



The Influence of Private Sector Involvement on Entrepreneurial Education of Secondary Schools in Kwara State, Nigeria

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ABSTRACT

The role of entrepreneurship in national development cannot be undermined as it is a panacea for youth development and poverty eradication. Therefore, this study is carried out to investigate the private sector involvement in developing entrepreneurial education of secondary schools in Kwara State, Nigeria. The study is a descriptive survey of correlation type. The population of the study comprised all the 392 secondary schools in Kwara State. Stratified random sampling technique was used to select 60 secondary schools in Kwara State. Also 20 respondents were purposively selected in each of the sampled schools comprising the principals, Vice principals, Parent-Teachers Association Chairman, Secretaries, artisan members, technical and vocational teachers and a total of 1200 respondents were used for the study. Four research hypotheses were generated to guide the study. A research instrument tagged Private Sectors Involvement in Entrepreneurial Education Questionnaire (PSIEEQ) was used to collect relevant data. The reliability index of .67 shows that the instrument was reliable. The data collected were statistically analyzed using Pearson product moment correlation statistics and tested at the .05 significance level. The findings of this study revealed that private sector involvement in developing entrepreneurial education is significantly too low in secondary schools in Kwara State and this could have contributed to the poverty level in the state. It is however recommended that financing of entrepreneurial education in secondary schools should be a joint responsibility of all stakeholders. School Management Committees should encourage the private sector such as entrepreneurs, industrialists, and investors, as well as parents, religious bodies, politicians and well-meaning individuals to donate the needed equipment, tools and facilities that could aid entrepreneurial skills development in secondary schools.

Keywords: private sector involvement, entrepreneurial education secondary schools



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INTRODUCTION

Creativity, innovation and entrepreneurship have become serious factors for modern affluence in the twenty-first century (Carden, 2008). Entrepreneurship is a dynamic process of vision, change, and creation. It requires application of energy and passion in creating and implementing new ideas and innovative solutions. Essential ingredients include the willingness to take calculated risks: in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; and fundamental skill of building a solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Kuratko & Hodgetts, 2004, p. 30).

The recent global economic meltdown has brought to the limelight the reality that the world is a global market (Banabo & Ndiomu, 2011). Education is the process for developing individual potential abilities talents attitudes, skills, behaviors and values for satisfying societal needs. If educational goals are to be achieved, we must consider the needs and aspiration of society. Daramola (1995) however called on curriculum planners to design the school curriculum to cater for the needs satisfaction of society and individuals.

The prevalence social crime in society such as killings, kidnapping, election rigging, embezzlement and misappropriation of public funds, cultism, arson, unemployment, poverty, prostitution, epidemic of HIV/AIDS and examination malpractice are partly attributed to poor entrepreneurial education in the country (Ogundele, 2008).

It should however be noted that the Nigerian educational system is challenged to respond to certain issues such as unemployment, job creation, poverty, global economic recession, ill-structured curriculum and entrepreneurial skills acquisition to help society catch the entrepreneurs young (Adegbesan, 2011; Oladipo, Adeosun, & Oni, 2012). Given the need to develop young individuals for self-reliance, self-sufficiency and job creation, employers however called for developing entrepreneurship education right from the secondary schools.

Bello (2011) also observed that social ills among the youth had become a global issue which is not peculiar to Nigeria alone; even the more technologically advanced nations are also confronted by most of these social ills such as unemployment, poverty and killings. The problems however called for the attention of both national and international communities. The problems therefore called for the Nigerian educational system to inculcate in Nigerian youth a mindset for utilizing the available natural endowment for entrepreneurship skills acquisitions, critical and reflective thinking, innovation diffusion and all the strategies that will make the youths job creators, entrepreneurs and no more job seekers; hence secondary school programs for entrepreneurship education have become imperative for society.

Many nations are agitating for entrepreneurship as an important tool in improving the nation's economy in this era of globalization and economic meltdown (Albornoz & Rocco, 2013; Fan, Zhang, & Qiu, 2013). In a bid to combat the high rate of poverty, HIV/AIDS, unemployment and all forms of social problems at the global level, international organizations such as the United Nations through her agencies (e.g., International Labour Organization, Food and Agricultural Organization, World Bank, UNICEF, UNESCO), African Union (AU), Economic Community of West African States (ECOWAS) play a positive significant role in eradicating social problems in the world. Among the roles played are the establishment of Millennium Development Goals (MDGs), National Economic Empowerment and Development Strategy (NEEDS), State Economic Empowerment and Development Strategies (SEEDS) and World Bank Development Projects. These provide assistance to the young in the form of loans, training and materials for solving global problems. Yet the social problems are increasing geometrically at the global level.



