Entrepreneurial Education for Peace and Security in Nigeria

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Abstract

In this study, the researchers used the survey design to investigate the incorporation of entrepreneurial education into peace and security education in Ondo State, Nigeria. A total of 300 respondents were randomly selected as study sample. A 25 item questionnaire titled "Entrepreneurial Education Peace and Security in Nigeria" (EEPSN) was designed to gather information on the three research questions that were generated for the study. Findings revealed that the attitude of Secondary School Teachers towards Entrepreneurial, Peace and Security Education is positive representing 97.7% of the respondents. Also, result of the study indicated that male teachers have higher level of awareness of peace and security education concepts than the female teachers (crit-t = 1.96, cal. t= 2.209, df= 259, p< .05level of significance). The paper recommends among others that entrepreneurial education should be integrated into peace and security education in Nigerian schools.

Keywords: Entrepreneurial Education, Integration, Peace and Security.

Introduction

One of the frightening threats militating against Nigeria presently is high rate of unemployment. Most of Nigerian graduates spend several years roaming the street after graduating seeking for job that is not really available. The available jobs are inadequate to meet the demand of able-bodied youths. As a result of this, tension among the jobless youths manifest itself in diverse forms such as armed robbery, theft, 419, kidnapping and other social vices.(Ani,2011). Also, Ochonman (2011) reported that about 2.8million fresh graduates enter the labour market yearly and only 10% of these are gainfully employed. Going by the above statistical data, the problem of unemployment recorded in Nigeria could be largely attributed to lack of emphasis on functionality of curriculum development and implementation.

To keep our jobless youth useful and busy, Nigeria educational curriculum should be tailored towards training the youths as job creators rather than job searchers. Based on this, Nigerian youth should be vocationally trained and equipped so that the national objectives of vision 2020 will be achieved through entrepreneurial and functional education. Entrepreneurship education before and after independence is structural in nature for instance, shortly and before independence and post-independence, Nigeria has introduced and implemented four educational policies, the 8:5:2:3,7:5:2:3, 6:3:3:4 and the 9:3:3:4. Out of these four policies, none of them have much impact on entrepreneurial education simply because the policy makers did not appreciate the relationship between entrepreneurial education and venture creation on time (Okafor & Onwumere 2012). According to Okeku-oti (2008), Nigeria's current educational system does not seem to prepare students adequately to harness their potentials to become self-determined and self-reliant. This is a

pointer that the type of education bestowed on our school children and youths lack the impetus for propelling Nigeria to attaining the eminence necessary for achieving vision 2020.

Statement of the Problem

The rate of unemployment among Nigerian youth is threatening the overall development of the nation (Nigeria). There is tension among the jobless youths manifesting itself in diverse forms such as armed robbery, theft, kidnapping and countless of social vices. Ochonman (2011) revealed that about 2.8million of Nigeria fresh graduates enter the labour market yearly and only 10% of them are gainfully employed. The rate of unemployment recorded in Nigeria so far could be largely attributed to lack of emphasis on functionality of curriculum development and implementation. To this end, Nigeria educational policy should be refocused towards training the youths as job creator rather than job seekers. This, however, cannot be achieved amidst tension, crisis and insecurity of lives and properties. This paper, therefore, will project on integrating entrepreneurial education in Nigeria and make useful suggestions and recommendations.

Research Questions

The following research questions would be pilot the study:

1. Will there be any relationship between teachers' attitudes to entrepreneurial, Peace and security education?
2. Will there be any influence of gender on teachers' attitudes to entrepreneurial, Peace and security education?
3. Will there be any influence of teachers' qualification on teachers' attitude to entrepreneurial, Peace and security education?

The Concept of Entrepreneurship Education.

The Concept of Entrepreneurship was first established in the sixteenth century and as such has been a subject of debate among scholars, educators, researchers and policy makers. Based on this, a universally accepted definition of entrepreneurship may not exist, there is agreement that entrepreneurs have common personality traits Ayoola, Amosun & Olusala (2011) quoting Noll (1993). Entrepreneurship is referring to all the abilities and capabilities of the entrepreneur in maneuvering available resources for a profit, he perceives business opportunities and take the advantage of available scarce resources to exploit them profitably. He bears the non-insurable risk in his enterprise and directs the human and material resources of his business objectives. He is the risk lover (Fasina, 2006).

Entrepreneurship according Abdulhamid (2011) is the transformation of an innovation into a sustainable enterprise that generates values. He goes further that any entity, new or existing that provides a new product or services that develop, produce or deliver existing goods and services at lower cost should be regarded as entrepreneurship. Entrepreneurship innovate new ways of manipulating nature, and new ways of assembling and coordinating people. The innovator shows that a product, a process, or a mode of organization can be efficient and profitable, and that it elevates the entire economy (Abdlhamid, 2011.)

