ISSN 1119-9210

JOURNAL OF EDUCATIONAL FOUNDATIONS



Vol. 9, No. 1 October, 2019

JOURNAL OF EDUCATIONAL FOUNDATIONS
JEF 2019

Editor-in-Chief
Prof. J. M. Maina
Department of Educational Foundations
University of Jos, Jos

Editors

Assoc. Prof. Katrina A. Korb	-	Department of Educational Foundations University of Jos
Dr. (Mrs.) T. S. Gyang	-	Department of Educational Foundations University of Jos

Associate Editors

Prof. M. P. Haggai	-	Department of Educational Foundations University of Jos
Prof. G. O. Akpa	-	Department of Educational Foundations University of Jos
Prof. M. N. Sule	-	Department of Educational Foundations University of Jos
Prof. N. B. Longbap	-	Department of Educational Foundations University of Jos
Prof. (Mrs.) A. I. Anakwe	-	Department of Educational Foundations University of Jos
Prof. (Mrs.) B. A. Bahago	-	Department of Educational Foundations University of Jos
Assoc. Prof. A. Y. Mustapha	-	Department of Educational Foundations University of Jos
Assoc. Prof. D. N. Jimba	-	Department of Educational Foundations University of Jos
Assoc. Prof. (Mrs.) G. O. Momoh	-	Department of Educational Foundations University of Jos
Dr. J. N. Bature	-	Department of Educational Foundations University of Jos
Dr. (Mrs.) G. C. Imo	-	Department of Educational Foundations University of Jos
Dr. (Mrs.) O. O. Akintunde	-	Department of Educational Foundations University of Jos
Dr. (Mrs.) S. G. Wajikssa	-	Department of Educational Foundations University of Jos
Dr. T. I. Oke	-	Department of Educational Foundations University of Jos
Dr. S. I. Dadughun	-	Department of Educational Foundations University of Jos
Dr. P. S. Funso	-	Department of Educational Foundations University of Jos
Dr. M. O. Ogundele	-	Department of Educational Foundations University of Jos
Dr. (Mrs.) S. A. Kolawole	-	Department of Educational Foundations University of Jos
Dr. T. I. Ndupeuchi	-	Department of Educational Foundations University of Jos
Dr. (Mrs.) S. Hamza	-	Department of Educational Foundations University of Jos
Dr. J. Omede	-	Department of Educational Foundations University of Jos
Dr. (Mrs.) M. Anyebe	-	Department of Arts Education University of Jos

Consulting Editors

Prof. Kyndra V. Middleton	-	School of Education Howard University, Washington D.C.
Prof. Susan Shepler	-	School of International Service American University, Washington D.C.
Prof. (Mrs.) V. E. Okereke	-	School of Technology Education Abubakar Tafawa Balewa University, Bauchi
Prof. Taiwo Eduu	-	Faculty of Education Olabisi Onabanjo University, Ago-Iwoye
Prof. P. A. Eniayeju	-	Faculty of Education Nasarawa State University, Keffi

JOURNAL OF EDUCATIONAL FOUNDATIONS

A Journal of the Department of Educational Foundations, University of Jos, Jos.

All rights reserved. No part of this publication may be reproduced or transmitted in any form, or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system without permission in writing from the copyright owner.

© JEF 2019

ISSN 1119-9210

Printed by:
Fab Anieh Nigeria Limited.
Plot 7, Kabong Layout, near PW Construction Yard,
Rock Haven, Jos, Nigeria.
P.O. Box 1441, 930001 Jos, Plateau State
Tel: 0703 229 8131, 0803 452 7025,
E-mail: fabanieh1976@gmail.com

LIST OF CONTRIBUTORS

Abraham Yeboah	University of Cape Coast Cape Coast, Ghana
Abubakar M. Jumare	Institute of Education Ahmadu Bello University, Zaria
Afolabi E. R. I.	Department of Educational Foundations and Counselling Obafemi Awolowo University, Ile – Ife
Akindahunsi O. F.	Department of Educational Foundations and Counselling Obafemi Awolowo University, Ile – Ife
Beatrice Chinonso Maduagwu	Department of Education University of Maiduguri, Borno State
Bega, Hannatu Joseph	Department of Foreign Languages College of Education Billiri, Gombe State
Bibire Abdulkareem Hussein	Department of Psychology Nigerian Police Academy, Wudil, Kano
Ekpoki, Awagboya Henrietta	Department of Language and Literacy Federal College of Education (Technical) Gombe
Elizabeth Obiageli Uyanne	Department of Social Sciences Education University of Ilorin, Kwara State
Emmanuel Kofi Gyimah	Department of Education University of Cape Coast, Ghana
Felix Senyametor	Department of Education University of Cape Coast, Ghana
Fidelia Nwamaka Ajagbe	Michael Imoudu National Institute for Labour Studies Ilorin, Kwara State
Genevieve G. Agulanna	Department of Life Science Education Imo State University, Owerri, Imo State
Hamsatu Pur	Department of Education University of Maiduguri, Borno State
Jatto, Abdulmajeed Adewale	Department of Marketing University of Ilorin
Kasim Mohammed Saad	Registry Department Usmanu Danfodiyo University, Sokoto

