely health (Didarloo *et al* 2012, Gollwitzer 2009, Sniehotta 2009, Sniehotta, Scholz., & Schwarzer, R. 2005), entrepreneurship (Farmer, Yao & McIntyre 2011, Linan 2009, Linan 2008, Krueger 2000, Moriano *et al* 2012) and sport (Terry and O'leary 2005). To date, self efficacy had been widely used interchangeably with perceived behavioral control of Ajzen's Theory of Planned Behavior (Moriano 2012, Linan 2009, Kruger 2000). Whereas, self efficacy is perceived as an individuals confidence of his ability to tackle all possible obstacle that comes in their way, perceived behavioral control is defined as individual's perception of whether the behavior being discussed is under their control or not (Ajzen & Fishbein 2010). Thus, perceived behavioral control is very similar to self efficacy, however, while self efficacy focuses on the ease or difficult of performing a goal, perceived behavioral control focuses on individual's perception whether the behavior being discussed is entirely up to them or not (Ajzen & Fishbein 2010).

Self-efficacy, also called perceived ability, refers to the confidence people have in their abilities for success in a given task (Bandura, 1997). If they possess the ability to successfully perform, then that task will be attempted. The task will be avoided if it is perceived to be too difficult (Bandura, 1986, 1997). Although inefficacious individuals usually avoid challenging tasks, when they do attempt them they give up more easily than individuals with high efficacy. When inefficacious individuals fail, they attribute the unsuccessful result to a lack of ability and tend to lose faith in their capabilities. When they succeed, they are more likely to attribute their success to external factors (Bandura, 1986, 1997). If students master a challenging task with limited assistance, their levels of self-efficacy will rise (Bandura, 1986). Individuals who possess a high degree of self-efficacy are more likely to attempt challenging tasks, to persist longer at them, and to exert more effort in the process. If highly efficacious individuals fail, they attribute the outcome to a lack of effort or an adverse environment. When they succeed, they credit their achievement to their abilities. It is the perception that their abilities

caused the achievement that affects the outcome rather than their actual abilities (Bandura, 1986).

Four factors determine self-efficacy: enactive mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states (Bandura, 1986, 1997). The most influential of these factors is enactive mastery experience, which refers to individuals' experiences with success or failure in past situations. Information gathered from these experiences is then internalized. Past successes raise self-efficacy and repeated failures lower it, which indicates to individuals their levels of capability (Bandura, 1986, 1997). In a vicarious experience, individuals compare themselves to peers whom they perceive are similar in ability and intelligence to themselves. Watching peers succeed raises observer self-efficacy and seeing them fail lowers it. Exposure to multiple successful role models helps increase self-efficacy in observers (Bandura, 1986, 1997).

Verbal persuasion tries to convince individuals, who may doubt their capabilities, that they possess the skills needed for success at a given task. In education, verbal persuasion delivered by teachers often takes the form of verbal feedback, evaluation, and encouragement. Persuasion must be realistic, sincere, and from a credible source; otherwise it can negatively affect student self-efficacy beliefs (Bandura, 1986, 1997).

Physiological state implies that failure, or some degree of performance impairment, can result if a person fearing failure is in a hyperactive state (Bandura, 1986, 1997). A physiologically hyperactive state includes symptoms experienced during "fight and flight" responses of the autonomic nervous system, such as increases in heart rate, breathing rate, and sweating. Emotional state refers to the mood one is in when performing, such as feeling anxious. Therefore, this study intends to determine the predictive power of creativity, ego identity and self efficacy as predictors of entrepreneurial aspiration among university undergraduate in Ogun East senatorial district. Also the study is aimed at achieving the following objective:

1. The extent to which creativity, ego identity and self efficacy can predict entrepreneurial aspiration.
2. Determine in clear terms the significance of creativity, self-efficacy and ego-identity, on the Entrepreneurial Aspiration.

Hypotheses:

Based on the established relationship that is said to exist between the independent variables of this study and the criterion variable, and objective of this study, three hypotheses are proposed and tested at 0.05 margin of error.

