
Full Length Research Paper

Female entrepreneurship education as a strategy for ameliorating the security challenge in Yobe state

Okpachu, A. S., Asa, H. and Adamu, B. A

Federal College of Education (Technical), Potiskum, Yobe State, Nigeria.

Accepted 28 January, 2017

The spate of insecurity in Yobe state has left many women widows without any skill for a source of livelihood. Hence, this study examined the interplay of female entrepreneurship education as a strategy to ameliorate the security challenge in Yobe State. The study employed a descriptive research design with the aid of a structured questionnaire to elicit response from the respondents. 50 female students and 10 lecturers were selected using simple random sampling techniques. The result revealed that female entrepreneurship education can be used as a tool to ameliorate security challenge in the study area. Also it was found out that the curriculum can impact skills in the female students. There was no difference in opinions between students and lecturers that female entrepreneurship education can ameliorate security challenge. The study concludes that female entrepreneurship education is a veritable for ameliorating the security challenge in Yobe State. The study recommended that stake holders should advocate special entrepreneurship education for female students and introduction of innovative curricula such as in Civic Education, Family living Education, and Entrepreneurship Education which will help to bridge the gap between people's knowledge, the society and practice.

Key words: Security challenge, female entrepreneurship education, skill acquisition.

INTRODUCTION

Recently, Yobe State in the Northeast Nigeria has witnessed an unprecedented level of insecurity. This has threatened national security and has left behind a teeming population of widows and children who are neither literate nor equipped with the necessary skills to earn a living. The need to improve the status of women and the promotion of women's roles in development are no longer seen merely as issues of human rights or social justice. Investments in women are now widely recognized as crucial to achieving sustainable development. Women entrepreneurs have been designated as the new engines for growth and the rising stars of the economies in developing countries to bring prosperity and welfare. A variety of stakeholders has pointed at them as an important 'untapped source' of economic growth and

development (Minniti and Naudé, 2010). The World Economic Forum identified women entrepreneurs as "the way forward" at their annual meeting in 2012 (WEF, 2012). Women need entrepreneurship education to improve the standard of their entrepreneurship and this will on the other way improve the economic development of the nation. Therefore female entrepreneurship education can play a vital role in economic development in Nigeria. Increasing female entrepreneurs will not only help to reduce poverty at the household level, it will also radically enhance national security (Shah, 2013).

It is therefore the purpose of this paper to look at how functional female entrepreneurship education can be used as a panacea for female empowerment, poverty alleviation, unemployment reduction and national insecurity in Yobe State. The paper is set out as follows: first is the introductory part of the paper which provides a concise overview on the paper. Second the concepts of entrepreneurship, literature review and theoretical

*Corresponding author. E-mail: steve_okpachu@yahoo.com.

framework are discussed. Thirdly the methods and materials used for the research was highlighted. Fourthly, the empirical findings and outcomes of the study were presented tables. Finally, conclusion and the recommendations towards ensuring the implementation of female entrepreneurship education as a panacea for ameliorating security challenges were made.

Purpose of the study

The main purpose of this study is to determine female entrepreneurship education as a Strategy for Ameliorating the Security Challenge in Yobe State. Specifically the study sought to:

- i.) Determine if the influence of entrepreneurship education on female students can ameliorate security challenges in Yobe State.
- ii.) Assess the influence of entrepreneurship education curriculum on female students' acquisition of entrepreneurial skills for self-reliance.

Research Questions

The following research questions were formulated for the study:

- i.) Can the influence of entrepreneurship education on female students ameliorate security challenges in Yobe State?
- ii.) Does entrepreneurship education curriculum influence female students' acquisition of entrepreneurial skills for self-reliance?

Null hypotheses

Based on the stated objectives and research questions the following hypothesis was tested:

H_{01} There is no significant difference in the opinions of lecturers and students on the Influence of entrepreneurship education on female students ameliorating security challenges in Yobe State.

Theoretical framework

The theoretical framework underpinning this study is the Maslow (1970) motivation theory. Maslow postulated that human needs are universal and are arranged in three hierarchical orders. He was of the opinion that unfulfilled needs act as motivators and that the lower order needs must be satisfied before a craving for higher order need.

According to Maslow, the most important needs are the basic needs which include physiological needs (food, shelter and clothing), security needs (protection from danger and threat, freedom from fear, anxiety, chaos, need for structure, order, law, limits and stability). He

maintained that other needs like love, self-esteem and self-actualization are needed when the lower order needs are satisfied. Hence this study employed this theory because every individual crave for economic security before other needs.

