

# Private Sectors Involvement and Entrepreneurial Education of Secondary Schools in Kwara State, Nigeria

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## Abstract

This study examines private sectors involvement in developing entrepreneurial education of secondary schools in Kwara State. The study is a descriptive survey of correlation type. Stratified random sampling technique was used to select 60 secondary schools in Kwara State. Also 1200 respondents were purposively selected comprising of the principals, Vice principals, Parent-Teachers Association Chairman, Secretaries, artisan members, technical and vocational teachers' were also 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 .05 significance level. The findings of this study revealed that private sectors involvement in developing entrepreneurial education is significantly too low in secondary schools in Kwara State. It is however recommended that financing of entrepreneurial education of secondary schools should be a joint responsibility of all. School Management Committees should encourage the private sectors such as entrepreneurs, industrialists, parents, religious bodies, investors, politicians and well meaningful individuals to donate the needed equipments, tools and facilities that could aid entrepreneurial skills development in secondary schools. It is therefore imperative to involve private sectors in the entrepreneurial education in the

interest of job creation, reduction of unemployment rate, youth empowerment, poverty alleviation and to accord high respect for secondary schools certificates in the society.

**Keywords:** Private Sectors Involvement, Entrepreneurial Education and Secondary Schools.

## Introduction

Education is the process through which individual potential abilities talents attitudes, skills, behaviours and values are developed for the societal needs satisfactions. If educational goals are to be achieved, it must consider the needs and aspiration of the society. Daramola (1995) however called on the curriculum planners to design the school curriculum to cater for the needs satisfaction of the society and the individuals.

Ogundele (2008) observed that faulty nature of educational system provided by the colonial government to Nigerian was attributed to the social problems that are perpetrating Nigerian society. Ogundele (2008) however noted that's social crime in the 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 attributed to the faulty and irrelevant types of education provided to the youths. Ogundele, however described the types of education provided as

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rhetoric, theoretical, non-technologically oriented and culturally biased.

It should however be noted that 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 the society to catch the entrepreneurs young. The need to develop individuals young ones for self reliant, self sufficiency and job creators, employers however called for developing entrepreneurship education right from the secondary schools.

Bello (2011) also observed that the social ills among the youth had become a global issue which is not peculiar to Nigeria alone, even the more technologically advanced natures are also confronted by most of these social ills such 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 youths mindset for utilization of the available natural endowment for entrepreneurship skills acquisitions, critical and reflective thinking, innovative diffusion and all the strategies that will make the youths job creators, entrepreneur and no more job seekers restricting of secondary educational programme for entrepreneurship education, however become imperative for the society.

In a bid to combat high rate of poverty, HIV/AIDS, unemployment and all forms of social problems at the global level, international organizations like United Nations Organization (UNO) through her agencies like (International Labour Organization, Food and Agricultural Organization, World Bank, UNICEF, UNESCO), African Union (AU), Economic Community of West African States (ECOWAS) play high positive significant role in the eradication of all social problems in the World. Among the role played are the establishment of Millennium Development Goals (MDGs), National Economic Empowerment Strategy (NEEDS), State Economic Empowerment Strategies (SEEDS), World Bank Development Projects. These provides assistance to the youths in the areas of loans, training and materials for the solutions to the global problems. Yet the high rate of social problem are increasing geometrically at the global level.

Ketan (2012) stated that the only solution to the problems in the society is to inculcate the spirit of skills acquisition and engage them in the various enterprises and employability activities that will aid value orientation for the poverty eradication in the society.

Ketan (2012) however called for entrepreneurship education that will recognize the need to develop in youths the basic skills, attribute, values and endowed talents that will always keep them busy and generate funds for their survival.

Familoni (2010) described entrepreneurship is 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 the resources for the benefit of the society. In a bid, to reduce poverty among the youths, the Kwara State Government gave loans, empowerment equipment, establishment of bees Kingdom at Malete, training the youths on the mechanized farming, poultry farms etc. 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 the foreign importations.

Federal Republic of Nigeria (2004) observed that financing of education is a joint responsibility of all. The Federal Republic of Nigeria also observe that everyone should contribute their own quotes towards the development of educational programmes.

