

## ***Correlational study of Inclusive Education, Entrepreneurship and National Development***

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### **Abstract**

*National development is a drive that involves all citizenry of a nation, and education is needed for this drive to become realistic. White collar jobs are difficult to come by now, for this reason, graduates are encouraged to embark on entrepreneurship as partners in progress. Much emphasis in this millennium is on how to become enterprising because mere university certificate is no longer a drive to achieve development. However, the National Policy on Education sees education as an instrument needed for national development and for positive change. In this regard, this research is aimed at identifying the relationship between inclusive and entrepreneurship education and national development. The participants were graduates of the federal and state universities in Cross River State who embraced entrepreneurship. The instrument used was a questionnaire. The study adopted the correlational research design. One hundred and eighty (180) graduates were sampled for the study. One hundred and seventy two (172) returned their questionnaire. The study was guided by two research questions and two hypotheses. The test statistics used for data analysis was the Pearson Product Moment Correlation. The result of the analysis showed that inclusive education influenced national development. It is recommended that universities should emphasize on skill acquisition.*

**Keywords:** national, development, inclusive, continuing, education, entrepreneurship

### **Introduction**

Development is an offshoot of education. One may argue that there was development in the early days without corresponding education; such argument will not hold water because education has always been there before any sphere of development. One can use the simple analogy of parents educating their households. The mother particularly nurtures the girl-child about the implication of puberty, menstrual period and household chores. The boy-child is given a special task which is masculine. He is expected to help the father to clear the bush, till the soil and finally plant the crops.

This was the education at the time whereby the feminine duties was meant for the girl-child.

However, it is a truism that in this twenty-first century, the idea of education is more applied to teaching and learning in the classroom setting. Many young Nigerians are at the risk of not being educated. This is because they do not have the opportunity of attending school at the appropriate time. They are exposed to cultural practices such as early marriages which render them handicapped for education. Government should through inclusive, remedial and lifelong education bring such category of people back to have access to education. This enhances an assured future which will usher in development.

Generally, inclusive school is of the view that all children should be together despite deformities and other irregular setting. Any differences and difficulties should be assimilated. So that learning together should surpass difficulties encountered. Dryer (2016) views inclusiveness as a situation whereby the schools have students with disabilities. But he quickly adopted the United Nations Convention of 1948 and 2006 which recognized the right to education for all. UNESCO (2009) equally declared that, “all human beings are born free and equal in dignity and as such can act towards one another in a spirit of brotherhood”. In other words, all human beings should be given equal opportunities that could lead to national development. In Nigeria, inclusive education is thought of as an approach to serving children with disabilities outside general education settings. The National Policy on Education (FRN, 2010) states that special education is created as a formal special training given to people (children and adults) with special needs. The National Policy is of the view that children and adults with disabilities should be put in a separate setting. But the United Nations Convention has a contrary view. The convention is of the view that inclusiveness is, “a reform that supports and aligns diversity amongst learners”. The need for Nigeria to re-examine and review her National Policy on Education in respect of inclusive education is a matter of urgent attention. Inclusive education should be empowered to have unique characteristics, interest, abilities and particular learning needs. If these qualities are articulated, inclusive education is bound to promote activities that can lead to national development. When inclusive education is embraced and practiced alongside the regular educational system, the products of the system would feel fitted into their communities and participate fully in community development which will metamorphose into national development.

According to Osuala (2014), entrepreneurship is the willingness of business conscious unemployed individuals to generate the ability to foster positive skills for the development of business or self-sustenance. Ray, Adam and McMillion (2016) identified five (5) significant contributions of entrepreneurship. This includes:

1. Helping to reduce the classification of established social institutions.
2. Making enterprises more competitive and thereby reducing both static and dynamic marketing influences in creating new markets.
3. Facilitating expansion into international markets and raising productivity through technical and other forms of innovation.
4. Constituting a powerful tool for job creation, stimulating a redistribution of wealth and income within societies in ways that are economically positive.
5. Playing a critical role in restructuring and transformation of economies.

Steinhoff and Burges (2013) maintained that when individuals develop a new venture, a new approach to an old business or idea, it is likely that a new product or service is envisaged. In other words, the individuals who accept formal university education as an old business can study for the skills in vogue. The skills in vogue in the present dispensation are Information and Communication Technology (ICT), photography, tailoring, cab driving, and retailing (buying and selling).

No wonder the World Bank (2016) categorically stated that, “entrepreneurship has assisted in addressing the problems associated with negative vices of poverty, unemployment and promotion of economic activities”. The process of bringing together creativity and innovative ideas established by entrepreneurship cannot be over emphasised, in view of ushering in development. Magy (2013) pointed out that entrepreneurship is the management, organisation of skills, ideas and bringing together creativity for acquisition of wealth. The enterprises for the purpose of this study may be large or small, and they all contribute to national development and personal growth. Development is a process by which man has a firm control and use of material resources that abound in his territory. Though, some nations that are naturally endowed with natural resources are still underdeveloped; this is because the manpower available is unable to harness the endowed materials into finished goods for maximum utility. Such nations should therefore hire professional technical crew to harness the naturally endowed resources. The most economical way is for such nation to train the nation’s citizens to take over from the hired staff.

Wonah and Ekpenyong (2017) argued that education for sustainability can yield sustainable employment. Many Nigerian engineers are overseas because employment situation is poor in Nigeria. The above authors suggest that Nigeria should build refineries as a way of providing employment opportunities and maximizing profit. The cost of exporting crude oil and importing the refined product cannot be imagined. The act of building refineries in the country would have cushioned the effect of any invading recession. The fallout from this transaction (refinery building) would have in turn ushered in national development.