The concept of insecurity

The concept of insecurity is viewed by different scholars from different prisms. It could be viewed from the absence of safety; danger; hazard; uncertainty; lack of protection, and lack of safety. According to Iredia (2011), insecurity is "the state of fear or anxiety stemming from a concrete or alleged lack of protection." It refers to lack or inadequate freedom from danger. Orikpe (2013) defines insecurity from two perspectives. Firstly, insecurity is the state of being open or subject to danger or threat of danger, where danger is the condition of being susceptible to harm or injury. Secondly insecurity is the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. These definitions of insecurity underscore a major point that those affected by insecurity are not only uncertain or unaware of what would happen but they are also vulnerable to the threats and dangers when they occur.

Entrepreneurship education

The history of entrepreneurship education dates back to the 1930s in Japan through the works of a Japanese professor though most of modern day entrepreneurship sources and programmes were pioneered and introduced in schools by American universities (Keat et al., 2011). The aim of these programmes was to produce graduates who were able not only to identify opportunities but to turn those opportunities into businesses. Entrepreneurship education is viewed as a means of developing entrepreneurial skills in people, which skills manifest through creative strategies, innovative tactics, uncanny identification of trends and opportunities in the market, and courageous leadership (Maina and Yohana, 2013).

Entrepreneurship education consists of three ingredients: creativity- creating all kinds of ideas; Innovation- find value in selected ideas; and entrepreneurship- develop a business from the innovative idea. Entrepreneurship education, therefore, which will empower women in business and non-business profitable ventures at the formal, non-formal and informal levels or forms of education, is an imperative for economic growth, human development and national transformation and sustainable development. Therefore, this study is designed to determine female entrepreneurship education as a Strategy for Ameliorating the Security Challenge in Yobe.

Women entrepreneurship education

Educational strategies should be developed in a manner that could prevent any discrimination against women. Therefore, women's freedom in learning is a critical topic to be investigated, especially in the field of entrepreneurship. While it is a fact that Women might have increased their enrolment in colleges compared to men, but women may still differ in terms of the types of subjects in which they are enrolled. Women tend to gravitate more towards affective learning opportunities. They also tend to attach a deeper importance to social networks and as such work more diligently than men in their development in the form of networks and key contacts. Moreover, education has been noted as one means to infuse women more concretely into the entrepreneurial experience (Peterman and Kennedy, 2003; Wilson et al., 2007). A recent study found that education plays different roles in countries' economic development at different stages (Van der Sluis et al., 2005). For example, in a developed country, the level of education was found to be one of the significant variables affecting the performance of female enterprises (Lerner et al., 1997). Considering the importance of education for women as entrepreneurs, it has recently become evident that the new Age is looking for new forms of education, such as creative education. Creative education and training should help women to raise their creativity, logical thinking and entrepreneurial activities (Radovic et al., 2012). It is therefore inherent that women entrepreneurship is core must be adequately tackled for Nigeria to attain economic growth and development.

METHODOLOGY

The study was conducted using descriptive survey research design. The population for the study was 80 female students and 15 lecturers in the school of vocational education in Federal College of Education (Technical), Potiskum 50 students and 10 students representing 70% and 66% respectively of the population were selected for the study using simple random sampling technique.

The instrument used to collect data for the study was a self-designed structured questionnaire tagged Female Entrepreneurship Education and security challenges questionnaire (FEESCQ). The instrument is divided into two sections A and B. Section A sought information on the respondents' relevant personal information (Bio-data) while section B elicit responses on items structured in line with the research questions. The instrument is based on four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2 and 1 respectively. The face validity of the instrument was established by three chief lecturers in the school of vocational education, Federal College of

Education (Technical), Potiskum. As regards to the reliability test-retest method was used in establishing reliability for the instrument. The reliability coefficient was which was considered high enough for the study.

Data analysis

The data collected were analyzed using mean and standard deviation to answer the research questions and chi-square statistics for hypothesis testing. The hypotheses formulated were tested at 0.05 Level of significance.

RESULTS

Research Question 1: Can the influence of entrepreneurship education on female students ameliorate security challenges in Yobe State.

Table 1 show that all the items have a mean score of more than 2.50. This implies that the respondents (female students and Lecturers) are in agreement that entrepreneurship education can influence female students to ameliorate the effect of security challenges in the study area.

Research Question 2: Does entrepreneurship education curriculum influence female students' acquisition of entrepreneurial skills for self-reliance?

From the analysis in Table 2, the mean of score of the respondents in all the items were all above 2.5. This indicates that the respondents agree that entrepreneurship education curriculum influence female students' acquisition of entrepreneurial skills for self-reliance in the study area.

