

ENTREPRENEURIAL EDUCATION IMPERATIVE INDICES AS PREDICTORS OF HUMAN SECURITY AMONG PEOPLE IN OGUN STATE

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Abstract

Human security focuses on well-being of individuals and response to the people's needs in dealing with the sources of threats; Entrepreneurial education as a tool promotes skills that enable individual to be self-employed and self-reliant which influences vital core of human lives such as food, economy and social stability. This study was carried out to examine entrepreneurial education imperative indices as predictors of human security among people in Ogun state. A descriptive survey research design of the ex-post facto type utilizing a self-structured Likert type questionnaire titled Human Security Entrepreneurial Education Imperative Index Questionnaire (HSEQ) with a reliability index of 0.95 was used to elicit appropriate responses from the study population. A stratified random sampling technique was used to group the research location into four groups while five hundred (500) respondents were selected randomly from each group to make two thousand (2000) respondents as sample size. The data obtained were analysed using the inferential statistics of multiple regressions at 0.05 alpha level while two hypotheses formulated were rejected. This revealed that entrepreneurial education imperative index (food, employment and social stability) are significant predictors of human security among people in Ogun State. It was recommended amongst others that: government should have more locations and centres for skills acquisition to complement school based entrepreneurial education, individual and voluntary organisation should complement government effort in this line to further help masses to be self-employed.

Key words: *Entrepreneur, Education, Entrepreneurial education, Entrepreneurial education imperative index, Human security*

Introduction

Human security is 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 (James, 2014).

Human security is needed in response to the complexity security threats from chronic and persistent poverty to ethnic violence, human trafficking, climate

change, health pandemics, international terrorism, and sudden economic and financial downturns. Hasting (2009) saw 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, to Azubuike (2010) and James (2014), they require a new consensus that acknowledges the linkages and the interdependencies between development, human rights and national security.

Therefore, human security brings together the human elements of security, rights and development as inter-disciplinary concept that is people-centered, multi-sectoral, comprehensive, context-specific and prevention-oriented (Spiegel and Huish 2009; Sunga, 2009). Then, to Tadjbahsh (2007), it places the individual at the centre of analysis in considering a broad range of conditions which threaten survival, livelihood and dignity, 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 relating to economic, food, health, environmental, personal, community and political security (UNESCO, 2008 and Uli, 2014).

To Ubah (2010), entrepreneurship education as 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 self-reliance through self employment. It makes people responsible, enterprising individuals who become entrepreneur or entrepreneurial thinker 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 react to social forces.

In the view of Ojeifo (2012), entrepreneurship education is a formal hearing to acquire knowledge, skill and attitudes which can direct human and material resources towards business objectives for self-reliance to foster both individual and community security. Okebukola (2012) and Ogheneakoke, (2014) stressed that the present global economic crisis demands that only individual with entrepreneurship skills and competence can be distinguished. In other words, it is only those with entrepreneurial skills and competence that can contribute meaningfully to the growth of the economy and serve as agent of change when it comes to the management of peace which fosters human security. Meanwhile, Nigeria is not free from the effect of of economic crisis as it was stated by Udiagbe and Umunna in Ubah (2012) that due to the dwindling economic situation in Nigeria and the resultant massive unemployment of both youths and adults in Nigeria, the federal government has emphasised 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 discipline.

This is the reasons why Danladi (2013); Ofuasia, Nwalado and Dede (2013) advocated for the intensification of programme that would provide entrepreneurship skills for citizen 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 entrepreneurial education imperative indices as predictor of human security in Ogun State.

Statement of the Problem

Despite, the huge amount of money always allotted to security by government, agencies and private organizations to prevent or curb| insecurity, yet 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 attempts to establish the entrepreneurial education imperative indices as predictors of human security in Ogun State.

Hypotheses

The researcher tested the following hypotheses:

1. Entrepreneurial education imperative indices (food, economy and social stability) would not jointly predict human security
2. Entrepreneurial education imperative indices (food, economy and social stability) would not relatively predict human security

Methodology

This study was carried out to examine the entrepreneurial education imperative indices as predictors of human security in Ogun State. A descriptive survey research design of the *ex-post facto* type was used for the study. A self-structured Likert type questionnaire titled “Human Security Entrepreneurial Education Imperative Index Questionnaire” (HSEQ) with a reliability index of 0.95 was used to elicit appropriate responses from the study population. A stratified sampling technique was used to group the research location into four groups while five hundred (500) respondents were selected randomly from each group to

make two thousand (2000) respondents as sample size. The data obtained were analysed using the inferential statistics of multiple regression at 0.05 alpha level.