Todaro and Smith (2011) stress that development is a multi-dimensional process involving major changes in social structures, pollution, attitudes and national institutions. The authors went ahead to say that, “development is the acceleration of economic growth, the reduction of inequality and the eradication of poverty”. It is desired to raise the standard of living of the people by increasing income, provision of more jobs, better education and greater attention to the cultural and human values by expanding the range of economic and social choice available to individual and the nation generally.

Afigbo (2017) affirmed that development consist of five (5) main ingredients:

- a. Increasing material wealth for individuals and nations.
- b. Eliminating unemployment.
- c. Eliminating poverty.
- d. Eliminating inequality.
- e. Increasing the general availability of labour saving devices.

World Bank (2016) classified countries into developed and underdeveloped countries. The Bank’s parameter is the measurement of Gross Domestic Product (GDP) per capita. However, the rating is \$12,000 per individual. Some countries have above the benchmark of \$12,000 and those countries below the benchmark are classified as underdeveloped countries.

Development therefore is a multi-dimensional process by which the productivity income and welfare in terms of health, nutrition, education and other features of satisfactory life of the people can be improved upon or transformed. Igbokwe and Ajala (2005) were emphatic about the earlier attempt at development, that, it was community based that improved health, nutrition and community welfare. The agricultural extension approach was to improve the agricultural productivity so as to feed the European industries.

Education is needed to pilot the affairs of these development strata. The predictors of this development are adults or even youths who had callings already, but sought to improve their standard of living by what is now in vogue – skills acquisition and new ways of attaining standard of living. This paper is of the view that continuing education (inclusive, lifelong and extension) are tools for national development. A fair use of inclusive education would not only provide employment to participants in this field but will help in national development. This is plausible because someone who is in employment is prone to development.

### Research Questions

1. Does inclusive education have any relationship with national development?
2. To what extent does entrepreneurship education have relationship with national development?

### Hypotheses

**Ho1:** There is no significant relationship between inclusive education and national development.

**Ho2:** There is no significant relationship between entrepreneurship education and national development.

### Methodology

The design of this study is correlational design. The population of the study comprised graduates of the state university and the federal university in Cross River State. They were engaged in Information and Communication Technology (ICT), tailoring, cabs driving, retail buying and selling and photography. A total of one hundred and eighty (180) graduates were sampled. Out of this, a hundred and seventy-two (172) respondents returned the questionnaire. This became the actual figure used for the study. The items on the questionnaire as scored by the respondents were meticulously used. The data were analysed and presented in Tables 1 and 2. The data generated from the study was analysed using Pearson Product Moment Correlation statistics.

### Presentation of results

**Ho1:** There is no significant relationship between inclusive education and national development.

**Table 1:** Pearson Product Moment Correlation analysis of the relationship between inclusive education and national development

Variables	$\sum x^2$	$\sum y$	$\sum xy$	r	Sig. level
Inclusive Edu (X)	1085.100	164.000			
National Development (Y)		4420		.032	.58

N = 172; P>.05; df = 170; critical r-value .041

The result of analysis shown in table 1 indicates that the calculated r value of .032 is less than the critical value of .041. Therefore, the null hypothesis is accepted. This means that there is no significant relationship between inclusive education and national development.

**Ho2:** There is no significant relationship between entrepreneurship education and national development.

**Table 2:** Pearson Product Moment Correlation analysis of the relationship between entrepreneurship education and national development

Variables	$\sum x^2 \sum y$	$\sum xy$	r	Sig. level
Entrepreneurship (X)	1289.105	186.00		
National Development (Y)	6410		.038	.58

N = 172; p>.05; df = 170; critical r-value .041

The result of the analysis shown in table 2 indicated that the calculated r value of .038 was less than the critical value of .041. This means that there is no significant relationship between entrepreneurship and national development. The observed relationship is however statistically insignificant. Therefore, the null hypothesis was therefore accepted.

### Discussion of the findings

In the study, it was revealed in table 1, that the calculated r value of .032 is less than the critical value of .041. This meant that the null hypothesis was accepted. This implied that inclusive education has no statistically significant relationship with national development. The finding of this study contradicts earlier reports and positions by Mwangi (2018), and Kaur and Bains (2013) who averred that inclusive educational influenced national development.

In Table 2, the relationship between entrepreneurship education and national development has a relationship which was not statistically significant. Mohammed, Ibrahim and Shah (2017) confirmed in their study that entrepreneurship improved national development. This was reflected in their study of competencies of entrepreneurship. They also proved that unserious entrepreneurs cannot achieve this feat. This revelation indicated that the graduates who engaged in entrepreneurship were serious minded people.

### Conclusion

Education generally is a bedrock on which developmental stratum are based. Education is the offshoot of human endeavour for livelihood. Often, when we talk about education, it is misunderstood to mean mere interpretation of reading, writing

and arithmetic. It should be realized that education for the development of skills as in entrepreneurship is now in vogue. Mere university certificate is no longer the drive to development. The greatest drive to development in this millennium is skill acquisition.

There is no doubt that graduates who enter into entrepreneurship have helped to provide jobs for the teeming population of job seekers. It has equally helped to reduce poverty and created opportunities for people to be self-sufficient. Enterprising has uplifted the standard of living of the participants which is leading to national development.

### **Recommendations**

1. Universities should, alongside teaching theories, emphasize on skill acquisition.
2. Graduates should not necessarily wait for white collar jobs but should be encouraged into entrepreneurship.
3. Graduates should embark on continuing education, lifelong education for acquisition of the skills in vogue.
4. Government and NGOs should encourage entrepreneurship by providing take-off grants for willing graduates to embark on opening businesses.

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