Hypothesis One: There is no significant difference in the opinions of lecturers and students on the influence of entrepreneurship education on female students ameliorating security challenges in Yobe State.

Table 3 presents the Summary of Chi-square (X^2) statistics on the opinions of lecturers and students on the influence of entrepreneurship education on female students ameliorating security challenges in Yobe State. The result showed that the calculated X^2 is greater than the critical X^2 (3.84). The null hypothesis that there is no significant difference in the opinions of lecturers and students on the influence of entrepreneurship education on female students ameliorating security challenges in Yobe State was rejected.

Discussion

Findings from Table 1 revealed that entrepreneurship education can influence female students to ameliorate the effect of security challenges. This view coincides with conclusions from Olugbeko (2014), Naudé (2011), Ekpenyong and Emanghe (2014) who assert that

Table 1. Mean response on influence of entrepreneurship education on female students ameliorating security challenges in Yobe State.

S/No	Items	SA	A	D	SD	X	Sd	Decision
	Entrepreneurship education can influence female employment opportunities and reduce poverty level.	32	14	12	2	3.27	1.8	Agree
	Entrepreneurship education can stimulate female empowerment and economic development.	40	13	4	3	3.5	1.87	Agree
	Entrepreneurship education provide female students with adequate knowledge on how to run small scale ventures.	36	2	8	14	3.0	1.73	Agree
	Entrepreneurship education provide the graduate youth with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.	30	17	3	10	3.12	1.76	Agree
	Entrepreneurship education offer functional education for female students that will enable them to be self-employed and self-reliant.	21	29	4	6	3.08	1.75	Agree
	Entrepreneurship education can influence Institutional settings for female in starting A business venture	30	16	6	18	3.3	1.82	Agree

Source: Field Survey, 2016

Table 2. Mean responses on influence of entrepreneurship education curriculum on female students acquisition of entrepreneurial skills for self-reliance.

Items	SA	A	D	SD	X	Sd	Decision
Entrepreneurship education curriculum provides students with vocational skills, needed to set up a proper business plans on graduation.	29	19	5	7	2.17	3.17	Agree
Entrepreneurship education curriculum emphasizes skill acquisition and sound scientific knowledge, that enable female students to use their hands and machine for the purpose of production, maintenance and self-reliance.	14	34	3	7	3.02	1.73	Agree
Skills in Entrepreneurship Education curriculum are in line with the requirements to function effectively in this technology era.	28	10	12	20	2.93	1.70	Agree
Entrepreneurship education curriculum promotes entrepreneur skills and entrepreneurial vision of students for self employment.	22	18	5	15	3.17	1.77	Agree
The nature of Entrepreneurship Education training provided to female students promotes students entrepreneurs vision, to start new venture and develop potentiality to succeed in business organisation.	26	22	3	9	4.08	0.67	Agree

Source: Field Survey, 2016

Table 3. Summary of Chi-square (X^2) statistics on the opinions of lecturers and students on the influence of entrepreneurship education on female students ameliorating security challenges in Yobe State.

Respondents	Agree	Disagree	Total	Cal X^2	df	Critical X^2	Decision
Teachers	12	8	20	3.55	1	3.84	Rejected
Students	33	7	40				
Total	45	15	60				

Source: Field Survey, 2016

entrepreneurship activities among women influence peace and stability in post-conflict regions. Women need good entrepreneurship education information to improve their skill, attitudes and knowledge of their entrepreneurship. Furthermore, findings from Table 2 revealed that entrepreneurship education curriculum influence female students' acquisition of entrepreneurial skills for self-reliance is in agreement with the findings of Alasoluyi and Shekari (2016), Onuorah and Oloibi (2013). However this finding is in disagreement with Radovic et al. (2012) findings that the conventional educational concepts do not provide the educational curricula development in the reduction of discrimination and achieving gender equality. The findings of Table 3 that there is no difference in the opinions of female students and lecturers is in agreement with the findings of Alasoluyi and Shekari (2016), Onuorah and Oloibi (2013).

Conclusion

In conclusion, for female economic empowerment and poverty reduction in the study area, female entrepreneurship education which focuses and

empowers women entrepreneurs in concert with their male counterpart is an imperative. This is more so when women constitute half of the world's and Nigeria's population. A paradigm shift is, therefore, necessary to mainstream and economically empower women entrepreneurs. Studies have shown that women have men's competences and special attention should be given to female entrepreneurship education needs (Nzewi, 2010; Agbaegbu, 2012). This paper concludes that while insecurity is a serious challenge to the corporate existence of Nigeria, lives and properties of Nigerians, functional and sustainable entrepreneurship education of female students can remedy this challenge. There is the need to carry out further studies on the social cultural factors that influence female entrepreneurship in the study area.

