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RELATIONSHIP BETWEEN ENTREPRENEURIAL ASPIRATIONS AND MATHEMATICS ACHIEVEMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE, NIGERIA

Benson C. Ezeanyi (Department of Science Education, National Open University of Nigeria)
Zephrinus C. Njoku (Department of Science Education, University of Nigeria, Nsukka)
Marcellinus C. Anaekwe (Department of Science Education, National Open University of Nigeria)

ABSTRACT

Unemployment rate in Nigeria has made some secondary school leavers opt for entrepreneurship. But whether or not the level of Mathematics at secondary schools in Nigeria can afford them the skills needed for entrepreneurship is a concern. This study therefore investigated the relationship between entrepreneurial aspirations and Mathematics achievement among senior secondary school students in Anambra state. The study adopted a correlation research design. Four research questions and three hypotheses were used for the study. Multi stage sampling procedure was used to draw 2000 SS3 students from the state. Entrepreneurial Aspiration Scale (EAS) and Mathematics Achievement Test (MAT) were used as instruments for data collection. The instruments were validated by three experts. The reliability of EAS and MAT were established using Cronbach Alpha and Kuder Richardson 20 with coefficient values of 0.68 and 0.80 respectively. Data was collected after the administration of the instruments and analyzed using frequency counts, percentages, simple and multiple linear regressions. Findings of the study revealed among others that the most common entrepreneurial aspiration among senior secondary school students in the state is entertainment industry (23.6%), while the least is food services (11.2%). Based on the findings, it was concluded that Mathematics achievement had a significant relationship with entrepreneurial aspirations. The study recommended among others that government should provide entertainment platforms to enable students develop their artistic skills for future use. Again, Mathematics teachers should relate Mathematics concepts and content to their applications to everyday living for self reliance of the students after school.

Keywords: Entrepreneurial aspirations, Mathematics achievement, Secondary school students

Introduction

Globally, science and technology are recognised as powerful instruments for national development. It is in realization of this that Nigeria had to adjust her education system and diversify her curriculum to integrate academic knowledge with technical and vocational skills so as to

empower graduates from the education system with adequate knowledge and skill. One of the major goals of National Policy on Education (Federal Republic of Nigeria, FRN, 2014) is to equip every individual with skills and job competences for gainful occupation. This is meant to help cement the partnership between education and labour as we prepare a competitive workforce with entrepreneurial skills. Pre and post-independence curriculum implementation at various levels of education in Nigeria reflect the colonial legacy of inculcating in the pupils the three 'Rs', reading, writing and arithmetic. (Igbokwe-Ibeto, 2018). The colonial education failed to institute a functional education that will advance the needs of the society. Consequently, the colonial schools failed to imbue the school leavers with the requisite skills and competencies for adaptation and contribution to the wider society (Ogunleye & Fidel- Imoisili, 2020).

Science teaching should aim at equipping the learners with appropriate scientific knowledge and skills which will enable them to explore their surroundings and become more creative and self-reliant. Ezeanyi (2021) describes mathematics as the foundation of hard core science and technology and it has the potential for development. Mathematics plays a vital role in the development of science and technology. Such importance justifies its inclusion as a compulsory subject at the primary and secondary school levels of education, especially in Nigeria. This is probably because the social, economic, political, geographical, scientific and technological aspects of man are centered on numbers. However, students' achievement in mathematics especially in external examinations has not improved as expected. The students' achievement as compared to general expectation is evident in the report of students' achievement in external examinations in the past.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in an instructional environment, specifically in school, college, and university (York, Gibson and Rankin, 2015). Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspect is most important procedural knowledge such as skills or declarative knowledge such as facts. A lot of factors have been advanced for the fluctuating achievement of students in mathematics in external examinations. One of the most commonly implicated factors is the method of teaching mathematics adopted by mathematics teachers (Iyiola, 2015). Little attention has been paid to the roles of students' entrepreneurial aspirations as they advance in secondary schools and as they choose their subjects of interest. Studies exploring the relationship between entrepreneurial aspirations and

mathematics achievement of secondary school leavers are not wide spread in literature.