1. There is no significant combined contribution of creativity self efficacy and ego identity in the prediction of entrepreneurial aspiration of university undergraduate in Ogun East senatorial district in Ogun State.
2. There is no significant relative contribution of creativity self efficacy and ego identity in the prediction of entrepreneurial aspiration of university undergraduate in Ogun East senatorial district in Ogun State.
3. There is no significant relationship among creativity, self efficacy and Ego Identity in the prediction of entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State.

Method

Research Design and Participants

This study adopted descriptive research design of the ex- post facto type. The population of this study comprised of all undergraduate students in State own University in Ogun East senatorial District in Ogun State. Participants of this study were four hundred (400) undergraduate students drawn from two universities in Ogun East senatorial district namely: Olabisi Onabanjo University Ago-Iwoye and Taisolarin University of Education Ijagun, selected through the use of simple random sampling techniques drawn from five (5) faculties which were randomly selected with no particular reference to departments. 40 students were randomly selected from each of the selected faculties to make the total of 200 respondents in each State own University making total of 400 that constituted the sample for the study.

Instrument

Four standardized instrument will be use in collecting data for this study. These are:

(i) Ego Identity Scale

The Ego Identity Process Questionnaire (EIPQ) developed by (Balistreri, Busch-Rossnagel, & Geisinger, 1995) will be use for the purpose of this study. It is a 32-item scale assessing ego identity in four ideological domains (occupational choice, political preference, religious beliefs, and personal values) and in four interpersonal domains (friendships, dating, sex roles, and family). Sixteen of the EIPQ items assess exploration and 16 assess commitment. There are two exploration and two commitment items per domain. Each item is rated on a 6-point Likert-type scale ranging from *strongly agree* to *strongly disagree*. Information on the psychometric properties of the EIPQ exploration and commitment measures is provided by Balistreri et al. (1995). The scale reported a the Cronbach's alphas

reliability for Exploration and Commitment, ranging from .69 to .76 also the scale indicated that both Commitment and Exploration were meaningfully related to adjustment and personality indicators, demonstrating external validity.

(ii) Creativity Aptitude Scale (CAS)

This instrument was developed by Owodunni (2002) and will be adopted to measure the creativity levels of University Undergraduate. The instrument consists of twenty five items and has a five-point rating scale as follows: Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4 and Strongly Agree = 5. Participants with high score will indicate potential for high level of creativity. Examples of the items in the instrument are: "I always seem to be coming up with new ideas", "I have never paid much attention to strange ideas" and "I am fascinated by new ideas whether or not they have practical value". Owodunni reported internal consistency co-efficient value of 0.94 on the instrument.

(iii) Entrepreneur Aspiration Scale

Entrepreneur Aspiration Scale developed by Kiadese, (2006) will be used to elicit the level of aspiration of the students in venturing into entrepreneurial activities. The 10-item scale has a reliability coefficient of 0.87 and was validated by experts in the field of entrepreneurship education. "*I have thought of becoming an entrepreneur in life*" is a sample item in the scale. The scale have been used widely in many studies (Akintola, 2014, Kiadese, 2008)

(iv) Self-Efficacy Rating Scale (SERS) by Sherer et al., (2002) will be adopted. The questionnaire used a 4-point Likert-type scale ranging from "Strongly Agree" (choice 'A') to "Strongly Disagree" (choice 'D'). An example of an item designed to assess general self-efficacy is "when I make plans, I am certain I can make them work;" an example of an item designed to assess social self-efficacy is "it is difficult for me to make new friends;" and an example of a filler item is, "I like to grow houseplants." Sherer et al. (2002) noted Cronbach alpha coefficients of 0.86 and 0.71 for the general and social self-efficacy subscales respectively.

Procedure for Data Analysis

The researchers personally administer the instrument with two other research assistant and all the questionnaires were collected immediately. Data resulting from the instruments were analyzed using Multiple Regression Analysis, with significant level fixed at 0.05.

Results

A sum total of two hundred (400) respondents were sampled among the universities undergraduate in Ogun-East Senatorial District. 388 respondents were considered valid and 12 others were considered invalid due to some errors.

Test of hypothesis One: There is no significant combined contribution of creativity self efficacy and ego identity in the prediction of entrepreneurial aspiration of university undergraduate in Ogun East senatorial district in Ogun State.

