

Social and Demographic Factors Influencing the Development and Sustainability of Entrepreneurial Skills among Secondary School Leavers in Selected Schools in Akinyele Local Government Area of Oyo State

Matthew O. Ikokoh & Anthony O. Ogbette

Abstract

This study explores the socio-demographic factors influencing the development and sustainability of entrepreneurial skills among secondary school leavers in selected schools in Akinyele LGA of Oyo State. The study adopted quantitative and qualitative research designs which include the use of questionnaire and structured interview to elicit data for the study. Two secondary schools, comprising one public school and one private school, were selected for the study. Convenience sampling technique was adopted in the selection of the schools, while random sampling technique was used to select 100 respondents from the selected secondary schools; 50 from each school. However, 95 copies of the questionnaire were retrieved which gives a 95% response rate. The questionnaire was subjected to reliability analysis using the cronbach alpha. Data obtained using the questionnaire were analyzed using inferential statistics such as linear multiple regression analysis at 0.05 level of significance. Findings show that only two socio-demographic characteristics of the respondents (i.e. sector of school and respondents' fathers' occupation) were significant at 0.05 level of significance. Hence, students who attended public secondary schools have better entrepreneurship skills than students that attended private secondary schools. The study recommends that government at all levels should provide the necessary support through the appropriate agencies, and mandate public and private secondary schools to include entrepreneurship education in their curriculum; and make it a requirement for students seeking admission into tertiary institutions in Nigeria to obtain at least a credit pass in entrepreneurship education before he/she can be admitted.

Keywords: Socio-demographic, Entrepreneurship, Sustainability, Government, Institutions

Introduction

Entrepreneurship development has been identified as one of the major factors and determinants of a vibrant economy and Nigerian economy cannot be an exception. Production is absolutely a crucial activity of man as he strives to conquer his environment. Although land, capital and labour are also important factors of production, entrepreneurship development is the pivot around which they all revolve. Entrepreneurship is the effective mobilization of human and material resources of an organization which may include land, capital and labour for the attainment of its set goals (Nwekeaku, 2013). To attain a vibrant economy, major strategies to develop entrepreneurial skills have to be established and developed, especially among all tiers of schools in major developing countries such as Nigeria.

Entrepreneurship development is a panacea to guarantee first amiable development (Ekankumo & Kemebaradikumo, 2011). It was, therefore, not out of place when the Federal government of Nigeria, through the National Universities Commission (NUC), introduced Entrepreneurship Education (EE) into the curriculum of both publicly and privately owned Nigerian Universities. This policy was aimed at equipping students of tertiary institutions with entrepreneurial skills, right attitudes and competencies in order to boost their self-employability preparedness; to become employers of labour and not job seekers. It was aimed at improving the economic, technological and industrial development of the nation and reducing poverty (Ekankumo and Kemebaradikumo, 2011). Similarly, in secondary schools, various entrepreneurial skills are being taught in order for students to

develop relevant skills, attitudes and competencies required to become an employers of labour. Such entrepreneurial skills being taught in secondary schools include art and culture, food and nutrition, catering, fashion designing, carpentry, etc. However, several factors have been observed to be militating against the development and sustainability of such developmental strategy in Nigeria. According to Mamman (2008), these factors are divided into two, namely: Entrepreneurial and Environmental factors. PESTLE Analysis (2016) summed both the entrepreneurial and environmental factors as sociological factors which are a combination of social and demographic factors.

From Mamman (2008) and PESTLE Analysis (2016), the main factors affecting the sustainability of such developmental strategy such as entrepreneurship development are social and demographic factors (sociological factors). These include religion, ethnicity, family, physical status, economic status, education, location, life partners, children and political systems. According to PESTLE Analysis (2016), sociological factors include lifestyles, habits, educational level, emphasis on safety, religion and beliefs, health consciousness, sex distribution, average disposable income level, social classes, family size and structure, minorities, attitudes towards saving and investment, attitude towards green or ecological products, attitude towards renewable energy, population growth rate, immigration and emigration rates, age distribution and life expectancy rates, attitude towards imported products and services, attitude towards work, career, leisure and retirement, and attitude towards customer service and product quality.