It is worthy of note that most often, secondary school leavers in Nigeria including those in Anambra state often spend much years searching for jobs. The implication is that the education system has failed to imbue the school leavers with the requisite skills and competencies for effective living as members of the society. This factor accounts for growing number of unemployed youths roaming the streets of Nigeria, especially secondary school leavers. It is worrisome to see these able bodied young boys and girls at such places as motor parks, busy road junctions and bus stops and such other socially depraved areas. The inability of secondary school leavers to be gainfully employed worsens the biting unemployment situation in the country. The sight of these hordes of unemployed young school leavers has continued to generate varied concerns over the failure of the education system to avail them appropriate entrepreneurial skills to enable them become entrepreneurs. However, with the trend of unemployment being well understood among secondary school leavers, secondary schools students are believed to be aspiring for entrepreneurship.

Entrepreneurial aspirations according to Jamalia, Reza, Jahangir and Ali (2018) refer to a stated desire to start a new venture, or an expectation that one will be started. These aspirations are in levels according to individual differences. Entrepreneurial aspiration level, therefore, according to Nauta, Epperson and Kahn (2013), Powell and Butter field, (2012), Danziger and Eden, (2014) and Litzky and Greenhaus, (2008) is defined as a person's dream, desired entrepreneurial goal and the extent to which an individual intends to take action to advance higher. Differences in entrepreneurial aspirations play a critical role in economic dynamism with growth aspiration, entrepreneurs standing out as the group which has the highest potential to generate the bulk of new jobs in the economy and therefore contribute the most to economic growth and development (Matt, 2016). These entrepreneurial aspirations includes but not limited to Food services, Automobile services, Electrical/electronics, Building technology, Entertainment industry and Fashion/Beauty services. The different specific areas of aspirations as perceived by people are encapsulated into six groups listed in this study.

Statement of the Problem

With unemployment rate increasing on a daily basis, secondary school leavers now aspire to venture into different areas of entrepreneurship. But they cannot be successful in any area of entrepreneurial endeavour without requisite skills and knowledge. Mathematics education is expected to equip students with relevant skills that will enable them to be self-employable and self-reliant on leaving

school, especially helping them in the development of entrepreneurial aspirations for different fields of life. However, students' achievements in mathematics as noted by WAEC Chief Examiners over the years keep fluctuating with abysmal remarks in some years despite its importance. Researchers have identified among others, the teaching method adopted by mathematics teachers as the most common factor affecting mathematics achievement in secondary schools. Little is known about whether the entrepreneurial aspirations the students have affect the students' mathematics achievement. This study found out if there is any relationship between entrepreneurial aspirations and mathematics achievement of senior secondary school students. That is, if students of similar entrepreneurial aspirations indicate similar mathematics achievement.

Purpose of the Study

The purpose of this study is to determine the relationship between entrepreneurial aspirations and mathematics achievement among senior secondary school three (SS3) students in Anambra State. The specific objectives are as follows:

1. Identify the different entrepreneurial aspirations of SS3 students in Anambra State.
2. Determine the difference in students' achievement scores in different sub-themes of mathematics based on their entrepreneurial aspirations
3. Examine the difference in students' general achievement scores in mathematics based on their entrepreneurial aspirations
4. Determine the relationship between entrepreneurial aspirations and mathematics achievement of SS3 students.

Research Questions

The study was guided by the following research questions:

1. What are the different entrepreneurial aspirations of SS3 students in Anambra State?
2. What is the difference in students' achievement scores in different sub-themes of mathematics based on their entrepreneurial aspirations?
3. What is the difference in students' general achievement scores in mathematics based on their entrepreneurial aspirations?
4. What is the relationship between entrepreneurial aspirations and students' achievement in mathematics?

Hypotheses

The following null hypotheses were tested at 0.05 alpha levels.

1. There is no significant difference in SS3 students' achievement in different mathematics sub-themes based on their entrepreneurial aspirations.

2. There is no significant difference between students' general achievement scores in mathematics based on their entrepreneurial aspirations.
3. There is no significant relationship between entrepreneurial aspirations and students' achievement in mathematics.

Research Method

This study adopted the Correlation research design. Such a design is useful for the study of causes where experimental assignment or manipulation is infeasible and unethical. It indicates how one variable impacts on another as well as the direction and magnitude of the relationship between the variables. The study was carried out in Anambra State. The sample size used for the study was 2000 SS3 students in Anambra state, which were obtained using multi-stage sampling procedure.

Two instruments were used for gathering data for the study. They are Entrepreneurial Aspirations Scale (EAS) and Mathematics Achievement Test (MAT). Entrepreneurial Aspirations Scale (EAS) is a scale developed by the researcher to determine the students' entrepreneurial aspirations. Thirty different entrepreneurial aspirations were identified by the researcher and clustered into six (6) major groups. The clusters are to make for easy discussions on their relationship with mathematics achievement. It was designed on a four point scale of Very much like (VML), Like (L), Dislike (D), and Very Much Dislike (VMD) weighting 4,3,2 and 1 points respectively. Mathematics Achievement Test (MAT) was a test adapted and modified from WAEC past questions for different years, to evaluate students' achievement in mathematics. MAT is a 50 objective questions test covering five different themes in mathematics. The total mark for the test is 100.