Table1: The combined contribution of creativity, self efficacy and Ego Identity on entrepreneurial aspiration of university undergraduate.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646(a)	.417	.412	4.68929

a Predictors: (Constant), creativity, self efficacy, ego identity

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6037.843	3	2012.614	91.526	.000(a)
	Residual	8443.938	384	21.989		
	Total	14481.781	387			

a Predictors: (Constant), creativity, self efficacy, ego identity

b Dependent Variable: entrepreneurial

From the table 2 (Model Summary) which shows that there exist positive and significant relationship between the combined predicting variables (creativity, self efficacy and Ego Identity) and the dependent variable (entrepreneurial aspiration). The value of the coefficient of determination (($R = .646$; $R^2 = 0.417$ $F_{(3,387)} = 91.526$; $P < .05$) implies that creativity, self efficacy and Ego Identity contribute about 41.7% to entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State. The null hypothesis which states that There is no significant combined contribution of creativity, self efficacy and Ego Identity in the

prediction of entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State. was hereby rejected. The table below presented the stepwise multiple regression analysis to know the contribution of each variable to the prediction of the criterion variable.

Table 2: Model Summary of the Stepwise Multiple Regression Analysis for combined contribution of creativity, self efficacy and Ego Identity on entrepreneurial aspiration among university undergraduate

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.582 ^a	.338	.337	4.98244	.338	197.363	1	386	.000 ^a
2	.624 ^b	.389	.386	4.79469	.389	122.472	2	385	.000 ^b
3	.646 ^c	.417	.412	4.68929	.417	91.526	3	384	.000 ^c

a Predictors: (Constant), creativity

b Predictors: (Constant), creativity, self efficacy

c Predictors: (Constant), creativity, self efficacy, ego identity

The results in Table 3 above indicated that when creativity was entered into the regression model as the first predictor variable based on the strength of its relationship with entrepreneurial aspiration, there was a significant contribution to the prediction of entrepreneurial aspiration ($R = .582$; $R^2 = .338$; $\text{Adj } R^2 = .337$; $F_{(1,386)} = 197.363$; $p < .05$). By this, creativity alone accounted for 33.8 percent of the variance in entrepreneurial aspiration. When self efficacy was introduced into the regression model as the second predictor variable, together with creativity, it revealed a significant effect on entrepreneurial aspiration ($R = .624$; $R^2 = .389$; $\text{Adj } R^2 = .386$; $F_{(2, 385)} = 122.472$; $p < .05$). This revealed that creativity and self efficacy together predicted 38.9% of the entrepreneurial aspiration. In effect, self efficacy was able to add about 5.1 percent to the prediction of entrepreneurial aspiration among universities undergraduate. When ego identity was finally introduced into the regression model as the third predictor variable, together with

creativity and self efficacy, it revealed a significant effect on substance use ($R = .646$; $R^2 = .417$; $F_{(3,384)} = 91.526$; $p < .05$)

This revealed that creativity, self efficacy and ego identity together predicted 41.7 % of the entrepreneurial aspiration. In effect, ego identity was able to contribute about 2.8% to the prediction entrepreneurial aspiration.

Test of hypothesis Two: *There is no significant ralative contribution of creativity self efficacy and ego identity in the prediction of entrepreneurial aspiration of university undergraduate in Ogun East senatorial district in Ogun State.*

Table 3: The relative contribution of creativity, self efficacy and Ego Identity on entrepreneurial aspiration of university undergraduate.

Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	B	Std. Error
1 (Constant)	21.954	2.919		7.522	.000
Ego identity	.193	.045	.177	4.301	.000
Creativity	.253	.023	.499	11.046	.000
Self efficacy	.162	.026	.283	6.335	.000

a Dependent Variable: entrepreneurial aspiration

The results above show that the independent variables (creativity, self efficacy and Ego Identity) made significant relative contribution to the entrepreneurial aspiration among universities undergraduate in Ogun East Senatorial District. creativity made the highest contribution ($B = .253$; $t = 11.045$; $P < .05$) follow by ego identity ($B = .193$; $t = 4.301$; $P < .05$) and lastly by self efficacy ($B = .162$; $t = 6.335$; $P < .05$). This implies that entrepreneurial aspiration among universities undergraduate in Ogun East Senatorial District to a large extent depends on (creativity) the act of generating new ideas