Lawal, Azeez Tunbosun	Department of Business Administration Al-Hikmah University, Ilorin
Muslimat Adebanke Nuhu	Department of Social Sciences Education University of Ilorin, Kwara State
Roseline W. Walu	Department of Educational Foundations University of Jos, Jos
Tosan C. Adebisi	Department of Educational Foundations University of Jos, Jos
Tsinsat, Ibrahim	Department of Education College of Education Billiri, Gombe State
Vincent Mensah Minadzi	Department of Education University of Cape Coast, Ghana
Yusuf, Suleiman	Department of Educational Management and Counseling Al-Hikmah University, Ilorin

Instructions to Authors

Note for Contributors

The purpose of educational research is to improve the quality of education for students and educators. Education can only be improved when educational researchers use the scientific method to provide defensible answers to key questions regarding problems in the educational system and to empirically test the effectiveness of solutions to these problems. Therefore, *Journal of Educational Foundations (JEF)* strongly encourages empirical papers that investigate strategies that can improve the quality of education in Nigerian schools.

Guidelines for Submission

Submission of a manuscript to JEF implies that the work has not been published before, that it is not under consideration for publication anywhere else, and that its publication has been approved by all co-authors, if any. By submitting an article to JEF, authors acknowledge that they have adhered to the American Psychological Association (APA) Ethics Code, which can be found at http://www.apa.org/ethics/ One key standard is that researchers do not fabricate data (Standard 8.10a).

The APA Ethical Code also warns against Plagiarism (Standard 8.11). The code reads that researchers "do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally." Plagiarism means using another person's ideas, results, or words without proper credit. "The expression of original ideas is considered intellectual property and is protected by copyright laws" (plagiarism.org). Therefore, copying words from another source without quoting, as well as copying ideas from another source without citing, is illegal, unethical, and unacceptable. According to plagiarism.org, the following are considered plagiarism:

- Copying words or ideas from another work without giving credit.
- Giving incorrect information about the source of a quotation.
- Failing to put a direct quote in quotation marks (or in block quotation if the quotation is longer than 40 words).
- Changing the words but copying the sentence structure of another work.
- Copying so many words or ideas from another work that it makes the majority of the paper, whether credit is given or not.

Furthermore, the APA Ethical Code includes the following about authors on a paper: "Individuals should only take authorship credit for work they have actually performed or to which they have substantially contributed" (Standard 8.12a, Publication Credit). Therefore, all authors listed on a submission must have made a significant intellectual contribution to the paper.

Manuscript Preparation

To develop a high quality manuscript, authors are advised to adhere to the following suggestions, based off of the *American Psychological Association Public Manual* (6th edition, 2010).

Abstract. The purpose of an abstract is to provide a comprehensive summary of the article. Therefore, the abstract should summarize the purpose, participants, procedures, major findings, and conclusion. For a theoretical paper, the abstract should include the topic, the purpose, the sources used, and conclusions.

Introduction and Literature Review. The Introduction and Literature Review should introduce the problem to be studied and describe previous research conducted on the topic. The Introduction should describe the key variables that will be studied and the importance of the problem. The Literature Review should only include papers specifically related to the purpose of the study, omitting papers that are only marginally related to the work, or are only of general importance to the topic. When summarizing other papers, focus on relevant findings, methodological issues, and major conclusions as related to the purpose of your study. At the conclusion of the Literature Review, state the purpose of the study and the questions and hypotheses that will be addressed in your study.

Methods. The purpose of the Methods section is to give a detailed description of the research study. Providing sufficient detail in the Methods section is important for two reasons. First, it allows readers to evaluate the appropriateness of the methods as well as the reliability and validity of the results. Second, the Methods section should provide sufficient detail to allow any reader to replicate the study exactly as it was conducted. *Providing adequate details of the methods cannot be overemphasized.*

Research Design. Describe the research design that was used and how the design was implemented in the study. Identify key variables under study, including the independent and dependent variables for experimental, quasi-experimental, and causal-comparative (also called ex-post facto) designs.

Participants. Details of the participants are necessary to allow readers to determine the groups of people that the study's findings can be generalized to. Report the sampling procedures as well as major demographic characteristics of the sample, including sex and age, as well as socioeconomic status, level of education, and language preference where appropriate. If any participants did not complete the study, state the number and details of why they did not complete it.

Instruments. Researchers should explain how the dependent variables were measured, or key variables in correlational and descriptive research designs. In this section, give an operational definition of the key variables that were measured, how many items measured each variable, and sample questions. Also briefly describe instructions to the participants, how the participants responded (e.g., Likert scale), and how the instrument was scored. Also explain who developed the instrument, research studies conducted to examine the instrument's validity, and other studies that have used the same instrument.

Procedure. Summarize each step in the research study, including specific information about the treatment where appropriate. Describe random assignment procedures, instructions given to the participants, and when and where the research occurred. Remember that this information needs to be specific enough so any other researcher can replicate your procedure exactly.

Results. The Results section describes the analysis of the data that was collected, and should be organized around the research questions or hypotheses that were set at the beginning of the paper. For each research hypothesis or question, describe how scores were obtained for each variable and the statistical test used. After explaining the calculated statistics, explain how the results should be interpreted. Summarize statistics in tables and figures where appropriate to help the reader understand the results.