Specifically, Relivingmbadays (2012) stated that Social and cultural factors affect entrepreneurship development. The social factors include, family background, education, attitude of the society, cultural values, among others. Dhenak (2010) noted that cultural factors which include religion and other social factors such as community or society are major considerations in the study of entrepreneurship development. However, very few variables would be selected from these sociological factors to aid precision and accuracy. If not well handled, it would be pertinent to draw attention to the fact that since these factors affect major developmental strategies such as entrepreneurship development in secondary schools in Nigeria, development may never be attained and this would lead to wastage of resources and thus unsustainable development in Nigeria. It is imperative to investigate major factors that could help enhance developmental strategies such as entrepreneurship development in Nigerian secondary schools. Thus, this study investigated the sociological factors influencing the development and sustainability of entrepreneurial skills for self-employability among secondary school leavers in Oyo State, Nigeria.

Statement of the Problem

In 1960, when Nigeria gained independence from the British colonial masters, the whole world, particularly the Africa continent, heaved a sigh of relief that, at last, the giant of Africa was born. Many decades after independence, Nigeria, which is the biggest black nation in the entire universe and ought to have a very strong and vibrant economy with the capability of employing almost all employable citizens cutting across the whole continent of Africa, is bedeviled with high rate of youth unemployment.

According to the National Bureau of Statistics, Nigeria, unemployment rate in Nigeria increased from 5.10 percent in the fourth quarter of 2010 to 18.80 percent in the third quarter of 2017. Many scholars have attributed the high rate of youth unemployment to poor quality of education and lack of entrepreneurial and self-employability skills. Every year, institutions of higher learning in Nigeria turn out thousands of graduates with little or nothing to contribute to the society due to inadequate education as it relates to entrepreneurial skills and competencies for self-employability. A good number of these graduates go after white-collar jobs and only a fragment of them secure jobs after years of their graduation. This is due to the fact that the right entrepreneurship skills are not inculcated into students to realize the objective of the Nigerian educational system and, by extension, a vibrant economy driven by SME's. In addition, the ubiquitous armies of unemployed graduates, regrettably, do not have the requisite skills and experiences for entrepreneurship in the country (Nwekeaku, 2013). If this is not corrected, the nation would not be able to achieve its educational and economic goals. This will lead to underdevelopment

and the cost to Nigeria will continue to be tremendous. To this end, it is expedient to fill this gap, hence the need for this study.

Research Questions

The following research questions were used to drive the study:

- i. What are the social and demographic factors affecting the development of entrepreneurial skills among secondary school students in the selected schools?
- ii. How has these factors affected the development of entrepreneurial skills for self-employability among secondary school students in the selected schools?
- iii. What strategies are students deploying to mitigate these factors in order to enhance their entrepreneurial skills for self-employability?

Literature Review

Entrepreneurship Development among Secondary School Students

According to Nwekeaku (2013), education is the process of acquiring knowledge, special skills and experiences by an individual for effective conquering and adaptation to his environment. To this end, entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in their various settings of life (Nwekeaku, 2013). Entrepreneurship development among students provides new division and can make good students for the world. In its broad view, entrepreneurship education consists of three ingredients (Thomsen Business Information, 2012): Creativity - creating all kinds of ideas; Innovation - finding value in selected ideas; and Entrepreneurship - developing a business from the innovative idea. According to Nwekeaku (2013), basically, entrepreneurship education is oriented towards four methods for practical results, and these methods include:

-) **Regular Entrepreneurship:** This is most popular and suitable for opening of a new organization or starting a new business. For example, students may be taught on how to go about starting a new business they actually have foundational knowledge on or they have been taught the various knowledge about these businesses.
-) **Corporate Entrepreneurship:** This is suitable for promoting innovation or introducing new products or services or markets in existing firms. From this, corporate entrepreneurship is directed towards existing businesses in the economy or among the students. This is done to enhance and address the performance of existing businesses and which would lead to the sustainability of such existing businesses.
-) **Social Entrepreneurship or Social Venturing:** This involves creating charitable organizations that are expected to be self-financing in addition to doing their usual activities;
-) **Public Sector Entrepreneurship:** This is designed to improve innovation and customer service delivery.