Need for Entrepreneurship Education

According to Harshida (2012), entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion in creating and implementing new ideas and creative solutions. The intention of students towards entrepreneurship has become an interesting topic. Many studies have been conducted to find out major motivations for gearing toward entrepreneurship and to examine how inclination for self-employment can be created (Tanveer, Zafar, Shafique, Jhangir, & Rizvi, 2013).

Entrepreneurship pedagogy design can be differentiated into three basic activities: the creation and maintenance of an entrepreneurial culture, certificate awarding programs and non-specific credit training programs (Garavan & O'Connell, 1994).

Familoni (2010) described entrepreneurship as the training of the youth to have ability to create and build something from practically nothing. It is therefore inculcation of ability to take both personal and financial risks to create to build and to organize resources for the benefit of society. In a bid to reduce poverty among the youths, the Kwara State Government gave loans, empowerment equipment, and establishment of bees Kingdom at Malete, training the youths in mechanized farming, poultry farms and so forth. The essence of entrepreneurial education is to train the youths to have the mindset for making use of immediate environmental resources to create, build, construct rather than depending on foreign imports.

According to the Federal Republic of Nigeria (2004), financing of education is a joint responsibility of all. The Federal Republic of Nigeria also observes that everyone should contribute their own quota towards the development of educational programs.

Ogundele (2008) noted that all parents want quality control and quality assurance in their children's education and as such government alone cannot shoulder all the responsibilities in education. Ogundele called for cooperation, collaboration and contribution of the parents toward developing entrepreneurship education so as to enhance academic excellence of secondary schools and national education transformation and development.

Ibrahim (2010) and Awodun (2012) also called for private investor involvement in developing entrepreneurial education in secondary schools so that the society would catch the young to embrace entrepreneurial skills right from secondary schools. Ibrahim however recognized the key role of private sector involvement in developing entrepreneurship education in Nigeria as the only bedrock for increased productivity and economic development. Ibrahim opined that any amount invested on entrepreneurship education will surely yield greater output in national income than any amount expended on other sectors of the economy.

For effectiveness of entrepreneurship education to be adequately enhanced in Kwara State, the secondary schools should encourage students to choose some skills to be acquired based on their interest. Such entrepreneurship skills are tailoring, hairdressing, block making, computer repair, and so forth. The government alone cannot provide all the necessary equipment for student training. The need for private sector involvement in developing entrepreneurial education of secondary schools is therefore imperative. The principals and staff members need to call on the private sectors such as clubs and associations, philanthropists, voluntary organizations, entrepreneurs, public-private collaboration, old-students, artisans, religious bodies and so forth to come to the aid of secondary schools in the areas of funding donations, training and entrepreneurship program sponsorship.



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Oyedepo (2012) observed that if entrepreneurial education is adequately developed through the private sector, it will go a long way to reduce poverty and unemployment, encourage job creation and reduce global social problems in society.

STATEMENT OF PROBLEM

This study is aimed at examining the influence of private sector involvement on the entrepreneurial educational development of secondary schools especially in Kwara State.

Entrepreneurship education is a panacea for youth empowerment, poverty alleviation, job creation and a veritable tool for national transformation and development (Amoor, 2008; Erwart, 2012; Oduwaiye, 2009).

Recent times have seen a need for entrepreneurship education in the secondary schools because of the unemployment rate in the country. The government budget for education is below the recommended 26% of the nation's budget which has made the schools underfunded (Durosaro, 2012). The government has called for private sector involvement in developing entrepreneurial education of secondary schools in Kwara State. The study therefore investigates the private sector to be involved, areas of involvement, entrepreneurial awareness and strategies for integrating entrepreneurial education into the secondary school curriculum. The study finally investigates the problems confronting private sectors involvement in developing entrepreneurial education of Kwara State secondary schools.

OBJECTIVES OF THE STUDY

The aim of this study is to investigate the influence of private sector involvement in developing entrepreneurial education among secondary school students in Kwara State. Specifically the study seeks to;

- To examine the needed entrepreneurial education of secondary schools in Kwara State.
- To investigate the level of entrepreneurship education awareness of secondary schools.
- To find out the private sector areas of involvement in entrepreneurial education.
- To investigate specific problems militating against private sector involvement
- To examine the strategies for integrating entrepreneurship education into the secondary school curriculum.

RESEARCH HYPOTHESES

The following null hypotheses were generated to guide the study:

Ho1: There is no significant relationship between private sector involvement and entrepreneurship equipment provision to secondary schools in Kwara State.

Ho2: There is no significant relationship between private sector involvement and financing of entrepreneurship education of secondary schools in Kwara State.



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- Ho3 There is no significant relationship between private sector involvement and human capital development for entrepreneurship education in secondary schools of Kwara State.
- Ho4 There is no significant relationship between private sectors involvement and entrepreneurship education supports in secondary schools of Kwara State.