Discussion. The Discussion section should evaluate and interpret the implications of the statistical tests described in the results section. Begin the Discussion with a clear

statement of how the findings in the Results section confirmed or disconfirmed the original research hypotheses or questions. Then describe how the results relate to previous studies, theory, and/or education in Nigeria.

Recommendations. The purpose of the Recommendations section is to make recommendation for educational practice *based on the findings of the study.* Therefore, recommendations must be directly related to the variables that were measured in the study. To do this, the recommendations need to be based off of the statistical results reported for each research question or hypothesis. Any recommendation about a variable that was not measured or manipulated in the study is unwarranted and negatively affects the quality of the study.

Conclusions. The Conclusions section should summarize the findings of the study and to state the final conclusion based on the purpose of the study. Again, the conclusions *must be based on the findings of the study.* Conclusions about variables not measured or manipulated in the study and analyzed by a research question or hypothesis are invalid.

References. All references cited in the paper must appear in the References section, and all references must be cited in the paper. List references in alphabetical order. The basic format of references are as follows for a book and journal article, respectively.

Mallum, J. O. & Haggai, M. P. (2000). *Educational psychology: Classroom practice.* Jos: Ya-Byangs Publishers.

Fidelia, M.U.N. & Odini, I. J. (2009). A study of occupational related stress among lecturers. *The Nigerian Educational Psychologist, 7,* 112-118.

Theoretical Papers. The purpose of a theoretical paper is to clarify a significant educational issue and provide recommendations to improve educational practice. In a theoretical paper, the author uses existing research literature to advance educational practice. *Introduction, Recommendations,* and *Conclusions* of a theoretical paper should follow similar guidelines as empirical papers with minor adjustments. Instead of the Method, Results, and Discussion sections, a theoretical paper includes either *Theoretical Framework* or a *Conceptual Framework* and *Position.* Particularly when writing theoretical papers, consider that most research and theory has been developed in Western countries. Therefore, authors must critically consider the theoretical and practical application of Western research in the Nigerian context. Ensure that the position and recommendations are feasible within the cultural context and practical constraints of the Nigerian education system.

Introduction. Clearly state the problem and the importance of the problem.

Theoretical or Conceptual Framework. In this section, describe existing research and theory that relates to the problem. In most cases, only one theory or conceptual framework should be applied. Clearly explain both the theory/conceptual framework and how it relates to the problem at hand.

Position. Based on the theoretical or conceptual framework, the author now describes their position on how the educational problem can be improved. Clearly describe practical steps that educationalists can take to solve the problem.

Recommendations. Summarize recommendations, ensuring that all recommendations are based off of the theoretical/conceptual framework.

Conclusion. Summarize the findings of the paper as related to the theoretical/conceptual framework.

Manuscript Guidelines

Manuscripts submitted to JEF should adhere to the following guidelines:

- **Format.** Type using double spacing on A4 paper using 12-point Times New Roman font.
- **Length.** Do not exceed 20 pages, including references.
- **Abstract.** Include a single-spaced abstract of 150 words or less.
- **Title Page.** Include a title page including author(s) name, highest qualification, rank, mailing address, email address, and GSM number. The title should also be included on the first page of the manuscript.
- **Blind Review.** Do not list the author(s) names on any pages after the title page to facilitate blind review.
- **Organization.** Organize papers under the following headings
  - *Empirical papers:* Introduction, Methods, Results, Discussion, Recommendations, Conclusion
  - *Theoretical papers:* Introduction, Theoretical or Conceptual Framework, Position, Recommendations, Conclusion
- **Tables and Figures.** Tables and Figures should be included within the body of the paper, and be labeled with consecutive numbers (i.e., Table 1) and a descriptive title.
- **Quotations.** Passages taken word-for-word from another source must be appropriately quoted. Citation and page number must be included. Passages greater than 40 words should be indented with ½ inch margin to the left and right. Passages 40 words or less are simply surrounded by quotation marks.
- **References.** All references cited in the body of the paper must be included in the reference section, and the references section should only include papers cited in the body of the paper. All references must strictly follow current APA format.
- **Revision.** All papers should be carefully edited for grammatical errors and clarity of writing. After finishing a manuscript, the paper should be reviewed at least three times. First, the paper should be read out loud to determine whether the writing is clear. Second, give the paper to a knowledgeable colleague and ask them to make substantial comments on the content and writing style. Finally, just before submitting the paper, read through it one last time to identify grammatical and formatting errors.
- **Plagiarism.** JEF maintains strict standards against plagiarism. Plagiarism means using another person's ideas, results, or words without proper credit. Original ideas are considered intellectual property and are protected by copyright laws. Therefore, all quotes must be properly quoted, and all ideas must be properly referenced. Any plagiarized manuscript will be immediately rejected without refund of the assessment fee. For more information on plagiarism, visit plagiarism.org
- **Authorship.** JEF adheres to the APA Publication Manual (6th ed.) definition of authorship as follows: Individuals should only take authorship credit for work they have actually performed or to which they have substantially contributed (APA Ethics Code Standard 8.12a, Publication Credit).

Submission of Articles

Either a soft copy or three typed copies of the manuscript are to be submitted to the Editor (for contact information, email katrina.korb@gmail.com).