Entrepreneurship education is a form of education which makes humans to be responsive to their personal, families and national needs and aspiration (Anho, 2014). According to Anho (2014) Entrepreneurship competencies carry with it, the concept of skills and mental awareness which are needed to understand the functioning of an already existing business. Entrepreneurship education is about developing attitudes, behaviours and capacities at the individual level. It is also about the application of those skills and attitudes that can take many forms during an individual's career creating a range of long-term benefits to society and the economy.

Anho (2014) advocated for entrepreneurship education to address the challenges of unemployment and under employment with its multivariate and national consequences of poverty, insecurity, social interest, school drop-out, indiscipline in the society and schools, destruction and vandalization of public and private properties among others. In agreement with this, Agi and Yellowe (2013) regarded education as a means of achieving

culture of peace, gender equality and positive African values. It is therefore the understanding of many that education leads to national transformation and development through reduction in poverty with ensured peace and security.

The Concept and Nature of Peace

Peace according to National Council of Educational Research and Training (2006) is a prime requirement for progress and national integration. Conflict dissipate our collective energy and destroy the framework for better quality of life, even when the material resources for it are available. Implementing Peace Education is not only an appropriate strategy for conflict resolution ad conflict avoidance, but also a proactive investment in realizing Nigerian dreams. This is because every society, big or small has acknowledge peace as a noble and necessary ideal. Peace involves all aspect and dimension of human existence in an inter-dependent way. Only those who are of peace with themselves can be at peace with others and develop the sensitivity it takes to be just and caring towards nature. Spiritual and psychological peace is neither stable nor viable without social, economic and ecological peace. Going by this, peace must be built on the platform of love and sincerity. It should be made a culture and this can be achieved through education with the use of method that is centred on peace.

Peace implies reciprocity. Values like love, freedom and peace can be had only by giving them to others. Peace for one's self that exclude peace for others is a dangerous illusion (NCERT, 2006). Education for peace or peace education as the case may be has a two-fold purpose: (a) to empower individuals or citizens to choose the part of peace rather than the path of crisis and (b) to enable citizens to be peace makers rather than a consumers of peace. In the light of this, Peace Education is an essential component of holistic basic education that aims at the total and comprehensive development of citizens in any given society (NCERT, 2006).

Peace begins with the individual and spread to the family, to the community, to the nation, and to the global village. Promoting a culture of peace, hence, involves a two-pronged strategy. The members of a society needs to be oriented towards peace rather towards violence. At the same time social, economic and political systems have to be re-oriented to peace. For these two strategies to function education is vital for the effectiveness.

The Needs for Peace and Security Education in Nigeria

It is no longer news that the country has been under the siege of insecurity lately. It is a well-known fact that certain parts of the country, mostly the northern region have become night mire for everyone. (Ogunbiyi, 2012). The security situation in the country has degenerated to the extent that public functions are now held in secluded places amidst tight security. A country that has hitherto been known for peace, unity and love, has now become a violence-filled country (Rose A, 2011). For instance, the year 2011 Independent Day Celebration on October1[st] was relocated form the Eagle Square, Abuja to the Aso Rock Villa where it was held in a low key manner. This decision was as a result of the experience of the nation during the year 2010. Independence Day Celebration when bombs were detonated at the venue of the celebration claiming several lives and destroying properties worth millions of naira. This was followed by the bombing of several other notable places like Nigeria Police Force Headquarters and the United Nations Secretariats both in Abuja (Punch Newspaper 16th June and 26th August, 2011)

Abiodun & Aliyu (2011) posit that the recent occurrences in our nation clearly show that the state of insecurity in Nigeria has assumed a frightening dimension. Although the issue of insecurity may be argued to be a global problem, their worries have to do with the seeming inability to tackle the challenge, considering the fact that the cliché of "security threat" has almost transformed to "security collapse" in our land. In expressing their opinions they also referred to the inability of the nation to hold her 51st Independence Day Celebration at the traditional Eagle Square due to security threat, and the over run of the headquarters of the "guardian of the state" as well as the dare-devil terrorist attack on the United Nations Abuja Office which had earlier been mentioned, without stress.

Abolurin (2012) opined that security is a major human need; it is so paramount that if not provided, it could render people ineffective in all spheres of life. In emphasizing this, he made reference to the work of the

great psychologist, Abraham Maslow on human need where he ranked safety/security as second (next to physiological needs) in hierarchy of human needs. As a matter of fact, current reality has however shown that physiological needs are subsumed under security when we begin to discuss human security and not just security. The issue of insecurity is not entirely or security agencies, rather than menace crept in through a gradual erosion of our core traditional values; a collapse of our collective ideas and belief systems. (Abolurin, 2012). The culture of being our brother's keeper is fast becoming a thing of the past, problems are no longer shared, communal living which was an important ingredient of our society in the past is fast becoming a old fashion.