The instruments were validated by three experts**.** The reliability of EAS was established using Cronbach's Alpha while MAT was established using Kuder-Richardson formula 20 (KR-20). Both yielded reliability coefficients of 0.68 and 0.80 respectively. These were considered high enough to be used for this study.

The instruments were administered to the students through the help of four research assistants. When administering the instruments, students were assigned serial numbers which were written on their copy of instrument, this was to ensure that the scores of EAS and MAT are matched for each student. Each instrument was collected the same day. After the administration, they scored the instruments and collated the data for analysis using the guidelines given to them by the researcher.

Data generated from this study were analysed using descriptive statistics (Mean, Standard Deviation, Frequencies and Percentages), simple linear and multiple regressions.

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Presentation of Results

Research Question One: What are the different entrepreneurial aspirations of senior secondary three (SS3) students in Anambra state?

Table 1: Entrepreneurial aspirations of senior secondary school students in Anambra state

Entrepreneurial Aspirations	Frequency	%	Cumulative %
Food Services	224	11.2	11.2
Automobile Services	300	15.0	26.2
Electrical/Electronics	333	16.7	42.9
Building Technology	341	17.1	59.9
Entertainment Industry	472	23.6	83.5
Fashion/Beauty Services	330	16.5	100.0
Total	2000	100.0	

Table 1 shows that 23.6% of the students have the entrepreneurial aspiration for entertainment industry, 16.5% aspire for fashion/beauty services, with 15.0% aspiring for automobile services and another 16.7% aspiring for electrical/electronics, and 11.2% opted for food services. The implication is that the most common entrepreneurial aspiration among senior secondary school students in Anambra state is entertainment industry while the least entrepreneurial aspiration among the students is food services.

Research Question Two: What is the difference in students' achievement scores in different sub-themes of mathematics based on their entrepreneurial aspirations?

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Table 2: Differences in students' achievement in mathematics sub-themes based on their entrepreneurial aspirations

Entrepreneurial aspiration	N	Numerical processes		Algebraic processes		Geometry		Statistical reasoning		Commercial Arithmetic		General mathematics	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Food Services	22	12.53	2.19	10.14	1.50	10.66	2.37	12.66	2.35	12.65	1.99	58.75	6.45
Automobile Services	30	13.26	2.17	11.41	1.83	10.44	2.83	12.89	2.52	12.23	2.85	60.23	7.86
Electrical/ Electronics	33	13.50	2.42	12.62	3.23	12.93	4.19	15.16	3.52	15.26	3.34	71.12	12.65
Building Technology	34	13.04	2.15	11.73	2.81	12.85	4.18	14.61	3.53	14.72	3.38	68.10	11.91
Entertainment Industry	47	12.75	1.73	10.30	1.56	9.96	2.22	12.32	1.81	12.30	2.34	57.64	4.67
Fashion/Beauty Services	33	13.49	2.11	10.35	1.86	10.35	2.82	12.72	3.05	12.03	2.70	58.97	8.06

Table 2 shows that students with the entrepreneurial aspiration for electrical/electronic services scored higher in numerical process (13.50), algebraic processes (12.62), geometry (12.93), statistical reasoning (15.16), and in commercial arithmetic (15.26) more than students with other entrepreneurial aspirations while students aspiring for food services had the least mean achievement scores in numerical and algebraic processes (12.53, 10.14), where students aspiring for entertainment industry had the least mean score in geometry (9.96) and statistical reasoning (12.32) where students who have aspiration for fashion/beauty services had the least mean score in commercial arithmetic (12.03). The implication is that students who have the entrepreneurial aspiration for electrical/electronic services attained the highest achievement scores in all the sub-themes of senior secondary school mathematics.

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Research Question Three: What is the difference in students' general achievement scores in Mathematics based on their entrepreneurial aspirations?

Table 2 further showed that students aspiring to go into electrical/electronic services had the highest score in general Mathematics (71.14) while those aspiring for entertainment industry had the least mean achievement score in Mathematics (57.64).

Research Question Four: What is the relationship between entrepreneurial aspirations and students' achievement in Mathematics?