Review of Submissions

All submissions are evaluated through a double-blind review process, which means that the reviewers do not know the identity of the article's authors, and the authors do not know the identity of the reviewers. Feedback will be provided to the authors regardless of whether the paper is accepted or rejected.

Journal of Educational Foundations, Vol. 9, No. 1 October 2019, 91- 100

NEXUS BETWEEN ENTREPRENEURIAL EDUCATION AND MARKETING STUDENTS' INTENTION TO BUSINESS START-UP: EVIDENCE FROM ILORIN, KWARA STATE

Lawal, Azeez Tunbosun
Department of Business Administration
Faculty of Management Sciences
Al-Hikmah University, Ilorin

Jatto, Abduimajeed Adewale
Department of Marketing
Faculty of Management Sciences
University of Ilorin

Yusuf, Suleiman
Department of Educational Management and Counseling
Faculty of Education
Al-Hikmah University, Ilorin

ABSTRACT

The objective of this study is to assess the effect of entrepreneurial education on marketing students' intention to start up their businesses upon graduation. The study adopted the correlational research design and data was gathered using a structured questionnaire. A total of 260 participants were selected. Data obtained were analyzed using descriptive statistics and the research hypothesis was analysed using regression analysis. The finding revealed that there is a positive effect of entrepreneurial education on marketing students' intention to start up a business. The study concluded that marketing students will transition to become entrepreneurs essentially when they acquire technical, business and personal skills which facilitate adequate readiness to undertake self-employment. The study recommended that entrepreneurial education should be included to marketing undergraduates from their first year rather than teaching them in their third or final year in the University.

Keywords: Business start-up, Entrepreneurial education, Marketing undergraduates

INTRODUCTION

There has been increasing global concern in most developing countries over the continuously increasing rates of unemployment, where the youth have been identified as the most affected groups. In Nigeria, before the advent of colonial rule, unemployment was a rare phenomenon because the people were highly entrepreneurial and productively engaged in farming, tie and dye, handcraft, among others (Mohammed & Ramoni, 2015). This was realized through public wealth creation and prolific use of human resources, thus averting unemployment. However, the emergence of formal administration in Nigeria ushered in formal education which enabled citizens to have the opportunity of being employed in the civil service after completion of their university studies. As such,

the system ruined self-reliance and entrepreneurial skills and spirit of Nigerian youths as they became reliant on the colonial masters' jobs (Raimi & Adeleke, 2010). This has led to massive unemployment over the years and a craze in the contemporary times for ready-made jobs.

As a result, various government and non-governmental organizations have initiated various entrepreneurship programmes to address the problems of unemployment among Nigerian citizens, examples include the establishment of the National Directorate of Employment (NDE), the National Poverty Eradication Programme (NAPEP), Small and Medium Enterprises Development Agency (SMEDAN), and the most recent being the Central Bank of Nigeria's Agri-Business Small and Medium Enterprises Investment Scheme (AGSMEIS) among other interventions (Akhuemokhan, Raimi, & Sofoluwe, 2013; Egunsola, Dazala, &Daniel, 2012). The programmes were initiated with the hope that the development of self-employment and small enterprise initiatives would serve as a measure to unlock the economic potentials of the people, increase the capacity to empower and equip individuals in the society to participate and benefit from the national economy as well as facilitate economic development which forms the bases for transformation (Ekpo & Edet, 2011; Uwachukwu, 2009).

In an attempt to redirect energies of Nigerian youths to more productive activities upon graduation from universities, the Federal Government of Nigeria in 2007, through the National Universities Commission (NUC) introduced entrepreneurial education into the university academic curriculum. The rationale for the inclusion of entrepreneurship curricula in tertiary institutions, according to Cachon and Cotton (2008), is that it will help graduates to acquire increased understanding of entrepreneurship, equip them with entrepreneurship approach to the world of work and prepare them to act as entrepreneurs and managers of new businesses. Thus, the objectives of entrepreneurship education as succinctly presented by the European Union (2007) include raising students awareness of self-employment as a career option; promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk taking and responsibility; and providing technical and business skills that are needed in order to start a new venture. From the foregoing it can be deduced that exposure of undergraduates to entrepreneurship education will boost entrepreneurial drive in students.

Entrepreneurial education according to *Isaac*, Visser, Friedrick, and Brijlal (2007) is the purposeful intervention by an educator in the life of the learner to survive in the world of business, and it has as its focus an action orientation primarily embodied in teaching students how to develop a business plan. Entrepreneurship education develops and stimulates entrepreneurial process, providing all tools necessary for starting up new ventures (Postigo, Iacobucci, &Tamborini, 2006). It is commonly believed that entrepreneurship education is an imperative that would make a positive contribution to improving the entrepreneurship orientation of the people, leading to the acquisition of skills, creativity, confidence, drive and courage, in order to create employment for self and others. Entrepreneurial education has come to denote all forms of the knowledge delivery that seek to empower the individual to create real wealth in the economy, thereby advancing the cause of development of the nation as a whole.