Arvanite, Glasgo & Stumpf (2011) argued that, for entrepreneurship education to be most useful and sustainable, it must address and develop in students the relevant skills necessary for entrepreneurship. Such entrepreneurship education must motivate, stimulate and challenge the students into creative and innovative ideas and concepts that result into setting-up and sustaining business ventures and other investment opportunities (Nwekeaku, 2013).

Factors Affecting Entrepreneurship Development among Secondary School Students

Although efforts have been made to enhance entrepreneurship development in schools in Nigeria by the Federal Government through developing curriculum for this purpose, it is observed that several factors are militating against these developmental strategies in Nigeria. Mamman (2008) stated that factors affecting developmental strategies such as entrepreneurship development in schools can be divided into two main groups: entrepreneurial and environmental factors. Also, according to PESTLE Analysis (2016), the entrepreneurial and environmental factors can be summed up as sociological factors which are combination of social and demographic factors.

According to Nwekeaku (2013), major challenges of Nigerian education on Entrepreneurship skills development are lack of sufficient and skilled manpower; hasty preparations of programmes; poor state of infrastructure; faulty

foundation of the Nigerian education system; and inadequate or outright lack of funding. Similarly, Ewubare (2010) noted that major factors that challenge the achievement of Entrepreneurship objectives in Nigeria are: lack of teachers' competency; absence of relevant textbooks; lack of facilities; lack of fund; among others. In the same vein, Relivingmbadays (2012) stated that Social and cultural factors, which are a part of sociological factors, affect entrepreneurship development. The social factors include caste factor, family background, education, attitude of the society, cultural value, among others. In addition, Dhenak (2010) noted that cultural factors include religion, and other social factors such as community or society are major considerations in the study of entrepreneurship development. With this range of factors, it is expedient to examine how these factors could affect the development of entrepreneurial skills for self-employability among secondary school students in Nigeria. This is a major gap this study seeks to fill.

Theoretical Framework

This study was anchored on the rational development and public choice theory. A major premise of the "rational development" is that individual actors in the economy should be provided with information about the consequences of different policies, and Coasian rationality will ensure that the parties will make use of that information to arrive at an efficient solution (Hoff and Stiglitz, 2000). Undoubtedly, there may be market failures, but social institutions such as the secondary schools arise spontaneously to address them. Thus, only lack of information could lead to "inefficient outcomes." In some variants of this view, government appears as a benevolent dictator outside the economy, with the ability to act freely on it.

In addition, the public choice perspective involves political forces that produce an equilibrium set of policies which are being used to enhance development challenges (Bhagwati, Brecher, & Srinivasan, 1984). Successful policies in any nation such as Nigeria as well as in important sectors such as in the secondary education system need to have the country's "ownership". That is, such policies need not only government support, but also a broad consensus within the population such as the major stakeholders in the secondary school system and also the entire educational system, to be effectively implemented. Policies perceived to be imposed will be circumvented, may induce resentment, and will not withstand the vicissitudes of the political process (Bruno, 1996; Stiglitz, 1998). In the same vein, Omiunu (2012) stated that, often times, development plans exported and used in developing countries which do not involve the people, are often perceived as imposed, and may lead to developmental project that would not be sustainable in the long run. To this end, the study adopted the rational development and public choice theory to provide theoretical insight into the study. Hence, it is important to note that, socio-demographic factors are important to the realization of the objectives of entrepreneurship education in Nigeria. This study investigated the socio-demographic characteristics of students that could influence entrepreneurship education in Nigerian schools.

Research Methodology

The study adopted quantitative and descriptive research design which involves the random selection of secondary school students in Ibadan. The major instrument used for data collection was the questionnaire which was structured in line with the objectives of the study.