Methodology

This study is a descriptive survey research. The study was carried out in three different Local Government Areas of Ondo State. The population of the study comprised teachers from three Local Governments Areas namely Akoko South West Local Government, Akungba Akoko, Owo Local Government Area, Owo and Akure South Local Government, Akure, Ondo State. The teachers were 300 in number and this formed the population of the study. A questionnaire titled Entrepreneurial Education Peace and Security in Nigeria (EEPSN) was developed by the researchers. The questionnaire consists of 25 structured items to elicit responses on Entrepreneurial Education Peace and Security in Nigeria as perceived by the secondary school teachers in Ondo State. The items were arranged on four point Likert Scale Model. Strongly Agree (SA)=4 points Agree(A)= 3 points, Disagree (D)=2points and strongly Disagree (SD)= 1 point. The data collected were analyzed using descriptive statistics of simple percentages, mean, standard deviation and rank. Any mean (x) less than 2.0 is considered negative.

Data Analysis and Discussion

What are teachers' attitude to entrepreneurial,peace and security education?

Table 1: Teachers' Attitude to security and Peace Education

S/N	Teachers' attitude to security and peace education	SD	D	A	SA	Mean	SD
1	Is it important to expose teachers to security and peace education?	5 1.9%	1 0.4%	91 34.9%	164 32.8%	3.59	.61
2.	I will be very happy to acquire knowledge on peace and security education	6 2.3%	1 0.4%	114 43.7%	140 53.6%	3.49	.63
3.	Information about students need to be kept safe	10 3.8%	4 1.5%	106 40.6%	141 53.6%	3.45	.71
4.	Peace and Security education will educate teachers to guide against disclosing vital information	6 2.3%	7 2.7%	125 47.9%	123 47.1%	3.40	.66
5.	Adequate Peace and security will enhance teaching and learning	4 1.5%	7 2.7%	136 52.1%	114 43.7	3.38	.62
6.	ICT will enhance Peace and security education	9 3.4%	9 3.4%	120 46.0%	123 47.1%	3.37	.71
7.	Information security and peace education is a must for all teachers	5 1.9%	13 5.0%	131 51.3%	106 40.6%	3.30	.68
8.	Certain information about students are not supposed to be disclosed to people	6 2.3%	15 5.7%	134 51.3%	106 40.6%	3.30	.68
9.	Modern means of communication will assist in peace and security education	12 4.6%	18 6.9%	115 44.1%	116 44.4%	3.28	.79
10.	Fire inferno is a major threat to vital educational information	10 3.8%	29 11.1%	110 42.1%	112 42.9%	3.24	.80
11.	Security consciousness comes through peace and security education	4 1.5%	42 16.1%	128 49.0%	86 33.0%	3.13	.74
12.	Without adequate security education, educational planners may be denied access to needed information	5 1.9%	42 16.1%	128 49.0%	86 33.0%	3.13	.74
13.	Peace and Security education will make	27	12	123	99	3.13	.91

	me more security conscious	10.3%	4.6%	47.1%	37.9%		
14.	Peace and Security education should be included in secondary schools curriculum	10 3.8%	26 10.0%	158 60.5%	67 25.7%	3.08	.71
15.	Teachers are faced with different security risks	26 10.0%	24 9.2%	132 50.6%	79 30.3%	3.01	.89
16.	Vital school information is usually available whenever they are needed	11 42%	47 18.0%	140 53.6%	63 24.1%	2.98	.77
17.	Without Peace and security, there can be no progress	27 10.3%	41 15.7%	102 39.1%	91 34.9%	2.98	.96
18.	The school is exposed to various security threats	20 7.7%	41 15.7%	102 39.1%	91 34.9%	2.88	.88
19.	Problems of loss of vital information cannot be solved through peace and security education	56 21.5%	93 35.6%	70 26.8%	42 16.1%	2.38	.99
20.	Only the heads of schools should acquire peace and security education	109 41.8%	96 36.8%	35 13.4%	21 8.0%	1.88	.93
21.	Peace and Security education is a waste of time	122 46.7%	89 34.1%	28 10.7%	22 8.4%	1.81	.94
22.	ICT is a problems to peace and security education	115 44.1%	110 42.1%	26 10.0%	10 3.8%	1.74	.79
23.	Schools does not have information that need to be secured	126 48.3%	92 35.2%	30 11.5%	13 5.0%	1.71	.83
24.	I don't need to secure any information	125 47.9%	99 37.9%	24 9.2%	13 5.0%	1.71	.83
25.	Peace and Security education is a waste of time for students	146 55.9%	83 31.8%	13 5.0%	19 7.3%	1.64	.88