Bassey and Achibong (2005) opine that the goal of entrepreneurial education is intended to empower graduates irrespective of their areas of specialization with skills that will enable them to engage in income yielding venture, if they are unable to secure jobs in

the public sector. It is a reorientation from job seekers to job creators. However, after over a decade of implementing this laudable educational policy, youth unemployment is yet to abate. In the circumstances therefore, this study will evaluate the effect of entrepreneurial education on students' intention to business startup upon graduation.

Entrepreneurial education is relatively new in Nigerian literature as it is a recent trend in new course development as against the traditional courses that have gained formal recognition in universities. Entrepreneurship courses are now finding their way into formal education as subjects or full degree courses at undergraduate and postgraduate levels in the tertiary education of Nigeria. Course requirements are mostly output and result oriented, prototype development, hands-on training and other practical applications that require mentoring of students' progress at each developmental stage. This form of education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurship in a variety of settings. It is the type of education designed to change the orientation and attitude of the recipients, and in the process will equip them with the skills and knowledge to enable them start and manage a business enterprise (OECD, 2009).

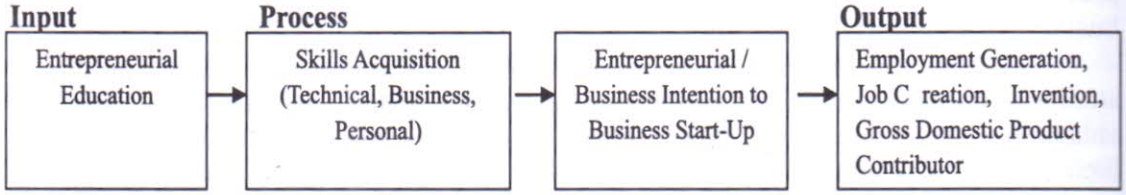
Wilson, Kickcul, and Marlino (2007) observed that although a small number of studies have examined the effectiveness of entrepreneurship education programmes in enhancing self-employment, these studies have been limited in scope and rather inconclusive in their findings. In one of such studies, Peterman (2000) found that participation in an entrepreneurship education programme significantly increased perceived feasibility of starting a business among graduates. In addition, those who perceived their entrepreneurship education to be a positive experience showed higher scores of perceived feasibility than those who thought their educational experience was negative.

Nevertheless, several studies indicate that entrepreneurial education contributes to the success of graduates being entrepreneurs. For instance, Kekkonen (2010) in his research findings revealed that entrepreneurship education course has positive effects on entrepreneurial career choice of students and the effects are significant. Also, Idogho and Ainabor (2011) investigated the extent to which the entrepreneurship education introduced in tertiary institutions in Nigeria has impacted in students, the entrepreneurial skills and intentions needed to set up a new business. The result of the analysis conducted showed that there is a positive correlation between the variables. It also found that students who received instructions in entrepreneurship education showed a greater desire to set up small scale business after graduation.

Theoretically, the theory of planned behavior, human capital entrepreneurship theory and the trait theory offer a better explanation on how entrepreneurship can be embraced through early entrepreneurial knowledge or through in born qualities (Clausen, 2006; Coon, 2004; Shane & Venkataraman, 2000; Simpeh, 2011). Firstly, the theory of planned behavior states that behavioral intentions is formed by individual's attitude towards that behaviour, subjective norms and perceptions of behavioral control. The theory further postulates that behavior results from an individual's intention to perform entrepreneurial behavior and their ability to make mindful choices among alternatives and make good decisions. This theory is made up of three components which are the attitude towards behavior, subjective norms and perceived behavioral control (Ajzen, 1991).

Secondly, human capital entrepreneurship theory assumes that entrepreneurship is hinged on two factors: education and experience. Specifically, it is believed that the knowledge acquired via education and experience signifies a resource that is heterogeneously disseminated across individuals and in effect essential to understanding variances in business opportunity identification and utilization (Anderson & Miller, 2003; Davidson & Honing, 2003; Kim, Aldrich & Keister, 2003; Korunka, Frank, Lueger, & Mugler, 2003; Shane & Venkataraman, 2000).

Lastly, the trait theory sees personality traits as stable qualities that a person shows in most situations (Coon, 2004). To the trait theorists, there are enduring inborn qualities or potentials of the individual that naturally make him or her an entrepreneur. Some of the characteristics or behaviors associated with entrepreneurs are that they tend to be more opportunity driven and have propensity to take calculated risk, demonstrate high level of creativity and innovation and show high level of management and leadership skills (Simpeh, 2011).



The model in Figure 1 assumes that students' exposure to entrepreneurial education as a course at undergraduate level leads to skills acquisition required to be an entrepreneur such as generating ideas and remaining innovative and competitive. As an entrepreneur such an individual or group of individual then contributes to the economic good of the society by generating employment for self and others, inventing and contributing to the Internal Generated Revenue (IGR) through payment of taxes and as well the Gross Domestic Product (GDP) of the country.

Important skills include technical skills, business management skills and personal entrepreneurial skills. Technical skills involve things like writing, listening, oral presentations, coaching, being a team player and other technical know-how. Business management skills include those knowledge required in starting, developing and managing an enterprise while the personal skills are those that differentiate an entrepreneur from a manager such as risk-taking, change orientation, persistence and being a visionary leader among others (Osuagwu, 2006).

OBJECTIVES OF THE STUDY

The overall objective of this study is to assess the effect of entrepreneurial education on marketing students' intention to start up their businesses upon graduation. Specific objectives are as follows.