Two secondary schools in Akinyele Local Government Area of Oyo State were selected which include one public school (Orogun Grammer School, Ibadan) and one private school (Yinbol College, Ibadan). These schools were selected due to convenience of reach as well as ease of data collection. A hundred students were randomly selected from the two secondary schools: fifty from each school. However, only 95 copies of the questionnaire were retrieved, which gives a 95% response rate. The questionnaire was subjected to reliability analysis using the cronbach alpha, and the entrepreneurship education questionnaire provided a reliability result of 0.78. The questionnaire was adapted from Newbold (2014). According to Kaplan & Saccuzzo (2001), a reliability coefficient of 0.6 and above is considered good. The informed consent of the respondents was obtained before copies of the questionnaire were administered to them for the study. Data obtained were analyzed using inferential statistics. Inferential statistics used include the linear multiple regression analysis at 0.05 level of significance. In

addition, some parts of the questionnaire requested the respondents to provide a subjective view of their opinion and this information were collected and analyzed thematically in line with the research questions of the study which were also analyzed and presented as results from the study.

Discussion of Findings

The discussion of findings of the study is divided into three major sections, with respect to the research questions of the study.

Research Question I: What are the social and demographic factors affecting the development of entrepreneurial skills among secondary school students in the selected schools?

Table 1: Regression Analysis result for research Question one

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.597	7.886		1.597	.115
	School Name	1.540	1.293	.143	1.191	.238
	Local Government Area of Respondent	.614	.500	.180	1.229	.223
	State of Respondent	.605	1.121	.082	.540	.591
	Sector of School	3.884	1.508	.347	2.575	.012
	Gender of Respondent	-.418	1.373	-.039	-.305	.762
	Class of respondent	1.545	1.333	.146	1.158	.251
	Religion of Respondent	.068	.538	.017	.126	.900
	Age Group of Respondent	-.204	.907	-.028	-.225	.822
	Respondent Fathers' Occupation	-2.568	1.081	-.268	-2.376	.020
	Respondent Mothers' Occupation	.136	.480	.034	.283	.778
	Respondent Fathers' Educational Qualification	-.006	.631	-.001	-.010	.992
	Respondent Mothers' Educational Qualification	-.186	1.000	-.024	-.186	.853

a. Dependent Variable: Entrepreneurship

Table 1 shows the regression analysis of the relationship between students' socio-demographic characteristics (Independent Variable) and development of entrepreneurial skills (Dependent Variable). It shows that only two socio-demographic characteristics of the respondents were significant at 0.05 level of significance. These are sector of school and respondents' fathers' occupation ($p < 0.05$). This implies that respondents who attended public schools and those whose fathers are farmers and business men were eager to acquire entrepreneurial skills than their counterparts whose parents were into paid employments like medical personnel, civil servants, among others.

In addition, the result shows that entrepreneurship development is given more attention in public secondary schools than in private secondary schools. Furthermore, development of entrepreneurial skills for self-employability is more appreciated among students who are from low socio-economic background than their counterparts from high socio-economic background. This supported the findings of Mamman (2008) and PESTLE Analysis (2016) that the main factors that affect the sustainability of entrepreneurship development in secondary schools and among students are the social and demographic factors of the students.

Table 2: Joint ANOVA result for socio-demographic characteristics of Students

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	438.280	12	36.523	1.353	.211 ^a
	Residual	1809.270	67	27.004		
	Total	2247.550	79			

Table 2 shows that all socio-demographic characteristics put together do not have joint effect on respondents' eagerness to acquire entrepreneurial skills. Thus, it can be affirmed that among secondary school students, socio-demographic characteristics have not played any significant role in the acquisition of entrepreneurial skills among secondary school leavers, thereby enhancing the Nigerian economy in the long run.

Research Question II: How have these factors affected the development of entrepreneurial skills for self-employability among secondary school students in the selected schools?

For those who belong to low socio-economic background, and also attend public secondary schools, students stated that they often engage in other commercial activities that could enhance their productivity in life, since they could not get full financial support from their parents. Some students learn fashion designing, catering, and other entrepreneurial skills. These entrepreneurship activities are not common to those students from high socio-economic background, who attend private schools in Ibadan. This category of students is of the opinion that since their parents provide all their needs, they have no other choice than to adhere strictly to their parents' instructions by focusing on their academics. This implies that the quest to meet the basic demands of life and education of students are the major reasons students may involve in entrepreneurial activities. To this end, one respondent from a public school states:

I think it is good to teach entrepreneurship education at secondary school level to students because it would develop a better spirit, especially at this period when unemployment is high. In my school, entrepreneurship education is taught and when it is time for the class, we students are always looking forward to the class because it is more of practical and we learn new things. It deals with things we can see and handle and practice in our society. Even when I get home, I see myself practicing those things we were taught in the entrepreneurship class and it has affected the way I think. I don't see myself looking for a job in the nearest future when I finish schooling. I will definitely start something and I will employ people. It has motivated me and given me a drive to start something, even though it is small, instead of going about looking for job. It has really changed my orientation about life. I just pray for financial assistance to be able to achieve my dreams. Even now, if I have finance, I can start something little.

