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ORIGINAL SCIENTIFIC PAPER

School Plant Utilization and Entrepreneurial Skill Acquisition Among Secondary Scholl Students in Akoko Zonal Education Area of Ondo State, Nigeria

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A B S T R A C T

Entrepreneurial skill acquisition is a major innovation of the new National Policy on Education. It is believed that skill acquisition is an antidote to secondary school students' graduate unemployment. This study was designed to investigate the relationship between school plant utilization and entrepreneurial skill acquisition among secondary school students in Akoko Zonal Education Area (ZEA) of Ondo State. Five hypotheses were formulated to guide the study. Eight secondary schools were selected in Akoko ZEA, Ondo State through simple random sampling technique. Two sets of instruments: A set of questionnaire on school plant utilization and students' entrepreneurial skill acquisition was designed for the study. Data were analyzed using Pearson Product Moment Correlation (PPMC) and multiple regressions. All hypotheses were tested at a significant level of 0.05. The study revealed that there is a low but positive relationship between school plant utilization and entrepreneurial skill acquisition among secondary school students. It was also revealed that utilization of basic amenities, school site, school

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plant, library, laboratory and utilization of classrooms have no joint influence on entrepreneurial skill acquisition among the students. However, each of the variables made significant contribution to the prediction of entrepreneurial skill acquisition. The utilization of library facilities has the highest predictor (60%), while the least is utilization of basic amenities (18%) It was recommended among others that school libraries should be enriched by governments at all levels and other stakeholders in order to achieve higher levels of entrepreneurial skill acquisition among students.

KEY WORDS: *entrepreneurial skills, plant utilization, secondary school students, Ondo state, Pearson Product Moment Correlation (PPMC), and multiple regression*

Introduction

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Onu, 2013). It provides students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Ojeifo, 2013, Wikipedia 2015). Opportunities for the emergence of entrepreneurship skills can be enhanced through structures and practices existing in the educational sector including the secondary school level. Entrepreneurial action requires that a profit opportunity exists; that someone is alert enough to spot the opportunity and recognize it; and that the individual is willing to act on the opportunity once it is spotted (Holcombe 2012). It is with the above background that Robert and Scott (1997) listed the following content areas of entrepreneurship education: **Self – confidence** (Confidence building, Independent, Individualistic, Optimistic, Leadership, dynamic); **Originality** (Innovative, Creative, Resourceful, Initiative, Versatile, Knowledgeable); **People – Oriented** (Gets along well with others, Flexible, Responsive to suggestions/criticism); **Task – Result-oriented** (Need for achievement, Profit oriented, Persistent, Perseverance, Determined and Hard working, drive, energy); **Failure** – oriented (Foresight, Perceptive); and **Risk Taking** (Risk taking ability, Likes challenges.

Education is the aggregate of all the processes by which a child or young adult develop his abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives. Education is a cumulative process starting from the bottom; each brick in a firm position

before being built (Akande 2006). The above gave birth to the formal education in defined places, for example, schools instead of the traditional education which did not use specialized buildings to carry out its training. A farmer, for instance, already has a field where the theory and practice are imparted while the goldsmith also has the kiln for good smelting. Schools are established for the purpose of teaching and learning (Alimi 2004). School plant and facilities are essential for the convenience of teachers and learners that are there.

According to Ntukidem (2002) the phrase, school plant refers to a comprehensive term which includes school buildings, school ground, school equipments, school furniture, apparatus and tools. School plant is vital in the acquisition of basic skills, knowledge and attitudes which might enable the individual not only to improve the quality of his life but also to actualize his or her abilities. Taylor (2012) found out that the use of education facilities will ignite the interest of students and encourage their involvement. The availability of a laboratory and technology workshops do compliment the teachers' efforts in the teaching of sciences and technical subjects. Therefore, for learning experience to be understood they must be practically handled. Similarly, Adaralegbe (2002) noted that without these facilities, students' exposure will be limited and the manifestation of their talents as required for entrepreneurial skill acquisition, hampered.