Ogundele (2008) noted that every parent wants quality control and quality assurance in their children education and as such government alone can not shoulder all the responsibilities in education. The Ogundele, however called for the 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) also called for the involvement of the private investors in developing entrepreneurial education in secondary schools so that the society would catch them young to embrace entrepreneurial skills right from secondary schools. Ibrahim, however recognized the involvement of private sectors 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 the students to choose some skills to be acquired based on their interest. Such entrepreneurship skills are tailoring, Barbings, Curling, block making, chin-chin, hairdressing, computer, etc. the government alone can not provide all the necessary equipment for the training of the students. The need for private sectors involvement in developing entrepreneurial education of secondary schools is therefore imperative. The principals and the members of the staffs need to call on the private sectors such as clubs and associations, philanthropist, voluntary organizations, entrepreneurs, public-private collaboration, old-students, artisans, religious bodies etc to come to the aid of secondary schools in the areas of funding donations, training and sponsorship of entrepreneurship programmes.

Oyedepo (2012) observed that if entrepreneurial education is adequately developed through private sectors, it will go a long way to reduce poverty, unemployment, it will encourage job creation and global social problems will be greatly reduced in the society. The rationale for this study is to examine the influence of private sectors involvement on the entrepreneurial educational development of secondary schools especially in Kwara State.

### Statement of Problem

Entrepreneurship education is a panacea for youth empowerment, poverty alleviation, job creation and a veritable tool for national transformation and development.

In recent time high demand for secondary education in Nigeria had made huge sum of money gulped to education grossly inadequate for rapid expansion. The efforts of the government also called for the private sectors involvement in developing entrepreneurial education of secondary schools in Kwara State. The study therefore investigates those private sectors to be involved, areas of involvement, entrepreneurial awareness and strategies of integrating entrepreneurial education into the secondary schools curriculum. The study finally investigate the problems

confronting private sectors involvement in developing entrepreneurial education of secondary schools of Kwara State.

### Purpose of the Study

The aim of this study is to investigate the influence of private sectors involvement in developing entrepreneurial education of secondary schools in Kwara State. Specifically the study seeks to

- Examine the needed entrepreneurial education of secondary schools in Kwara State.
- Investigate the level of entrepreneurship education awareness of secondary schools.
- Find out the private sectors areas of involvement in entrepreneurial education.
- Investigate specific problems militating against private sectors involvement
- Examine the strategies for integrating entrepreneurship education to secondary schools curriculum.

### Research Hypotheses

The following null hypotheses were generated to guide the study.

- Ho<sub>1</sub>: There is no significant relationship between private sectors involvement and entrepreneurship equipment provision to secondary schools in Kwara State.
- Ho<sub>2</sub>: There is no significant relationship between the private sectors involvement and financing of entrepreneurship education of secondary schools in Kwara State.
- Ho<sub>3</sub>: There is no significant relationship between private sectors involvement and human capital development for entrepreneurship education in secondary schools of Kwara State.
- Ho<sub>4</sub>: There is no significant relationship between private sectors involvement and entrepreneurship education supports in secondary schools of Kwara State.

### Methodology

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

**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	1200	27.32	31.66				Ho <sub>1</sub>
Involvement				1199	.37	.196	Rejected
Entrepreneurship	1200	56.41	42.17				
Equipment							
Provision							

Kwara State. The study population comprised of the principals, Vice-principals, Representatives of parent-teachers' Association Artisan, Technical and Vocational Teachers and Representatives of clubs and associations in 60 secondary schools across Kwara State. A total of 1200 respondents were used for the study. A Private Sectors Involvement and Entrepreneurial Education Questionnaire (PSIEEQ) was used to collect relevant data relating to the private sectors areas of involvement, activities, the skills availability and methods of integrating entrepreneurial education into secondary schools programme of Kwara State. The content validity of the instrument was assured through comments and criticism from the through 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 .05 significance.

## Results

Ho<sub>1</sub>: There is no significant relationship between private sectors involvement and entrepreneurship equipment provision to secondary schools in Kwara State.

**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 that 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 exist between private sectors involvement and provision of entrepreneurship equipment into secondary schools in Kwara State. The result is in line with opinion of Ojo (2009), Ajewole (2011), Ibrahim 2010 and familoni (2010) which opined that though the private sectors like Banks, politicians individuals, philanthropist 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 sectors should therefore be involved in the provision of the basic equipment that would be 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.