- To determine the level of students' awareness of entrepreneurial education.
- To determine the relationship of entrepreneurial education on students' business intention.

RESEARCH QUESTION

1. What is the level of students' awareness of entrepreneurial education?

RESEARCH HYPOTHESIS

1. There is no significant relationship between entrepreneurial education and students' entrepreneurial intention to business start-up.

METHODS

Research Design

The study adopted the correlational research design so that comprehensive information on the relationship between entrepreneurial education and entrepreneurial intention to business start-up could be obtained (Creswell, 2013).

Participants

The population of the study consists of 781 marketing students (100 to 400 level undergraduate students) of Al-Hikmah University and the University of Ilorin in Kwara State, Nigeria. Both programs offer Marketing as a degree programme as at 2018/2019 academic session. However, in order to get a sample size, the study employed Krejcie and Morgan's (1970) sampling table to get a required sample size of 260 that is necessary as respondents needed based on the nature of the study. Furthermore, the study adopted convenience sampling technique to distribute the copies of questionnaires to the respondents.

Out of the 260 questionnaires distributed, only 226 usable questionnaires were returned. An additional 34 questionnaires were unusable, so 202 usable questionnaires were used for the analysis. To determine the response rate, we divided the total number of returned questionnaires from the distributed questionnaires and multiplied it by 100. Therefore, the response of the study is 87%, indicating high response rate (Creswell, 2013). Table 1 shows the analysis of the copies of questionnaires administered and the response rate.

Table 1. Questionnaire Administration Analysis.

	Number
Distributed Questionnaires	260
Returned Questionnaires	226
Unusable Questionnaires	34
Usable Questionnaires	202
Response Rate	87%

Instrument

An instrument titled Entrepreneurial Education and Business Intention Questionnaire (EEBIQ) was adapted from the studies conducted by Olokundun, Hezekiah, Stephen and Fred (2014) and Tung (2011) to collect relevant data for the study. Entrepreneurship education in this study means those skills and knowledge which students received during their entrepreneurship class in school, which would be useful to start their own businesses.

In order to ensure validity of the instrument, it was given to experts in the field of the study for their observations and suggestions. All the observations and suggestions were corrected with a view to ensure that all the items contained in the instrument measure what they supposed to measure (Creswell, 2013). Also, in order to ensure reliability of the instrument, a pilot study was conducted using 20 marketing students of Kwara State Polytechnic that is outside the institutions that were used for the main data collection. The outcome of the study indicates high Cronbach Alpha, suggesting adequate reliability of entrepreneurship education (alpha = .864) and entrepreneurial intention to business start-up (alpha = .872).

Procedure for Data Collection

Before collecting data, consent form was given to get participants' consent to participate in the study. In order to ensure a hitch-free data collection, two research assistants were employed, which made the collection to be easier. After that, questionnaires were administered to the respondents of the selected institutions in Kwara State in their schools within the rain semester using cross-sectional approach (Creswell, 2013).

Method of Data Analysis

Statistical Package for Social Sciences (SPSS) was employed to analyze the data collected (Hair, Ringle & Sarstedt, 2014; Pallant, 2010). Specifically, SPSS was used to perform screening, descriptive analysis and assess the relationship between the variables of the study.

RESULTS

The first research question asked, what is the level of students' awareness of entrepreneurial education. The answer is presented in Table 2.

Table 2. Analysis of Marketing Students' Level of Awareness on Entrepreneurial Education.

	Frequency	Percentage
Aware through formal education	89	39.4
Aware through informal education	14	6.2
Undecided	7	3.1
Unaware	116	51.3
Total	226	100.0

Table 2 shows the level of marketing students' awareness of what entrepreneurship entails as undergraduates. Specifically, the analysis indicates that 39.4% of the respondents were aware of entrepreneurship through formal entrepreneurial education, meaning that it had been taught as a course while only 6.2% respondents were also aware of entrepreneurship but obtained an informal entrepreneurial education such as through books and/or the internet. A small number of respondents (3.1%) were undecided of their knowledge of the intrigues of the concept. A majority of respondents (51.3%) were not aware. In view of the foregoing, therefore it suggests that majority of the respondents were unaware of the entrepreneurial education.