Table 3: Relationship between entrepreneurial aspirations and students' achievement in Mathematics

Model	R	R^2	Adjusted R^2	Unstandardized coefficients (b)	Std. Error	Decision
Constant Entrepreneurial Aspiration	.109[a]	.012	.011	65.048 .702	10.339	Positive relationship

Predictors: (Constant), Entrepreneurial Aspiration

Table 3 shows that a positive relationship (R = 0.109) exists between students' entrepreneurial aspiration and their achievement in Mathematics. The R-Square value of 0.012 indicates that 1.2% of the variance in Mathematics scores is explained by students' entrepreneurial aspirations.

Hypotheses

Ho1: There is no significant difference in senior secondary school students' achievement in different Mathematics sub-themes based on their entrepreneurial aspirations.

Table 4: Significance of difference between the mean achievement scores in different Mathematics sub-themes based on their entrepreneurial aspirations

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Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Numerical processes	243.473[a]	5	48.695	10.942	.000
	Algebraic processes	1620.061[b]	5	324.012	64.505	.000
	Geometry	3128.650[c]	5	625.730	61.332	.000
	Statistical reasoning	2427.522[d]	5	485.504	60.213	.000
	Commercial Arithmetic	3392.064[e]	5	678.413	86.249	.000
	General Mathematics	55509.502[f]	5	11101.900	137.792	.000
Intercept	Numerical processes	326976.468	1	326976.468	73474.325	.000
	Algebraic processes	234522.662	1	234522.662	46689.236	.000
	Geometry	239088.342	1	239088.342	23434.575	.000
	Statistical reasoning	341967.674	1	341967.674	42411.059	.000
	Commercial Arithmetic	332178.176	1	332178.176	42230.825	.000
	General Mathematics	7441094.113	1	7441094.113	92355.828	.000
Entre. Asp.	Numerical processes	243.473	5	48.695	10.942	.000
	Algebraic processes	1620.061	5	324.012	64.505	.000
	Geometry	3128.650	5	625.730	61.332	.000
	Statistical reasoning	2427.522	5	485.504	60.213	.000
	Commercial Arithmetic	3392.064	5	678.413	86.249	.000
	General Mathematics	55509.502	5	11101.900	137.792	.000
Error	Numerical processes	8873.727	1994	4.450		
	Algebraic processes	10015.974	1994	5.023		
	Geometry	20343.537	1994	10.202		
	Statistical reasoning	16077.966	1994	8.063		
	Commercial Arithmetic	15684.356	1994	7.866		
	General Mathematics	160656.258	1994	80.570		
Total	Numerical processes	352311.000	2000			
	Algebraic processes	257457.000	2000			
	Geometry	272675.000	2000			
	Statistical reasoning	376153.000	2000			
	Commercial Arithmetic	367055.000	2000			
	General Mathematics	8004809.000	2000			
Corrected Total	Numerical processes	9117.199	1999			
	Algebraic processes	11636.035	1999			
	Geometry	23472.188	1999			
	Statistical reasoning	18505.487	1999			
	Commercial Arithmetic	19076.419	1999			
	General Mathematics	216165.760	1999			

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Table 4 shows that there is a significant difference between the mean achievement scores in numerical processes of senior secondary school students with different entrepreneurial aspirations, F (5, 1994) = 10.942, P < 0.05; there is a significant difference between the mean achievement scores in algebraic processes of senior secondary school students with different entrepreneurial aspirations in favour of students aspiring for electrical/electronic services, F (5, 1994) = 64.505, P < 0.05; there is a significant difference between the mean achievement scores in geometry of senior secondary school students with different entrepreneurial aspirations in favour of students aspiring for electrical/electronic services, F (5, 1994) = 61.332, P < 0.05; there is a significant difference between the mean achievement scores in statistical reasoning of senior secondary school students with different entrepreneurial aspirations in favour of students aspiring for electrical/electronic services, F (5, 1994) = 60.213, P < 0.05; there is a significant difference between the mean achievement scores in commercial arithmetic of senior secondary school students with different entrepreneurial aspirations in favour of students aspiring for electrical/electronic services, F (5, 1994) = 86.249, P < 0.05.

Ho2: There is no significant difference between students' general achievement scores in Mathematics based on entrepreneurial aspirations.

Table 4 also showed a significant difference between the mean achievement scores in general Mathematics of senior secondary school students with different entrepreneurial aspirations in favour of students aspiring for electrical/electronic services, F (5, 1994) = 137.792, P < 0.05.