The analysis of teachers attitude to peace and security education as indicated by table 1 reveals that 255 representing 97.7% agree with item 1 while 6 respondents representing 2.3% disagree, in it 2, 254 respondents representing 97.3% agree while 7 respondents representing 2.7% disagree, in item 3,247 respondents representing 94.7% gross while 4 respondents representing 5.4% disagree for item 4,248 respondents representing 95% agree while 13 respondents representing 5% disagree item 5, 250 respondents representing 95.8% agree with while 11 representing 4.2% disagree item 6,243 or 93.1% of the respondents agree with 18 or 6.8% of the respondent disagree, 243 or 93.1 of the respondents agree to item 7 while 18 or 6.9% disagree for item 8,240 or 91.9% agree while 21 or 8.1% disagree for item 9,231 representing 88.5% of the respondents agree while 30 or 11.5% disagree, item 10,222 or 85% of the respondent agree while 39 or 14.9% disagree, item 11,231 or 88.5% of the respondents agree while 30 or 11.5% disagree item 12,214 or 82.0% agree while 47 or 18.0% disagree; item 13,222 or 85.0% agree while 39 or 15.0% disagree item 14,225 or 86.2% of the respondents agree while 36 or 13.8% disagree, item 15,211 or 80.99, agree while 50 or 19.2% disagree, item 16, 203 or 77.7% of the respondents agree while 58 or 22.2% disagree; item 17,193 or 74.0% agree while 68 or 26.0% disagree, item 18,182 or 69.8% agree while 79 or 30.3% disagree; item 20,56 or 21.4% agree while 205 or 76.6% disagree item 21,50 or 19.1% disagree while 211 or 80.8% of the respondents disagree; item 22,36 or 13.8% of the respondents agree while 225 or 86.2% disagree; item 23,43 or 16.5% agree while 218 or 83.5% of the respondents disagree; item 24,37 or 14.2% while 224 or 85.8% of the respondents disagree; item 25,32 or 12.3% agree while 229 or 87.7% of the respondents disagree

From the above analysis, it is clear that the attitude of the respondents to peace and security education is positive.

Research Questions 2: Will there be any significant difference between Teachers' Awareness of peace and security education concepts of male and female respondents

Table 2: Teachers Gender and Awareness of peace and Security Education

Awareness of security education	N	Mean	Std.Dev.	Crit-t	Cal-t	DF	P
Male	142	68.3944	4.9105				
Female	119	67.0840	4.6039	1.96	2.209	259	.028

The above table showed that there is a significant difference between Teachers' Awareness of peace and Security education concepts of male and female respondents (Crit-t =2.209, df =259, P<.05 level of significance).

Research Question 3: Will there be any influence of teacher's qualification on Teacher's attitude to peace and security education concepts

Table 3: Teachers' qualification and attitude to peace and security education

Source	Sum of square	Df	Mean Square	F	Sig.
Corrected Model (Explained)	347.769	4	86.942	1.501	.202
Teacher's Qualification	347.769	4	86.942	1.501	.202
Error (Residual)	142827.265	256			
Corrected total	14827.265	260			
	15175.034				

in the table above, the effect of Teacher's qualification on Teacher's Attitude to peace and security education concepts was not significant (F(4.256)= 1.501, P>.05). Hence, teacher's academic qualification had not influenced teachers' attitude to peace and security education in the study.

Conclusion

In order to address the above problem, more commitment and determination is required on the part of those in control of the policy of the day, and a re-orientation of the teaching and learning process by teachers. This is imperative because entrepreneurial and functional education requires that the teaching and learning process should take place both in the school and the surrounding society and aimed at transforming the learners into an entrepreneur with flexible, creative and problem solving individual (Ojola 2008, Dickson 2011).

The findings of the study established that the contemporary practices of entrepreneurship cut across all aspects of man's life starting from private, public or global sectors. Based on this, entrepreneurial has been a vital recognized tool for poverty alleviation, wealth creation and unemployment reduction among the youth. Empowering Nigerian youth with entrepreneurship skills and training has the tendency of imparting in them the skills and knowledge that will motivate them to be innovative, creative and self-reliant before graduating from the school system. Despite this, entrepreneurial education cannot be successfully practiced and implemented where there is a frequent occurrence of communal clashes, conflicts and other social vices. On account of this, the study advocates entrepreneurial education programme should be integrated into peace and security education in Nigeria school system

Recommendations

Based on the findings of this study and conclusion drawn, the following recommendations are made:

1.Nigeria educational system need to be re-visited and overhauled towards entrepreneurship education to enable fast transformation to take place so as to achieve vision 2020 and sustainable development.

2. Teachers should be trained towards the usefulness of entrepreneurship education vis-à-vis peace and security education.

3. The government both at the state and federal levels should provide facilities to train and make the products of peace and security education functional and develop entrepreneurial skills in all institutions of learning in Nigeria.

4. Nigeria school curriculum and education policy should include components that will make students identify various entrepreneurial activities available for them in their areas of specialization.

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