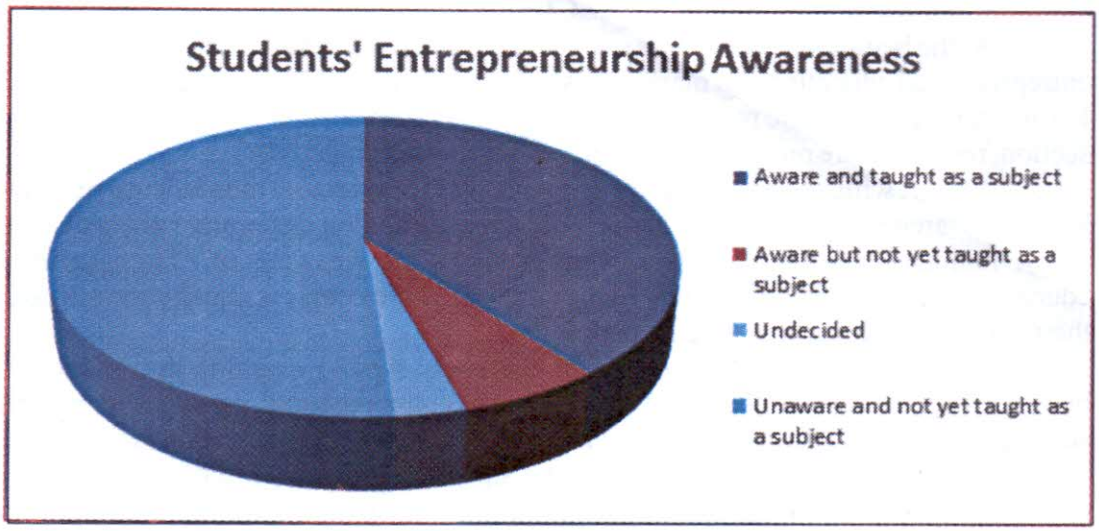


Figure 2. Students' Perceived Level of Awareness on Entrepreneurial Education

The research hypothesis stated that there is no significant relationship between entrepreneurial education on marketing students' entrepreneurial intention to business start-up. The result is presented in Tables 3 and 4.

Table 3. ANOVA Summary Table of the Relationship between Entrepreneurial Education and Entrepreneurial Intention to Business Start-Up.

Model	Sum of squares	df	Mean Square	F	Sig.
Regression	3.41	1	3.41	3.96	<.0001
Residual	65.42	76	0.86		
Total	68.83	77			

From the ANOVA table in Table 3, since p was less than 0.05 (critical value), the null hypothesis was rejected and the alternative accepted. This implied that entrepreneurial education does have significant relationship with students' intention to business start-up.

Table 4. Model Summary of the Relationship between Entrepreneurial Education and Entrepreneurial Intention to Business Start-Up

R	R^2	Adjusted R^2	Std. Error of Estimate
0.223	0.050	0.136	0.477

The model summary in Table 4 shows that 5% of variation in students' intention to business start-up was explained by variation in explanatory variable of entrepreneurial education, while the remaining 95% is explained by other factors which are not included in the model. The positive correlation means that the more entrepreneurial education a marketing student receives, the higher their business intention.

DISCUSSION

At the beginning, the study's overall objective was to examine the nexus between entrepreneurial education and marketing students' intention to business start-up in Ilorin, Kwara state. Two specific research objectives were formulated to guide the study. In this section, responses are provided to help achieve the stated objectives.

To start with, the first research objective was to determine the students' perceived level of awareness on entrepreneurship education. Based on descriptive analysis of the study, finding revealed that majority of students are unaware of entrepreneurship education and have not been taught in their school as the course is usually introduced in their 300 and 400 level in their universities.

The second research objective of the study was to examine the relationship between entrepreneurial education and students' entrepreneurial intention to business start-up. In order to achieve the second research objective, a hypothesis was formulated. The hypothesis postulates that there was no significant relationship of entrepreneurial education on students' business intention to business start-up. The results indicate that students' involvement in entrepreneurship course has a positive relationship with entrepreneurial intention to start up their businesses. Specifically, more entrepreneurial education leads to higher business intentions. The current finding is congruent with human capital theory of entrepreneurship which proposes that entrepreneurship can be understood from two underlying perspectives, namely education and experience (Clausen, 2006; Shane & Eckhart, 2003) because it is assumed that the knowledge gained from formal or informal education and experience signifies a resource that is heterogeneously spread across personalities and in effect fundamental to understanding transformations in opportunity exploitation and identification (Anderson & Miller, 2003). Also, it is also consistent with the work of Kim, Aldrich, and Keister (2003) as well as Davidson and Honing (2003) who found that human capital factors are positively related to becoming a nascent entrepreneur. Another similar study conducted by Korunka and colleagues (2003) established link between education and entrepreneurial success.

RECOMMENDATIONS

Based on the findings, the following recommendations are made.

- Entrepreneurship education should be encouraged at all levels of undergraduate education.
- Emphasis should be focused on technical, business and personal skills during classroom entrepreneurial trainings to increase students' drive and confidence in starting their businesses.

CONCLUSION

From the results of the study it can be concluded that students are exposed to entrepreneurship education course which can lead to the development of business startup intention during or after their undergraduate studies. The regression analysis also indicated that entrepreneurship education has a significant relationship with students' entrepreneurial intention for business startup, which is in tandem with the works of Kekkonen (2010) and Idogbo and Ainabor (2011).

REFERENCES

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*, 179-221.

Akhuemonkhan, I. A, Raimi, L. & Sofoluwe, A. (2013). Entrepreneurship education and employment stimulation in Nigeria. *Journal of Studies in Social Sciences, 3*(1), 55-79.

Anderson, A. R., & Miller, C. J. (2003). Class matters: Human and social capital in the entrepreneurial process. *The Journal of Socio-Economics*, *32*(1), 17-36.

Bassey, U. U., & Archibong, I. A. (2005). Assuring quality graduate output through entrepreneurial oriented education in Nigerian universities. *Nigerian Journal of Curriculum Studies, 12*(3), 18-23.