METHODOLOGY

Research Design

The study is a descriptive survey of a correlation type that investigated the impacts of private sectors involvement on entrepreneurial education of secondary schools in Kwara State.

Sample and Sampling Technique

The population of this study consisted of all the 392 secondary schools in Kwara State, Nigeria. The secondary schools were stratified into three senatorial districts and 20 secondary schools were randomly selected in each senatorial district. A total of 60 secondary schools were selected and 20 respondents were purposively selected

in each of the sample schools which include Association Artisan, Technical and Vocational Teachers and Representatives of clubs and associations. A total of 1200 respondents were used for the study.

Instrument

A self-developed questionnaire tagged "Private Sectors Involvement and Entrepreneurial Education Questionnaire (PSIEEQ)" was used to collect relevant data relating to the private sector areas of involvement, activities, the skills availability and methods of integrating entrepreneurial education into secondary school programs of Kwara State. The content validity of the instrument was assured through comments and criticism from experts in technical and vocational education. Split-half reliability method was used to determine the reliability of the instrument that gave $r = .67$ indicating a high level reliability. The data collected were analyzed using Pearson Product Moment correlation statistics and tested at the .05 level of significance.

Data Collection Procedure

The instrument was personally administered to the sampled schools to elicit information about private sector involvement in entrepreneurship education in Kwara state. All the 1200 copies of the questionnaire were successfully completed, returned and used for analysis.

Data Analysis

Data collected in the study were analyzed using inferential statistics. The hypotheses were tested using Pearson product moment correlation statistic to investigate the relationship between constructs.



FINDINGS

The findings of the study are presented as follows:

Ho1: There is no significant relationship between private sectors involvement and entrepreneurship equipment provision to secondary schools in Kwara State.

Table 1

Private Sectors Involvement and Provision of Entrepreneurship Equipment Provision to Secondary Schools in Kwara State

Variable	No	X	SD	df	Calculated r-value	Critical r-value	Decision
Private Sector Involvement	1200	27.32	31.66	1199	.373	.195	Ho1 Rejected
Entrepreneurship Equipment Provision	1200	56.41	42.17				

Table 1 Shows that the calculated r-value of .37 is greater than the critical r-value of .196 at the degree of freedom of 1199 and tested at .05 significance level. Hence, the null hypothesis which stated there is no significant relationship between private sectors involvement and entrepreneurship equipment provision into secondary schools in Kwara State is however rejected. The result however indicates that low positive significant relationship exists between private sector involvement and provision of entrepreneurship equipment into secondary schools in Kwara State.

Ho2: There is no significant relationship between the private sector involvement and financing of entrepreneurship education of secondary schools in Kwara State.

Table 2

Private Sectors Involvement and Financing of Entrepreneurship Equipment to Secondary Schools in Kwara State.

Variable	No	X	SD	df	Calculated r-value	Critical r-value	Decision
Private Sector Involvement	1200	37.32	31.66	1199	.284	.195	Ho2 Rejected
Financing of Entrepreneurship	1200	72.36	39.93				

Table 2 indicates that the calculated r-value of .28 is greater than the critical r-value of .195 at the degree of freedom of 1199 and tested at .05 significance level. Hence, the null hypothesis which stated that there is no significant relationship between private sector involvement and financing entrepreneurial education of secondary schools is rejected.



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Ho3: There is no significant relationship between private sectors involvement and human capital development for entrepreneurship education of secondary schools in Kwara State.

Table 3

Private Sectors Involvement and Human Capital Development for Entrepreneurial Education of Secondary Schools in Kwara State

Variable	No	X	SD	df	Calculated r-value	Critical r-value	Decision
Private Sector Involvement		1200	31.32	31.66 1199	.276	.195	Ho3 Rejected
Human Capital Development		1200	33.40	16.72			

Table 3 indicated that the calculated r-value of .42 is greater than the critical r-value of .195 at the degree of freedom of 1199 and tested at .05 significance level. Therefore, the null hypothesis which stated that there is no significant relationship between private sectors involvement and human capital development for entrepreneurial education of secondary schools in Kwara State is rejected.

Ho4: There is no significant relationship between private sectors involvement and entrepreneurship education support service for secondary schools in Kwara State.

Table 4

Private Sectors Involvement and Entrepreneurship Education support Services for Secondary Schools in Kwara State

Variable	No	X	SD	df	Calculated r-value	Critical r-value	Decision
Private Sector Involvement		1200	37.32	31.66 1199	.244	.195	Ho1 Rejected
Human Capital Development		1200	50.11	43.22			

Table 4 Shows that the calculated r-value of .24 is greater than the critical r-value of .195 at the degree of freedom of 1190 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between private sectors involvement and support services for entrepreneurship education in secondary schools is however rejected it indicates that there is low significant relationship between private sectors involvement and supportive services for schools.