Also, another respondent stated:

I do not have any choice; I see it as a major part of my life. As a lady, I can bake cake and, in most cases when my younger ones at home want to celebrate their birthdays, I do the baking even though I'm not all that perfect yet. But I know with time, I will be perfect at it. I think there should be further support by the school or government especially to some of us that are serious with it. It could go a long way to assist us in our career path.

The result of this study buttressed the findings of Ekankumo and Kemebaradikumo (2011) that entrepreneurship development can improve the economic, technological and industrial development of the nation, and reduce poverty. Also, the findings of this study support the views of Thomsen Business Information (2012) that entrepreneurship development among students, especially in the secondary schools, provides new division and can make good students for the world. It also buttressed the position of Nwekeaku (2013), who affirmed that entrepreneurship education is oriented towards practical results. This could be a major reason why Arvanite, Glasgo & Stumpf (2011) noted that, for entrepreneurship education to be most useful and sustainable especially in secondary schools and among students in this educational level, it must address and develop in students the required skills necessary to become entrepreneurs.

The results of this study also support Nwekeaku's (2013) view that such entrepreneurship education must motivate, stimulate and challenge the students into creative and innovative ideas and concepts that result into setting-up and sustaining business ventures and other investment. Furthermore, the findings of this study support the work of Ewubare (2010), who noted that lack of funds, lack of facilities, among others are major challenge that must be overcome in order for entrepreneurship objectives in Nigeria to be achieved.

Research Question III: What strategies are students deploying to mitigate these factors in order to enhance their entrepreneurial skills for self-employability?

Major strategy deployed is to learn other skilled trades that would enhance their entrepreneurial skills for self-employability, in order to be productive in life and in their education. This affects their education negatively, because they have to combine academics with other forms of apprenticeship. However, these categories of students stated that they have no choice other than to meet the standard of their academic pursuit as well as the standard of the entrepreneurial trade they have chosen. Sometimes, they just have to miss days of school and/or days of training in their entrepreneurial trade, as the case may be.

Conclusion and Recommendations

In conclusion, major socio-demographic factors affecting entrepreneurship development among secondary school leavers are the sector of school student attended (which signifies whether private or public school) and respondent parents' occupation. Students who attended public schools, and whose parents have low socio-economic status have better entrepreneurship spirit than their counterparts who attended private secondary schools, and whose parents are professionals in paid employment, such as medical personnel, civil servants, among others. To this end, the study affirms and recommends as follows:

-) The school system and government at all levels should put into consideration the Socio-demographic characteristics of students in designing the curriculum for entrepreneurship education, in order to achieve a better entrepreneurship education in Nigeria.
-) It is expedient for government at all levels to provide financial support as well as create enabling environment for students to be self-employed after school. This would enable them establish businesses based on the entrepreneurship education and skills they have acquired, thereby boosting the nations' SMEs.
-) The government and the school system should establish mentorship service, whereby mentors would be identified and attached to students for the purpose of mentoring them in their chosen business career.
-) Government at all levels should make it mandatory for both public and private secondary schools to include entrepreneurship education in their curriculum. Similarly, it should be mandatory for students seeking admission into institutions of higher learning to obtain at least a credit pass in entrepreneurship education they can be admitted to any course of study in higher institutions in Nigeria.

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Matthew O. Ikokoh is of Department of General Studies, Federal College of Animal Health & Production Technology, Ibadan, Oyo State, Nigeria, ikokohm@gmail.com, 07033069541

Anthony O. Ogbette is of Department of Sociology, Faculty of Arts, Management and Social Sciences Edo University Iyamho, Edo State, Nigeria, ogette.anthony@edouniversity.edu.ng