Teachers today however believe that learning should consist of pleasurable activities for the learners, while appealing to students' senses of seeing, hearing, smelling, tasting and touching. In order for the teacher to appeal to all the senses above, they would need school facilities. Such facilities include well-laid out classrooms, laboratories, libraries and halls for interacting with the students. In the case of practical's subjects like physical education and agricultural science, they need laboratories. A good classroom is a base for all types of work. It is an art gallery, a museum, workshop, display centre exhibition area and sales window for education. An active classroom produces a lively class.

The importance of school plant utilization therefore cannot be easily dismissed with a wave of the hand. Realistically, no good teaching and learning can take place in the absence of good buildings which provide shelter for students and staff. Corroborating these, Ajayi (2007) maintained that high level of students' entrepreneurial skill acquisition may not be guaranteed where instructional space such as classrooms, libraries, technical workshop and laboratories are lacking. According to Ibitoye (2003), school

buildings must be planned to accommodate such factors as the aims and objectives of the educational system, the grade level to be accommodated, the expected enrolment capacity and the school population growth.

School site refers to the geographical location on which the school is planted. It includes the lawns, school paths, football field, lawn-tennis court, flower beds, palm and citrus plots and school garden, school farm and trees. School site must enable optimum utilization of the resources for educational activities. According to Castadi (2006), in selecting a school site, the soil must be considered in terms of structural stability and adequate bearing capacity in relation to the building foundation design. He further asserted that the school building and the site upon which it is located should provide an environment that is conducive to effective learning and free from health hazards.

Statement of the Problem

Several efforts have been made to develop entrepreneurial skills among secondary school students. The latest edition includes the teaching of some practical core subjects that is thought to be associated with skill acquisition. In addition, school plants are put in place to stimulate the acquisition of these skills in the learners. Be as it may, it seems these school plant accumulation and utilization are not yielding the expected results in entrepreneurial skill acquisition, and that observation reveals that secondary school students could not acquire entrepreneurial skills because of insufficient school plant. It could also be reasoned that adequacy of plants does not guarantee plant utilization. So, this study was set to examine the relationship between school plant utilization and students entrepreneurial skill acquisition in Akoko ZEA of Ondo State.

Purpose of the Study

The main purpose of this study is to determine the degree to which the utilization of school plant such as school site, school buildings and other instructional facilities influence entrepreneurial skill acquisition among secondary school students in Akoko ZEA of Ondo State. Specifically, it is aimed to establish the relationship between utilization of (i) classrooms (ii) libraries, (iii) laboratories, and (iv) school amenities and entrepreneurial

skill acquisition among secondary school students in Akoko ZEA of Ondo State.

Hypothesis

i. There is no significant relationship between utilization of classrooms and entrepreneurial skill acquisition among secondary school students in Akoko ZEA of Ondo State.

ii. There is no significant relationship between utilization of libraries and entrepreneurial skill acquisition among secondary school students in Akoko ZEA of Ondo State.

iii. There is no significant relationship between utilization of laboratories and entrepreneurial skill acquisition among secondary school students in Akoko ZEA of Ondo State.

iv. There is no significant relationship between utilization of school basic amenities and entrepreneurial skill acquisition among secondary school students in Akoko ZEA of Ondo State.

v. There is no significant influence of utilization of basic amenities, school site, school plant, school library, and classrooms on entrepreneurial skill acquisition among students.

Scope and Limitations of the Study

The study covers school plant utilization and entrepreneurial skill acquisition among senior secondary school students in Akoko ZEA of Ondo State. The skills under investigation were Confidence, Originality**,** Innovativeness, Creativity, Resourcefulness, Initiative, Profit oriented, Persistence, Perseverance, Determined and Hard working, Foresight, Risk taking ability.

Research Design

A descriptive survey design was adopted. A set of research instrument was used in order to gather data or information that were analyzed, summarized and interpreted along certain lines of thought for the pursuit of a specific purpose or study which include the subject of this study.

Population

The target population for this study is the entire public senior secondary students in Akoko ZEA of Ondo State. There are four Local Government areas in the Zone.

