

Perceived Imperative Influence of Entrepreneurial Education on Human Security

Emmanuel A. Adenuga *

Tola Oduyale **

Abstract

Human security safeguards the vital core of all human lives from critical pervasive threats, in a way that is consistent with long-term human fulfillment despite the increased level of unemployment and insecurity in the country. Entrepreneurial education as a tool promotes skills that enable individual to be self-employed and self-reliant which influences the vital core of human lives such as food, economy and social stability. This study was carried out to examine the perceived imperative influence of entrepreneurial education on human security. A descriptive survey research design of the ex-post facto type utilizing a self-structured Likert type questionnaire entitled Questionnaire on Entrepreneurial Education and Human Security (QEEHS) with a reliability index of 0.75 was used to elicit appropriate response from the study population. A stratified random sampling technique was used to group the research location into five groups while four hundred (400) respondents were selected randomly from each group to make two thousand (2000) respondents as sample size. The data obtained were analyzed using the inferential statistics of multiple regression at 0.05 alpha level while the two negative hypotheses formulated were rejected. This revealed that entrepreneurial education imperative index (food, economic and social stability) are significant factors perceived to influence human security. It was recommended amongst others that government should have more locations and centers for skill acquisition to complement school-based entrepreneurial education. Individual and voluntary organization should complement government effort in this line to further help masses to be self-employed.

Keywords: Entrepreneur, entrepreneurial education and human security

Introduction

The Commission on Human Security (2003) sees human security as the protection of the vital core of all human lives in ways that enhance human freedom and human fulfillment. Human security means protecting fundamental freedom that is the essence of life. That is, the protection of people from severe and widespread situations through the creation of political, social, environmental, economic, military and cultural systems that gives people the building blocks of survival, livelihood and dignity.

Human security is needed in response to the complex security threats from chronic and persistent poverty to ethnic violence, human trafficking, climate change, health pandemics, international terrorism, and sudden economic and financial downturns. Hastings (2009) sees it as a comprehensive approach that utilizes the wide range of new opportunities to tackle such threats in an integrated manner, because human insecurity cannot be tackled through conventional mechanisms alone. Instead, Azubuike

* Olabisi Onabanjo University Ago-woye, Ogun State Nigeria
E-mail: akinyemi.adenuga@oouagwoye.edu.ng

** Olabisi Onabanjo University Ago-woye, Ogun State Nigeria
E-mail: alliswell1410@gmail.com

(2010) and James (2014) require a new consensus that acknowledges the linkages and the interdependences between development, human rights and national security.

Therefore, human security brings together the human elements of security, rights and development as an inter-disciplinary concept that is people-centered, multi-sectoral, comprehensive, context-specific and prevention-oriented (Spiegel and Huish, 2009; Sunga, 2009). Then, Tadjbahsh (2007) places the individual at the centre of analysis in considering a broad *range of* conditions which threaten survival, livelihood and dignity, and identifies the threshold below which human life is intolerably threatened (UN, 2012). As a multi-sectoral concept, human security entails a broadened understanding of threats and includes causes of insecurity related to economic, food, health, environmental, personal, community and political security (UNESCO, 2008 and Uli, 2014).

To Ubah (2012), entrepreneurship education as a means of enhancing economic, food, health, environmental, personal, community and security is a systematic means of fostering human security. Entrepreneurship education deals with acquisition of skills and ideas which transforms an individual into being self-reliant through self-employment. It makes people responsible, enterprising individuals who become entrepreneur or entrepreneurial thinkers and who contribute meaningfully to economic development and sustainable national security (Azubuike, 2010). Osakwe (2011) viewed entrepreneurial education as the development of personal skills and qualities that enable the individual gain knowledge and understanding of the way in which the economy works and reacts to social forces.

In the view of Ojeifo (2012), entrepreneurship education is a formal effort to acquire knowledge, skills and attitudes which can direct human and material resources towards business objectives for self-reliance to foster both individual and community security. Clifford (2012) and Ogheneakoke (2014) stressed that the present global economic crisis demands that only individuals with entrepreneurship skills and competence can be distinguished. In other words, it is only people with entrepreneurial skills and competence can contribute meaningfully to the growth of the economy and serve as agents of change when it comes to the management of peace which fosters human security. Meanwhile, Nigeria is not free from the effect of economic crisis, and, as it was stated by Ubah (2012), due to the dwindling economic situation in Nigeria and the resultant massive unemployment of both youths and adults in Nigeria, the federal government has emphasized the need for every Nigerian citizen to strive for self-reliance through self-employment; and all institutions are directed to introduce entrepreneurship as a compulsory subject irrespective of their disciplines.