Ho3: There is no significant relationship between entrepreneurial aspiration and students' achievement in Mathematics.

Table 5: Significance of relationship between students' entrepreneurial aspirations and achievement in Mathematics

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2579.493	1	2579.493	24.130	.000[b]
Residual	213586.267	1998	106.900		
Total	216165.759	1999			

a. Dependent Variable: Achievement
b. Predictors: (Constant), Entrepreneurial Aspiration

Table 5 shows that the relationship between entrepreneurial aspiration and achievement in Mathematics is significant F (1, 1998) = 24.130, P (0.000) < 0.05. The null hypothesis

was therefore rejected implying that there is a significant relationship between entrepreneurial aspirations and students' achievement in Mathematics.

Discussion of Findings

The findings of the study revealed that the most common entrepreneurial aspiration among senior secondary school students in Anambra state is entertainment industry followed by electric/electronic services and building technology while the least entrepreneurial areas aspired for by students is food services. The observed result could be attributed to the fact that there is hardly any entrepreneurship education seriously going on in most secondary schools in Anambra state. Thus, students' entrepreneurial aspirations could have been influenced by their parents, peers, or models commonly observed on social media and business tycoons who are already thriving in those entrepreneurial areas.

The finding of the study further revealed that students who have entrepreneurial aspiration for electrical/electronic services have significantly higher Mathematics achievement score in numerical processes, algebraic processes, geometry, statistical reasoning and commercial arithmetic. The significantly higher Mathematics achievement scores obtained by senior secondary school students aspiring for electrical/electronic services is owing to the fact that Mathematics is a major part of the electrical/electronic engineer's daily work. Such services require that one must become an electrical/electronic engineer either by schooling and certification or by apprenticeship. Thus, it requires some level of education whether formal, informal or mentorship education. The necessity of education for the service in one aspect borders on the mathematical inclines which is indispensable for successful electric/electronic services venture. This is unlike other entrepreneurial areas like food services, fashion and beauty services even building technology and automobile services where students or workers can fit in without any concrete knowledge of Mathematics including the sub-themes examined. The significant difference in Mathematics achievement in favour of electrical/electronic entrepreneurial aspiration can therefore be understood from the angle that the venture requires good Mathematics knowledge, whether the students are aspiring to be engineers themselves or just traders in electrical/electronic items.

There exists a significant positive relationship between senior secondary school students' entrepreneurial aspirations and their achievement in Mathematics. The observed positive relationship buttresses the finding on difference in Mathematics achievement among students of different entrepreneurial

aspirations. This is because, students aspiring for fashion/beauty services as well as food services may not require numerical, and algebraic mathematical knowledge compared to those aspiring for electrical/electronics. They may need more of commercial arithmetic. The electrical/electronic engineer needs all of them. These variations in students' understanding of what entrepreneurship venture may need more Mathematics in the whole may have accounted for the positive relationship. The idea of a low relationship does not however, negate the need for Mathematics. The study revealed that mathematical knowledge is needed and significantly correlated with entrepreneurial aspirations a student might have.

The findings of the study are in line with the findings of Monity and Inyang (2020) that there was a significant influence of career aspiration on students' choice of subjects in the study area. The findings of the study lend credence to the findings of Margaret (2020) of a significant relationship between career aspiration and academic performance.

Conclusion

It can be concluded from the findings of the study that a significant relationship exists between senior secondary school entrepreneurial aspirations and achievement in Mathematics. Most importantly, an entrepreneurial aspiration for electrical/electronic, more than any other aspiration bears the most significant boost in students' achievement in Mathematics. The general conclusion from the study therefore, is that aspiration for electrical/electronic entrepreneurial ventures significantly enhances students' achievement in Mathematics than students nurturing other entrepreneurial aspirations.

Recommendations

The following recommendations are made based on the findings of the study.

1. Government should provide entertainment platforms and government sponsored entertainment school clubs to enable potential secondary school students develop their artistic skills while in school and make it easier to establish entertainment business ventures if their entrepreneurial aspirations cut across entertainment lines.
2. Government, through the ministry of education and post-primary school service commission should organise entrepreneurship orientation and education to acquaint students of different entrepreneurial aspirations the importance of Mathematics in any venture even in everyday life.
3. Effort should be made by senior secondary school Mathematics teachers to relate Mathematics concepts and

contents to their applications to everyday living and in the real world in order to enable students develop greater interest in the subject despite their varied intentions for any entrepreneurship undertaking.

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