Result

Hypothesis 1: Entrepreneurial education imperative indices (food, economy and social stability) would not jointly predict human security

Table 1: Regression analysis showing joint prediction of entrepreneurial education imperative indices 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 the three entrepreneurial education imperative indices (food, economy and social stability) collectively predict human security of the respondents (R = 0.315). This implies that the three entrepreneurial education imperative indices cumulatively predict human security in Ogun state. 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 (6.19%) = 36.667; p < 0.05). This indicates that the adjusted R-square value is not due to chance; therefore, hypothesis 1 which states that entrepreneurial education imperative index (food, economy and social stability) would not jointly predict human security is hereby rejected, since the indices jointly predict human security.

Hypothesis 2: Entrepreneurial education imperative indices (food, economy and social stability) would not relatively predict human security

Table 2: Relative prediction of entrepreneurial education imperative indices on human security

Variables	Unstandardized Coefficients B	Standardized Coefficients Std Error	Beta	Rank	T ratio
Constant	31.210	1.1820			26.3920
Food	0.131	0.098	0.071	2 nd	3.2060
Economy (employment)	1.020	0.081	0.305	1 st	12.5180
Social stability	0.133	0.061	0.054	3 rd	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 prediction on human security ($b = 0.3050$; $t = 12.5180$; $p < 0.05$). The second predictor was made by food ($b = 0.0710$; $t = 3.2060$; $p < 0.05$). In order of rank social stability made the third prediction of human security ($b = 0.0540$; $t = 2.1640$; $p < 0.05$). The result shows that entrepreneurial education imperative indices (food, economy/employment and social stability) significantly predict human security in Ogun State, the hypothesis 2 is rejected i.e entrepreneurial education imperative indices (food, economy/employment and social stability) predict human security.

Discussion

The result of the first hypothesis indicated that entrepreneurial education imperative indices (food, economy and social stability) jointly predict human security. This finding support the finding of Mordi (2013); Ofuasa, Nwalado and Dede (2013) that entrepreneurial education 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. This is also in line with Azubiike (2010) that entrepreneurial education helps individuals acquire necessary skills which can help becoming self-reliant citizens and problem solvers in their immediate environments. However, it is asserted by Muhammed (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, arsonist

and kidnappers but to Ubah (2012) this situation is due to high level of unemployment in our society.

The result of the second hypothesis indicated that economy (employment) made the highest prediction, followed by food and social stability. This finding support the finding of 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 entrepreneurship skills in educational system. This was affirmed by Okebukola (2012) who submitted 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, Page, (2008); Hasting (2009) 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 Siegel and Huish (2009). Finally, the findings of this work is in line with the submission of Tadjbakhsh (2007); UN, (2012) and Uli, (2014) that the assurance of human security is rooted in economy (job creation) and availability of food, while Page (2008) and James (2014) affirmed that this has a long term influence on social stability.

Conclusion

Based on the result of the study, the two hypotheses formulated were not retained. This implies that entrepreneurial education imperative index (food, economy and social stability) are significant predictors of human security. And, among the indices, economy was perceived to make the highest prediction followed by food availability/accessibility and social stability in Ogun State. The general perception therefore is that in the study location; entrepreneurial education imperative index (food, economy and social stability) does predict human security.

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

1. Entrepreneurial Education/skills based training should be integrated into the Human Security programme at all levels of education.
2. Government should ensure constant public enlightenment on media, focusing entrepreneurial education and human security.
3. Peace education should be given the status of a core subject at all levels of education.
4. Entrepreneurial Education and Human Security Integrated clubs or association should be established in schools.

5. Community based Entrepreneurial Education and Human Security Integrated programme should always be floated at the grassroots level to foster positive behavioural change.
6. Government should prioritise what is necessary for survival and for the resolution of disputes that could reignite violent conflict in various communities.
7. Government should have more locations and centers for skills acquisition to complement school based entrepreneurial education.
8. There is a need for more campaign on human security which should not be limited to educational institutions alone.

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