This is the reason why Nwosu (2017), Ofuasia, Nwalado and Dede (2013) advocated for the intensification of a programme that would provide entrepreneurship skills for citizens to achieve self-actualization. Hastings (2009) also emphasized that education should serve as an instrument that move man to the next level of the ladder of growth and development - respect to safety and security. In the light of this, this work focuses on the perception and identification of the imperative influence that entrepreneurial education has on human security in Ijebu North Local Government Area of Ogun State.

Statement of the problem

Despite the huge amount of money always allotted to security by government, agencies and private organizations are still needed to prevent or curb insecurity. A cursory look on the Nigerian daily newspapers whooped out the level of insecurity in the country. Youth restiveness, kidnapping, assassination, armed robbery, extra-judicial killing, terrorism, bombing, and labour action (strike) are the order of the day. The research location is not free from these violent conflicts, there is evidence of unemployment in this community, an appreciable number of people in this location are aggressive resulting to violence, and there are series of health

conditions related to stress, hunger, victimization and fervour. Therefore, this paper shall attempt to establish the imperative influence of entrepreneurial education on human security in Ijebu North Local Government Area of Ogun State.

Objective of the study

Insecurity has been one of the major challenges of Nigerian society. Almost everybody live in fear of the unknown. Therefore, the objective of this study is to examine the imperative influence of entrepreneurial education on human security among people in Ijebu North Local Government Area of Ogun State. It was also hoped to establish a blue print for the alleviation of human insecurity through entrepreneurial education in the study population.

Hypotheses

1. There is no joint influence of entrepreneurial education imperative indices (food, economic and social stability) on human security.
2. There is no relative influence of entrepreneurial education imperative indices (food, economic and social stability) on human security.

Significance of the study

- I. To advocate a holistic approach in achieving human security through entrepreneurial education.
- II. To enhance individual confidence as agent of peace.
- III. To campaign for basic functions related to survival, livelihood and dignity.
- IV. To campaign for individual advancement of human security through entrepreneurial education.
- V. To establish imperative influence of entrepreneurial education on human security.
- VI. To discourage the practice of relying on the government to provide white collar jobs for graduates.

Method

This study was carried out to examine the imperative influence of entrepreneurial education on human security. A descriptive survey research design of the ex-post facto type utilizing a self-structured Likert type questionnaire titled Questionnaire on Entrepreneurial Education and Human Security (QEEHS) with a reliability index of 0.75 was used to elicit appropriate responses from the study population. A stratified random sampling technique was used to group the research location into five groups using geopolitical zone as a criterion while four hundred (400) respondents were selected randomly with simple random sampling techniques from each zone (i.e. group) to make two thousand (2000) respondents as sample size. The data obtained were analyzed using the inferential statistics of multiple regression at 0.05 alpha level.

Results

Hypothesis 1: There is no joint influence of Entrepreneurial Education Imperative Indices (Food, Economic and Social Stability) on human security

Table 1: Analysis of Entrepreneurial Education Imperative Indices' (Food, Economic and Social Stability) joint influence on Human security

Source of variance	Sum of squares	df	Mean square	F	Remark
Regression	11124.6	2	1877.44	36.665	Reject Ho
Residual	1020246.7	1997	51.202		
Total	113311.4	1999			

R = 0.317, Adjusted R = 0.097, R-Square = 0.099, Adjusted R-Square = 0.0097, SE = 7.156, Coefficient of variation = 7.156

Table 1 indicates that there is a strong collective influence among the three entrepreneurial education imperative index (food, economic and social stability) on human security of the respondents (R = 0.315). This implies that the three entrepreneurial education imperative indices cumulatively influence human security. The result also shows that the Adjusted R-square = 0.097, therefore the 9.7% of the total variance in human security is due to other factors not included in this study. From table 1 also the F-ratio shows that the adjusted R-square value = 0.097 is significant (F (6, 1996) = 36.667; p < 0.05). This indicates that the adjusted R-square value is not due to chance; therefore, hypothesis 1 which states that there is no joint influence of entrepreneurial education imperative index (food, economic and social stability) on human security is hereby rejected, since the indices jointly influence human security.