Test of Hypothesis Three: *There is no significant relationship among creativity, self efficacy and Ego Identity in the prediction of entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State.*

Table 4: Correlations

		Self efficacy	Ego identity	Entrepreneurial aspiration	Creativity
Self efficacy	Pearson Correlation	1	-.261(**)	.474(**)	.474(**)
	Sig. (2-tailed)		.000	.000	.000
	N	388	388	388	388
Ego identity	Pearson Correlation	-.261(**)	1	-.042	-.290(**)
	Sig. (2-tailed)	.000		.413	.000
	N	388	388	388	388
Entrepreneurial aspiration	Pearson Correlation	.474(**)	-.042	1	.582(**)
	Sig. (2-tailed)	.000	.413		.000
	N	388	388	388	388
Creativity	Pearson Correlation	.474(**)	-.290(**)	.582(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	388	388	388	388

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

The results in table 1 above revealed that there was negative relationship between self efficacy and ego identity ($r_{(388)} = -.261$; $p < 0.01$), entrepreneurial aspiration and ego identity ($r_{(388)} = .042$; $P < .01$), creativity and ego identity ($r_{(388)} = .290$; $P < .01$) and there was positive relationship self efficacy and entrepreneurial aspiration ($r_{(388)} = .474$; $P < .01$), self efficacy and creativity ($r_{(388)} = .474$; $P < .01$), creativity and entrepreneurial aspiration ($r_{(388)} = .582$; $P < .01$). Therefore the null hypothesis which stated that there is no significant relationship among creativity, self efficacy and Ego Identity in the prediction of entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State is hereby rejected

Discussion

The first hypothesis which stated that there is no significant combined contribution of creativity, self efficacy and Ego Identity in the prediction of entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State was rejected due to the result of the analysis, the result shows that there was significant combined contribution of creativity, self efficacy and Ego Identity in the prediction of entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State, the result further reveal that there exist positive and significant contribution between the combined predicting variables (creativity, self efficacy and Ego Identity) and the dependent variable (entrepreneurial aspiration among university undergraduate).. The value of the coefficient of determination shows that creativity, self efficacy and Ego Identity contribute about 41.7% to entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State. The findings of this study was in connection with Brockhaus (2006) who reveal that, the choice to become an entrepreneur is influenced by the confidence individual has in their abilities that they can successfully perform a particular task and the act of generating new idea.

The finding of this study was consistent with previous research by Lindsay (2005), that entrepreneurial attitude is measured in terms of achievement striving, innovation, personal control, self esteem and opportunity for recognition. Cassar (2007), Van Gelden & Jasen (2006) revealed that self esteem is a pull motivating factor towards entrepreneurship, which include: autonomy, income and wealth, recognition, self esteem and status. Achievement striving is seen as a push factor. This is in line with the opinion of Collins, Hanges & Locke (2004) in their investigation of depth-psychological motives of entrepreneurs, where they identified need for achievement as one of the basis for their venture.

The second hypothesis stated that there is no significant combined contribution of creativity, self efficacy and Ego Identity in the prediction of entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State. The results show that the independent variables (creativity, self efficacy and Ego Identity) made significant relative contribution to the entrepreneurial aspiration among universities undergraduate in Ogun East Senatorial District. Creativity made the highest contribution follow by ego identity and lastly by self efficacy. This implies that entrepreneurial aspiration among universities undergraduate in Ogun East Senatorial District to a large extent depends on (creativity) the act of generating new ideas. A large body of literature has supported the idea that a successful entrepreneur is a creative and positive thinker who believe in possibility not impossibility. (Carree & Thurik, 2003; Thurik, Carree, Van Stel, Audretsch, 2008). This study corroborates the findings of Amabile, Conti, Coon, Lazenby, & Herron, 1996). Who found that innovative

entrepreneurial firms can always be traced to creative new ideas. This notion of creativity as been seen as a driving force behind entrepreneurial success.