Sample and Sampling Technique

Two local government areas were randomly sampled. Eight schools were randomly sampled out of the twenty five public secondary schools in the area in such a way that two out of the eight public secondary schools from Akoko South East Local Government Area, and six out of the seventeen public secondary schools from Akoko South West Local Government Area. The sampled schools' vice principals were the respondents to the instrument designed for the study.

Instrumentation

The instruments used for gathering data consisted of a set of self developed questionnaire tagged "School Plant Utilization and Entrepreneurial Skill Acquisition" which consisted of two parts. Part A of the questionnaire sought for information on the plant availability and utilization. Here, the quantity available, capacity and actual usage were requested to complete this part. Part B requested the respondents to rate how much of the following are demonstrated on a five point scale by students in the school: Confidence, Originality**,** Innovativeness, Creativity, Resourcefulness, Initiative, Profit oriented, Persistence, Perseverance, Determined and Hard working, Foresight, Risk taking ability.

Validity of the Instrument

The content validity of the instrument was determined by colleagues in the Department of Educational Management, Adekunle Ajasin University Akungba Akoko, who examined the research questions along side with each of the instrument items in order to determine whether the instrument measured what it was intended to measure.

Reliability of Instrument

Test retest method was used in order to ascertain the accuracy, constituency, trust worthiness and stability of the instrument. The pilot study was done in three schools in Owo Local Government Area of Ondo State with an interval of two weeks and on the same samples. The score obtained was 0.79. Thus, the study was adjudged to be good and reliable for the investigation.

Administration of Instrument

The researcher personally visited the sampled schools and sought for the cooperation of the principals and teachers in the schools after which the instruments were administered. The completed questioners were collected on the same day of visit.

Data Analysis Technique

All relevant data to the study collected on school plant utilization and entrepreneurial skill acquisition among secondary school students in Akoko ZEA of Ondo State were analyzed using Pearson Product Moment Correlation and multiple regression. The time utilization rate (TUR), the space utilization rate (SUR) and the total or global utilization rate (GUR) were used to measure the utilization of school plants. The hypothesis was tested at the significance level of 0.05.

Test of Research Hypothesis

Hypothesis 1: There is no significant relationship between classroom utilization and secondary school students' entrepreneurial skill acquisition in Akoko ZEA of Ondo State

Table 1: Relationship between utilization of classrooms and entrepreneurial skill acquisition

Variables	N	Mean	SD	Df	r-cal	r-tab	p
Utilization of Classroom	8	79.96	17.39	6	0.19	0.71	> 0.05
Entrepreneurial skill Acquisition	8	4.19	6.09				

*<0.05; N=8

As shown in Table 1, there is a very low but positive r-cal of 0.19 relationships between utilization of classroom and academics performance of secondary school students.

Table 1 further shows the r-cal of 0.19 and r-tab of 0.71 since r-cal < r-tab, hypothesis 1 is accepted. This showed that there is no significant relationship between utilization of classroom and entrepreneurial skill acquisition [r (6) = 0.19; p>0.05]. This implies that utilization of classroom does not significantly influence the entrepreneurial skill acquisition among secondary school students in Akoko ZEA of Ondo State.

Hypothesis 2: There is no significant relationship between school utilization of classroom and secondary school students' entrepreneurial skill acquisition in Akoko

Table 2: Relationship between utilization of library and students' entrepreneurial skill acquisition

Variables	N	Mean	SD	Df	r-cal	r-tab	p
Utilization of Classroom	8	57.37	21.88	6	0.57	0.71	> 0.05
Entrepreneurial skill Acquisition	8	4.19	6.09				

*<0.05; N=8

The r-cal has shown in table 2 is 0.57. This is a positive but moderate relationship. Hence the relationship between utilization of library and secondary school students' entrepreneurial skill acquisition is moderate.

A further test of the hypothesis however shows the r-tab of 0.71 and r-cal of 0.57. Since r-cal < r-tab. Hypothesis 2 is upheld. That is, there is no

significant relationship between utilization of library and secondary school students' entrepreneurial skill acquisition in Akoko ZEA of Ondo State.