Cachon, J-C., & Cotton, B. (2008). The long-term effects of active entrepreneurial training on business school students' and graduates' attitudes towards entrepreneurship. *International Journal of Business and Globalization, 2*(1), 72-91.

Clausen, T. H. (2006). *Who identifies and exploits entrepreneurial opportunities.* Retrieved from www.ccsr.ac.uk

Coon, D. (2004). *Introduction to psychology* (9th ed.). Minneapolis: West Publishing Company.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Los Angeles: SAGE Publications.

Davidson, P., & Honing, B. (2003). The role of social and human capital among nascent entrepreneurs. *Journal of Business Venturing, 20*, 121.

Egunsola, E. A. O., Dazala, I. U., & Daniel, J. D. (2012). Entrepreneurship education and attitude of undergraduate students to self employment in Mubi, Adamawa State, Nigeria. *Journal of Education and Practice, 3*(8), 95-102.

Ekpo, U. I. & Edet, A. O. (2011). Entrepreneurship education and career intentions of tertiary education students in Akwa-Ibom and Cross River states Nigeria. *International Education Studies, 4*(1), 172.

European Union. (2002). *Final report of the expert group "Best procedure" project on Education and Training for Entrepreneurship.* Brussels: European Commission Directorate - General for Enterprise. Retrieved from https://www.researchgate.net/publication/266008841

Hair, J. F., Ringle, C. M., & Sarstedt, M. (2012). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice, 18*, 139-152.

Idogho, P. O., & Ainabor, A. E. (2011). Entrepreneurship education and small-scale business management skill development among students of Auchi Polytechnic Auchi, Edo State, Nigeria. *International Journal of Business and Management, 6*(3), 284-288.

Isaacs, E., Visser, K., Friedrick, C., & Brijlal, P. (2007), Entrepreneurship education and training at the Further Education and Training (FET) Level in South Africa. *South African Journal of Education, 27*, 613-629.

Kekkonen. (2010). International business students' attitudes of entrepreneurship. *Advances in Business Related Scientific Research Journal (ABSRJ), 1*(1).

Kim, P., Aldrich, H.E., & Keister, L.A. (2003). Access (not) denied: The Impact of financial, human and cultural capital on becoming a Nascent Entrepreneur. Working paper. *Entrepreneurship theories and Empirical research: A Summary*

Review of the Literature. Retrieved from: https://www.researchgate.net/publication/230814855

Korunka, C., Frank, H., Lueger, M., & Mugler, J. (2003). The entrepreneurial personality in the context of resources, environment, and the startup process: A configurational approach. *Entrepreneurship Theory and Practice, 28*(1), 23-42.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement 30*, 607-610.

Muhammad, Y. M., & Ramoni, S. A. (2015). Effects of entrepreneurship education on willingness to own personal business among university graduates. *European Journal of Academic Research, 3*(11), 19-30.

OECD, (2009). *Evaluation of programmes concerning education for entrepreneurship*. Report by the OECD Working Party on SMEs and Entrepreneurship, OECD. Retrieved from: https://www.oecd.org/cfe/smes/42890085.pdf

Olakundun, M., Hezekiah, F., Stephen, I., & Fred, I. (2014). An assessment of the taught entrepreneurship program in Nigerian secondary schools. *Merit Research Journal of Education and Review, 2*(11), 257-275.

Osuagwu, L. (2006). *Small business and entrepreneurship management*. Lagos: Grey Resources

Pallant, J. (2010). SPSS survival manual: A step by step guide to data analysis. In J. M. Burns., G. R. Goethals, & G. J. Sorenson (Eds.), *Encyclopedia of leadership* (pp. 627-630). Thousand Oaks, CA: Sage Publications.

Peterman, N. (2000) *Entrepreneurship and enterprise education: Influencing students' attitudes towards entrepreneurship*. Queensland: The University of Queensland.

Postigo, S., Iacobucci, D., & Tamborini, M. F. (2006). Undergraduate students as a source of potential entrepreneurs: A comparative study between Italy and Argentina. In A. Fayole, & H. Klandt (Eds.), *International entrepreneurship education: Issues and newness*. Cheltenham, UK: Edward Elgar Publishing.

Raimi, L., & Adeleke, I. A. (2010). *Using entrepreneurship development and corporate social responsibility as strategies for conflict resolution in the Niger-Delta region in Nigeria.* A Paper presented at the 34th Annual SPE International Technical Conference and Exhibition, Tinapa-Calabar, Cross Rivers State.

Shane, S. A., & Eckhardt, J. T. (2003). Opportunities and entrepreneurship. *Journal of Management, 29*(3), 333-349.

Shane, S. A., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review, 25*(1), 217-226.

Simpeh, K. (2011). Entrepreneurship theories and empirical research: A summary view of the literature. *European Journal of Business Management, 3*(6), 1-9.

Tung, L. C. (2011). *The impact of entrepreneurship education on entrepreneurial intention of engineering students*. City University of Hong Kong.

Uwachukwu, G. O. (2009). Issues and challenges in the development of entrepreneurship education in Nigeria. *An International Multi-Disciplinary Journal, 3*(5), 215-226.

Wilson, F., Kickcul, J. & Marlino, D. (2007). Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: Implications for entrepreneurship education. *Journal of Entrepreneurship Theory and Practice, 319*(3), 387-406.