Hypothesis 2: There is no relative influence of entrepreneurial education imperative indices (food, economic and social stability) on human security on human security

Table 2: Relative influence of Entrepreneurial Education Imperative Indices (Food, Economic and Social Stability) on human security

Variables	Unstandardized Coefficients	Standardized Coefficients	Beta	Rank	T-ratio
	B	Std Error			
constant	31.210	1.1820			26.3920
Food	0.131	0.098	0.071	2nd	3.2060
Employment(employment)	1.020	0.081	0.305	1st	12.5180
Social stability	0.133	0.061	0.054	3rd	2.1640

Table 2 presents the parameter estimate (B), the standard Error (SE), T - ratio and the probability level of association between the independent variables socio-economic factors and the dependent variable healthy living. The table showed that economy (employment) made the highest influence on human security (b = 0.3050; t = 12.5180; p < 0.05). The second influence was made by food (b = 0.0710; t = 3.2060; p < 0.05). In order of rank social stability made the third influence on human security (b = 0.0540; t = 2.1640; p < 0.05). The result shows that entrepreneurial education imperative indices (food, economic and social stability) influence human security in Ijebu North Local Area of Ogun State, the hypothesis 2 is rejected i.e. entrepreneurial education imperative indices (food, economic and social stability) influence human security.

Discussion

These findings support the assertion of Azubuike (2010) that entrepreneurial education help individuals acquire necessary skills which can help 'becoming self-reliant citizens and problem solvers in their immediate environments. This is also in line with Mordi (2013); Ofuasa, Nwalado and Dede (2013) that it equips individuals with entrepreneurial skills, competences and abilities needed to survive in the face of vital crisis like unemployment focusing on starting a new venture and tends to draw the interest of individuals to the opportunity of operating peacefully on their own to make wealth and live a successful life.

However, it is asserted by Human Rights Watch (2007) that violence has reached unprecedented proportions in contemporary discourse on Nigeria's emerging democracy. And Mordi (2013) rightly stated that the decline of safety is an element of increasing insecurity in the community because people live in fear of various types of terrorists, armed robbers, killers, bombers, arsonists and kidnapers. To Ubah (2012), on the other hand, this situation is due to high level of unemployment in our society. He asserted further in line with James (2014) that gansterism, militancy, cultism, armed robbery and other forms of anti-social activities are all factors associated with economic instability especially unemployment. Then, Osakwe (2011) attributed this to lack of entrepreneurship skills in educational system. This was affirmed by Clifford (2012) who suggested that some people have embraced odd 'business' like kidnapping and violent conflicts because they lack entrepreneurial skills to set up legitimate business which fosters peace and safety.

In support of these, Hastings (2009); Page (2008) and Sunga, (2009) affirmed that entrepreneurial education enhances the economy positively through the creation of employment; it in turn fosters individual and societal security as stated by Spiegel and Huish (2009). Finally, the findings of this work are in line with the Uli (2014), UN (2012) and Tadjbakhsh (2007) in that the assurance of human security is rooted in economy (job creation) and availability of food. The findings are in line with Page (2008) and James (2014) that providing entrepreneurial education has a long-term influence on social stability. Besmart-Digbori (2009) also calls to school reform which will involve the development of entrepreneurial skills as a tool for increasing security in the country.

Conclusion / Recommendations

Based on the result of the study, the two hypotheses formulated were not confirmed. This implies that entrepreneurial education imperative indices (food, economic and social stability) are significant factors perceived to influence human security. And, among the indices, economy was perceived to make the highest influence, followed by food availability/accessibility and social stability in Ijebu North Local Government Area of Ogun State. The general perception therefore is that in the study location, entrepreneurial education imperative indices (food, economic and social stability) do influence human security.

Therefore, based on the outcome of the study, it was recommended amongst others that:

1. Government should have more locations and centers for skill acquisition to complement school-based entrepreneurial education.
2. Individual and voluntary organizations should complement government effort in this line to further help masses to be self-employed.
3. Peace education blended with entrepreneurial education should be introduced to all level of education.
4. There is need for more campaign on human security which should not be limited to educational institutions alone.