Ho<sub>2</sub>: There is no significant relationship between the private sectors involvement and financing of entrepreneurship education of secondary schools in Kwara State.

**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.

**Table 2: Private Sectors Involvement and Financing of Entrepreneurship Equipment to Secondary Schools in Kwara State.**

Variable	No	X	Sd	df	Calculated	Critical	Decision
	r-value	r-value					
Private Sector	1200	37.32	31.66				Ho <sub>1</sub>
Involvement	1199	.28	.195				Rejected
Financing of Entrepreneurship	1200	72.36	39.93				

**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	1200	31.32	31.66				
Involvement				1199	.28	.195	Ho <sub>1</sub>
Human Capital Development	1200	33.40	16.72				Rejected

**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	1200	37.32	31.66				
Involvement				1199	.24	.195	Ho <sub>1</sub>
Human Capital Development	1200	50.11	43.22				Rejected

Hence, the null hypothesis which stated that there is no significant relationship between private sectors involvement and financing entrepreneurial education of secondary schools is rejected. It shows that low positive significant relationship exist between private sectors 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) Ketan (2012) and Awodun (2012) which started that introduction of entrepreneurship education to secondary schools is a laudable ones. That to really put entrepreneurship education into practically orientation, it demands huge amount of funds. Government alone can not provide all the funds need to procure equipment, pay the workers, installation of the equipment and other logistics. It demand the attention of private sectors like Banks, philanthropist, politicians industries, Religious bodies, association, to come to the aid of secondary schools in Kwara State for financing of entrepreneurship education in the school system.

Ho<sub>3</sub>: There is no significant relationship between private sectors involvement and human capital development for entrepreneurship education of secondary schools in Kwara State.

**Table 3:** Indicated that the calculate 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. It indicates that involvement of the private sectors in the human capital development for entrepreneurship education is too low in Kwara State. Kudos to Kwara State University that invited the private sectors like 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 are private training for the youths in the society for the entrepreneurship education, little or none were extended to train the teachers and students on the issue of entrepreneurship skills acquisition in the secondary schools.

Ho<sub>4</sub>: There is no significant relationship between private sectors involvement and entrepreneurship education support service for secondary schools in Kwara State.

**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. The result is in line with the findings of Fatimayin (2012)

that the stakeholder have to provide support services to the learners if 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 etc. 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 sectors should be involved in the provision of supportive services for entrepreneurship education in secondary schools of Kwara States kudo to Kwara State university early entrepreneurship trains the trainer workshop. Sponsored by the LUBCON Company they sponsor provided conducive support services for the trainees such as transport, feeding, welfare, accommodation locally produced pure drinks, and all those services that aided successful conduct of the workshop. The private sector should be adequately involved in developing entrepreneurship education in Kwara State secondary schools.

## Conclusion

Result of this study shows that private sectors involvement are 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 conclusion for this study is that the private sectors like Banks, Associations, Religious bodies, non-government organizations, parents, public –private collaborations and community –schools relations should be adequately involved in the development of entrepreneurship education. If done it will go a long way to aid poverty alleviation job creation, employment opportunities youth employment and it will enables the society to catch the future Nigerian entrepreneur young right from secondary schools.

## Recommendations

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

- *Private Sectors Involvement In The Donation Of Equipment:* Private sectors should be adequately

involved in the donation and utilizations of the necessary equipment that will aid effective entrepreneurship education development in Kwara State secondary school.

- *Private Sectors Assist the Schools in financing entrepreneur educational programmes:* Private sectors should be called upon to assist the schools to finance the necessary equipment sponsor the programmes and provision of all efforts that will aid effective teaching-learning process of the entrepreneurship education in secondary schools of Kwara State.
- *Adequately restructuring of secondary schools for entrepreneurship education programme:* 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 products exhibitions:* The private sectors should assist the schools to advertise the products made by encouragement.
- Teachers should be adequately motivated towards tapping of innate abilities, knowledge, talents and talents that are hidden among the students.

Entrepreneurship education should implemented using practical and technologically oriented *method*. The implementation or the entrepreneurship education should not be theoretical in nature it should be practically taught.

- *Part-time employment of the Local Artisan for the training of the students in the schools,* for instance, road side vulganizer, Welder, Cobblers, Berbers, Hairdressing, Tyle and dyes Launderers etc should be adequately involved in the training of the students for the entrepreneurship education.

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