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DISCUSSION

The result in Table 1 is in line with the opinion of Ojo (2009), Ibrahim (2010), Familoni (2010) and Ajewole (2011) that though the private sector entities such as banks, politicians, individuals, philanthropists donate some entrepreneurship equipment to the youths, little or none entrepreneurship education were donated to the secondary schools to help the teachers to train the secondary school students in Kwara State. The private sector should therefore be involved in providing basic equipment needed for entrepreneurial education in secondary school in the interest of job creation, poverty alleviation, youth empowerment and to enable the society catch the entrepreneurs young.

Table 2 shows that a low positive significant relationship exists between private sector involvement in financing of entrepreneurship education in secondary schools in Kwara State. The result is in line with the findings of Adepoju (2000). Ibrahim (2010) which stated that introduction of entrepreneurship education to secondary schools is a laudable initiative and that putting entrepreneurship education into practical orientation demands a huge financial outlay. Government alone cannot provide all the funds need to procure equipment, pay the workers, install the equipment and fund other logistics. It demands attention from the private sector such as banks, philanthropists, politicians, industries, religious bodies, associations, to come to the aid of secondary schools in Kwara State for financing entrepreneurship education in the school system.

The results in Table 3 indicate that private sector involvement in human capital development for entrepreneurship education is too low in Kwara State. Kudos to Kwara State University that invited the private sector such as Enterprise lab from United Kingdom, LUBCON Company and Omayya Company from Lagos to sponsor the conference tagged "Early Entrepreneurship Train for Trainers of secondary school teachers" in Kwara State. Though there is private training for the youths in the society for entrepreneurship education, little or none were extended to train the teachers and students on the issue of entrepreneurship skills acquisition in the secondary schools.

Furthermore, the results in Table 4 are in line with the findings of Fatimayin (2012) that the stakeholders have to provide support services to the learners if an effective teaching learning process is to take place. Fatimayin however suggested supportive services to be provided as Intra School training services entrepreneurship training services, student welfare services, transportation services, and so forth, that these services will aid effective teaching-learning processes in the schools. The finding of this study is relevant to the opinion of Fatimayin that the private sector should be involved in providing support services for entrepreneurship education in secondary schools of Kwara States. Kudos to Kwara State university early entrepreneurship trains the trainer workshop, sponsored by the LUBCON Company. The sponsor provided conducive support services for the trainees such as transport, food, welfare, accommodation and all those services that aided in successful conduct of the workshop. The private sector should be adequately involved in developing entrepreneurship education in Kwara State secondary schools.



RECOMMENDATIONS

Based on the findings of the study the following recommendations were made:

- Private Sector Involvement in the Donation of Equipment: The private sector should be adequately involved in donating the necessary equipment that will aid effective entrepreneurship education development in Kwara State secondary schools.
- Private sectors assist the schools in financing entrepreneur educational programs: The private sector should be called upon to assist the schools to finance the necessary equipment sponsor the programs and provide for all efforts that will facilitate an effective teaching-learning entrepreneurship education process in Kwara State secondary schools.
- Adequately restructuring of secondary schools for entrepreneurship education programs: In order to solve the problems of inadequate entrepreneurial educational facility and equipment few schools should be selected and adequately equipped for the purpose of training technical, vocational and entrepreneurship education in the schools
- Private sectors should encourage schools entrepreneurship product exhibitions: The private sectors should assist the schools and encourage them to advertise the products made.
- Teachers should be adequately motivated toward tapping of innate abilities, knowledge, talents and exposing hidden talents among the students.

Entrepreneurship education should be implemented using practical and technologically oriented method. Implementation of entrepreneurship education should not be theoretical in nature but should be practically taught.

- Part-time employment of the Local Artisan for training students in the schools, for instance, road side vulcanizers, Welders, Cobblers, Barbers, Hairdressers, Tie and dye launderers and so forth should be adequately involved in training students for entrepreneurship education.

However, this study shows that private sector involvement is positively significant in the areas of infrastructural development, funding, donations, sponsorship and school development efforts of secondary schools. The findings of the study revealed that little intervention efforts were made towards developing entrepreneurship education of secondary school in Kwara State. The private sectors such as Banks, Associations, Religious bodies, non-government organizations, parents, public-private collaborations and community-school relations should be adequately involved in developing entrepreneurship education. If that is done, it will go a long way to aid poverty alleviation, job creation, employment opportunities, youth empowerment and it will enable our society to catch the future Nigerian entrepreneur young right from secondary schools.



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