References

- Azubuikwe, K.A. (2010). Entrepreneurship capacity building in teacher education programme: Implication for educational administration. *Nigerian Journal of Curriculum and Instruction* 17(1): 84-89.
- Besmart-Digbori, E.D. (2009). Reforming the Current Secondary School Curriculum for the Attainment of Entrepreneurship Objectives of the National Policy on Education. *Nigerian Journal of Curriculum and Instruction* 15(1): 91-100.
- Clifford, O.E. (2014). Entrepreneurship education: An imperative in social studies education curriculum for self-reliant and national security in Nigeria. *Journal of Resourcefulness and Distinction*, 9, 1: 1-9.
- Hastings, D.A. (2009). The Human Security Index: An Update and a New Release. Retrieved July 10, 2018 from <http://www.humansecurityindex.org/wordpress/wp-content/uploads/2011/03/hsiv2-documentation1.pdf>
- Human Rights Watch. (2007). Criminal Politics: Violence, "Godfathers", and Corruption in Nigeria. Retrieved July 10, 2018 from <https://www.hrw.org/reports/2007/nigeria1007/nigeria1007webwcover.pdf>
- James, P. (2014). Human Security as a Left-Over of Military Security, or as Integral to the Human Condition, p. 72-88. In Bacon, P. and Hobson, C. *Human Security and Japan's Triple Disaster*. London: Routledge.
- Mordi, C. (2013). Educational reformation for national security. Keynote Address Presented at the Annual Conference of the Institute of Education, Delta State University, Abraka held at Delsu, Abraka from 11th- 15th June.
- Nwosu, J.C. (2017). Strategies for professionalization of teaching in Nigeria and the role of teachers registration council of Nigeria (TRCN). *International Journal of Humanities and Social Science Invention*, 6, 5: 55-61.
- Ofuasia, J.N, Nwalado, E.N & Dede, P.U. (2013). Entrepreneurship education for youth empowerment in Nigeria: Implication for Social Studies education. *European Journal of Social Sciences*, 15 (1): 146-150.
- Ojeifo, S.A. (2012). Entrepreneurship education in Nigeria. *Journal of Education and Practice* 3(14): 78-82.
- Okebukola, P. (2012). Education, human security and entrepreneurship 7th Convocation Lecture of the Delta State University, Abraka, Nigeria, delivered on 6th September.
- Osakwe, R.N. (2011). A Survey on the perception of need for entrepreneurial skills acquisition among undergraduate students of Tertiary institution in Delta State. *Delsu Journal of Educational Research and Development* 10(1): 127.
- Page, J.S. (2008). *Peace Education: Exploring Ethical and Philosophical Foundations*. Charlotte: Information Age Publishing.
- Spiegel, J.M., & Huish, R. (2009) Canadian foreign aid for global health: Human security opportunity lost. *Canadian Foreign Policy Journal*, 15(3):60-84.
- Sunga, L.S. (2009). The concept of human security: Does it add anything of value to international legal theory or practice? in *Power and Justice in International Relations Interdisciplinary Approaches to Global Challenges Power and Justice in International Relations* (Frick, M-L. and Oberprantacher, A., eds.) Farnham: Ashgate Publishers
- Tadjbakhsh, S. (2007). *Human Security in International Organizations: Blessing or Scourge? The Human Security Journal*, 4: 8-16.
- Ubah, M.C. (2012). Towards achieving effective entrepreneurship education in social studies teaching in interactive agenda through information and communication technology (ICT). *Nigeria Journal of Social Studies* 15(1): 36-43.



Uli, J. (2014). Peace Education and Conflict Transformation. Berghof Handbook for Conflict Transformation. Online Version (PDF), Berlin: Berghof Foundation.

UN. (2012). System Task Team on the Post-2015 UN Development Agenda, Peace and Security Thematic Think Piece, PBSO. Retrieved July 10, 2018 from http://www.un.org/millenniumgoals/pdf/Think%20Pieces/peace_and_security.pdf

UNESCO. (2008). Human Security: Approaches and Challenges. Paris: UNESCO.