Recommendations

From the results of this study the following recommendations are made:

- i.) Stake holders should make a special representation for female entrepreneurial education.
- ii.) Female should be exposed to entrepreneurial education from primary school and through all levels of education for inculcation and development of entrepreneurial skills.
- iii.) Female lecturers should be sent for special trainings on female entrepreneurship needs.
- iv.) Successful female entrepreneurs should be invited regularly to give motivational talks to female students.
- v.) Financial institutions should provide special funds for the training of female students in entrepreneurship education each year.
- vi.) Sustainable revision and introduction of innovative curricula such as in Civic Education, Family living Education, Entrepreneurship Education which will help to bridge the gap between people's knowledge, the society and practice.

REFERENCES

- Alasoluyi OE, Shekari J (2016). Adequacy of Entrepreneurial Education Curriculum in Ameliorating Security Challenges in Nigeria. *Int. J. of Educ. Benchmark (IJEB)*, University of Uyo. 5(1): 97.
- Ekpenyong EE, Emanghe EE (2014). Reducing unemployment incidence for Economic Security in Nigeria: The Interplay of Entrepreneurship Education and urgent social intervention. *Br. J. of Marketing Studies*, 2(3): 14-25.
- Iredia T (2011) What is National security? / T. Iredia // *Nigeria Today*. – December 18., 2011.
- Keat OY, Selvarajah C, Meyer D(2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students. *Int. J. of Bus. and Social Sci.*, 2(4): 206-220.
- Minniti M, Naudé WA (2010). What Do We Know About The Patterns and Determinants of Female Entrepreneurship Across Countries? *Euro. J. of Dev. Res.*, 13 May 2010: p. 1-17.
- Olugbeko SO (2014). Quality Education as a Panacea to Global Security Challenges: A Case Study of Nigeria / Olugbeko Smart Odunayo, Asagha Emmanuel Nkoro // *International Conference on Arts, Economics and Management (ICAEM'14)* March 22-23, 2014 Dubai (UAE).
- Onuorah UC, Oloibi JI, (2013). Appropriate Entrepreneurship Education: A Tool for Women Entrepreneurs in Southeast Region of Nigeria. *Acad. J. of Interdisciplinary Studies*. 32-41.
- Orikpe EA (2013). Education and National Security: Challenges and the Way Forward. *J. of Edu. and Social Res.*, 3(10): 53-59.
- Shah H (2013). Creating an Enabling Environment for Women's

- Entrepreneurship in India. United Nations Economic and Social Commission for Asia and the Pacific (UN ESCAP), South and South-West Asia Office. South and South-West Asia Office. Development Papers 1304. Vol 2 No 6 August 2013
- World Economic Forum (2012). Global Gender Gap Report 2012. Published online, <http://www.weforum.org/reports/globalgender-gap-report-2012>.
- Peterman NE, Kennedy J (2003). Enterprise Education: Influencing Students' Perceptions of Entrepreneurship. *Entrepreneurship: Theory and Practice*, 28: 129–144.
- Wilson F, Kickul J, Marlino D (2007). Gender, Entrepreneurial Self-Efficacy, and Entrepreneurial Career Intentions: Implications of Entrepreneurship Education. *Entrepreneurship: Theory and Practice*, 31: 387-406.
- Van der Sluis J, van Praag M, Vijverberg W (2005). Entrepreneurship Selection and Performance: A Meta-Analysis of the Impact of Education in Developing Economies. *World Bank Economic Review*, 19 (2), 225-261.
- Lerner M, Brush C, Hisrich R (1997). Israeli women entrepreneurs: an examination of factors affecting performance. *J. of Bus. Venturing*, 12(4): 315-339.
- Radovic Markovic M, Lindgren CE, Grozdanić R, Markovic D, Salamzadeh A, (2012). Freedom, individuality and women's entrepreneurship education. International Conference- Entrepreneurship education - a priority for the higher education institutions, 8-9 October, Romania.
- Agbaegbu T (2012). Poverty: The rampaging scourge in the North. *Newswatch*, 55(15): 12-20.
- Nzewi UM (2010). It's all in the brain: of gender and achievement in science and technology education. 51st Inaugural Lecture of the University of Nigeria Nsukka. Nsukka: University of Nigeria Senate Ceremonials Committee.