Hypothesis 3: There is no significant relationship between utilization of laboratory and secondary school students' entrepreneurial skill acquisition in Akoko ZEA of Ondo State.

Table 3: Relationship between utilization of Laboratory and students' entrepreneurial skill acquisition

Variables	**N**	**Mean**	**SD**	**Df**	**r-cal**	**r-tab**	**p**
Utilization of Classroom	8	95.63	36.48	6	0.57	0.71	> 0.05
Entrepreneurial skill Acquisition	8	4.19	6.09				

*<0.05; N=8

Table 3 shows the r-cal of 0.57. This is a moderate relationship between utilization of laboratory and the entrepreneurial skill acquisition in Akoko ZEA, Ondo State.

Table 3 further shows the r-cal of 0.57 and r-tab of 0.707. Since r-cal < r-tab, the hypothesis that there is no significant relationship between utilization of library and entrepreneurial skill acquisition is upheld.[r (6) = .57; p>0.05]. This implies that utilization of laboratory does not significantly contribute to entrepreneurial skill acquisition among secondary school students' in Akoko ZEA, Ondo State.

Hypothesis 4: There is no significant relationship between utilization of basic amenities and secondary school students' entrepreneurial skill acquisition in Akoko ZEA, Ondo State.

Table 4: Relationship between utilization of school amenities and students' entrepreneurial skill acquisition

Variables	**N**	**Mean**	**SD**	**Df**	**r-cal**	**r-tab**	**p**
Utilization of Classroom	8	87.13	12.53	6	0.39	0.71	> 0.05
Entrepreneurial skill Acquisition	8	4.19	6.09				

*<0.05; N=8

It is revealed in table 4 that the r-cal is 0.39. This shows there is a low relationship between utilization of School amenities and secondary school students' entrepreneurial skill acquisition.

The r-cal and r-tab as shown in table 4 are 0.39 and 0.707 respectively. Since r-cal < r-tab, the hypothesis that, there is no significant relationship between basic amenities and entrepreneurial skill acquisition in accepted [r (6) = .39; p>0.05]. This implies that the utilization of basic amenities in the secondary schools do not contribute to entrepreneurial skill acquisition among secondary school students in Akoko ZEA, Ondo State.

Hypothesis 5: There is no significant influence of utilization of basic amenities, school site, school plant, school library, and classrooms on entrepreneurial skill acquisition among students.

Table 5: Influence of Utilization of Basic Amenities, School Site, School Plant, School Library, and Classrooms on Entrepreneurial skill acquisition among students.

R = .962
R^2 = .926
Adjusted R Square = .481

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	241.14	6	40.19	2.08	.49(a)
Residual	19.29	1	19.29		
Total	260.43				

Predictors (Constant) Plant Utilization, Utilization of Classroom, School Site, Utilization of Library, Utilization of Laboratory, and Basic Amenities.

There is no significant influence of school plants utilization on students' entrepreneurial skill acquisition among secondary school students [F = 2.08, p<0.05]. This implies that basic amenities, school site, plant utilization, utilization of library, utilization of laboratory and utilization of classroom have no joint influence on entrepreneurial skill acquisition among secondary school students in Akoko ZEA, Ondo State.

The R Square value of 0.962 which indicates that 96.2% of the variance is accounted for in the model which is strongly fit. The independent variables accounts for 3.8% of the variance in the dependent variable. Thus the regression model is robust.

Table 6: Summary of Simple Regression showing the influence of the utilization of Basic Amenities, School Site, School Plant, School Library, and Classrooms on Entrepreneurial skill acquisition among Students

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	B	Std. Error
(Constant)	7.02	20.25		0.35	0.79
Plant Utilization	0.03	0.06	0.15	0.48	0.72
Utilization of Classroom	0.09	0.14	0.25	0.61	0.65
School Site	0.10	0.17	0.21	0.60	0.66
Utilization of Library	0.17	0.10	0.60	1.7	0.35
Utilization of Laboratory	-0.01	0.07	-0.02	-0.07	0.96
Basic Amenities	-0.25	0.09	-0.82	-2.54	0.24

The result in Table 6 indicated that plant utilization ($\beta = .03$, $p>0.05$) had no significantly predicted influence on students' entrepreneurial skill acquisition. This implies that plant utilization had no predicted influence on students' entrepreneurial skill acquisition in secondary school.