The last hypothesis which stated that There is no significant relationship among creativity, self efficacy and Ego Identity in the prediction of entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State

The result shows that there exist positive and significant relationship among creativity, self efficacy and Ego Identity in the prediction of entrepreneurial aspiration. The results further revealed that there was negative relationship between self efficacy and ego identity, entrepreneurial aspiration and ego identity, creativity and ego identity and there was positive relationship among self efficacy and entrepreneurial aspiration, self efficacy and creativity, creativity and entrepreneurial aspiration. Thus, Aidis and Mickiewicz (2006) find that entrepreneurs' 'learning by doing' attributes, acquired through previous working experience or additional entrepreneurial experience, are positively related to creativity. An increasing number of empirical studies examine the impact of entrepreneurial traits for venture growth (Baum and Locke 2004; Aidis and Mickiewicz 2006). Baum and Locke (2004) find positive direct effects of goals, growth aspirations and self-efficacy for venture growth and indirect effects through interaction with other factors such as passion for work, tenacity and resource skill.

Conclusion

This research addresses a gap in the literature by examining the predictive power of creativity, ego identity and self efficacy on entrepreneurial aspiration of university undergraduate in Ogun East Senatorial District. The findings indicate the importance of creativity and self efficacy in the development of entrepreneurial aspiration among university Undergraduate. It is necessary to create an enterprising environment in our tertiary institution as well as entrepreneurial attitudes among the university undergraduate and unemployed youth. For this the youngster should be connected intimately with the business. So for, the efforts by the academic institutes towards promoting entrepreneurship are yet to be commendable. Most of the Technical and professional institution in the countries ignore this aspect and put emphasis mainly on training and placement of their student. Considering the need of the day, these institutes, along with their training & placement department should form a separate centre to encourage and guide their student towards entrepreneurship development in the line of their technical and or professional knowledge and enterprise.

Creativity can also be encouraged among university undergraduate by establishing a class environment that accepts and reinforces new ideas. These ideas

can be weighed on their own merits. It should be emphasized that most creative achievements seem revolutionary when first introduced. Individuals' creative problem solving can generate new products and services, which, in turn, create jobs for others. Creative thinking allows people to solve problems effectively and also to remain flexible so that they can cope with the advantages, opportunities, technologies, and changes that are a part of their day-to-day lives. Self-efficacy beliefs have also shown in this study to be a key factor in influencing entrepreneurial aspiration as choice of activities, level of effort, persistence, and emotional reactions. Self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities.

Recommendation

The following recommendations are proffered with the hope that careful implementation could help to enhance entrepreneurial aspiration among university undergraduate in Ogun East senatorial district in Ogun State

1. Training in entrepreneurial attitude should be encouraged at the high school level through well designed courses, which could build Confidence through behavioral games. Entrepreneurship among student, no doubt improves the wealth of the nation in general and of the family in particular. Student today are more willing to take up activities. Student entrepreneurship must be molded properly with entrepreneurial traits and skills to meet the change in trends, challenges global markets and also be competent enough to sustain and strive for excellence in the entrepreneurial arena..
2. Association of student entrepreneurs should assume responsibility of creating a greater awareness among student similarly efforts should be made by all association throughout the country. This program can be linked up with youth programs of educations. Programs on a continuous basis have to be designed planned and implemented for the benefit of student in all university of our country to attract young student to take up entrepreneurial activates
3. Consider student as specific target group for all development programs.
4. Training and counseling on a large scale of existing student entrepreneurs to remove psychological causes like lack of self-confidence and fear of success.

5. Counseling through the aid of committed NGO's, psychologistics, managerial experts and technical personnel should be provided to existing and emerging student entrepreneurs.
6. Industrial estates could also provide marketing outlets for the display and sale of products made by student.
7. The Center of Entrepreneurship Development (CED) in the Nigerian Universities should be reinvented so as to introduce programmes that will ensure that the entrepreneurial perceptions and knowledge among undergraduate student are bridged. Also, such redesign and assistance will enable the CEDs focus on exposing the undergraduates to more practicals that will enhance the development of high achievement motivation, technical skills, entrepreneurial leadership skills, managerial skills and personal entrepreneurial skills among University graduates.
8. Since finance is the life wire of any entrepreneurship, a financial institution that is saddled with the responsibilities of providing loans, managerial and technical supports to budding entrepreneurs should be established so as to increase entrepreneurial motivation and by extension reduce the new venture creation apathy among University graduates.

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