Utilization of classroom ($\beta = .09$, $p>0.05$) had no significant predicted influence on students' entrepreneurial skill acquisition. School site utilization ($\beta = .10$, $p>0.05$) had no significant predicted influence on students' entrepreneurial skill acquisition.

Utilization of library ($\beta = .17$, $p>0.05$) had no significant predicted influence on students' entrepreneurial skill acquisition.

Utilization of laboratory ($\beta = -01$, $p>0.05$) had no significant predicted influence on students' entrepreneurial skill acquisition.

School basic amenities ($\beta = -.25$, $p>0.05$) had no significant predicted influence on students' entrepreneurial skill acquisition.

It further reveals that each of the variables individually made significant contribution to the prediction of entrepreneurial skill acquisition. Plant utilization has (15%) significant contribution to the prediction of entrepreneurial skill acquisition among students. Utilization of classroom

has (25%) significant contribution to the performance of students. School site has (21%) significant contribution to the prediction of entrepreneurial skill acquisition and utilization of library (60%) has the highest predictor to the entrepreneurial skill acquisition among student while the utilization of basic amenities has the least predictor to the entrepreneurial skill acquisition among students.

Discussion of Findings

This study revealed that there is a low but positive relationship between school plant and entrepreneurial skill acquisition among students but the relationship is not statistically significant One would expect that if school plants are properly planned in terms of location and structure it will translate to better entrepreneurial skill acquisition among students. The finding has however proved this wrong. It must be emphasized that school plant may not significantly enhance students' entrepreneurial skill acquisition if the teachers are not doing the needful. The result of this study supports the findings of Oyekanmi (1996) and Ayodele (2000) while it contradicts that of Adebayo (2004) and Yusuf (2001) who found a significant relationship between school plants planning and students' learning outcomes.

This result also revealed that utilization of classrooms has a low but positive relationship with entrepreneurial skill acquisition in Akoko ZEA, Ondo State. Again, this relationship is not statistically significant. Classroom only provide the shelter for both teachers and students. If the required positive interaction in terms of teaching methodology is not adopted in even the best of classrooms, appropriate learning may not take place and consequently, students' performance may still be low. The study agrees with that of Kennedy (1999) and Stricherz (2000) that instructional space planning such as classrooms, laboratory, library and technical workshop design influence students' learning outcomes. However, the result showed that poor classrooms planning, laboratories planning, technical workshop planning and library planning may have negative effect on students' learning outcomes while a school with better classroom planning, laboratories planning, technical workshop planning and library planning may enhance better students' learning outcomes. This project goes beyond planning. It is more of plant utilization.

The study further revealed that library and laboratory facilities' utilization have moderate relationships with entrepreneurial skill

acquisition. However, these relationships are not statistically significant. It must be underscored that utilization of laboratory may not imply a strong entrepreneurial skill acquisition, if there are not enough positive engagements in them like it is probably the case in most of the schools under investigation where science teachers were found to be inadequate. The finding contradicts that of Bajah (1979) and Fuller (1986) who found significant relationship between utilization of laboratories and entrepreneurial skill acquisitions of students.

In addition, study revealed a moderate relationship between the utilization of basic amenities and secondary school students' entrepreneurial skill acquisition. This relationship is however not statistically significant. It is expected that basic amenities such as electricity, pipe-borne water would enhance better teaching and learning process in the school system., but the findings has proved otherwise. This implies that utilization of basic amenities may not guarantee a very strong students' entrepreneurial skill acquisition among students. It further shows that basic amenities are not strongly linked with teaching and learning activities. Hence, it may not significantly influence entrepreneurial skill acquisitions among secondary school students in Akoko ZEA, Ondo State.

Summary

The study was conducted in eight (8) selected secondary schools in Akoko land. The study revealed that there is low but positive relationship between school plant utilization and secondary school students' entrepreneurial skill acquisition in Akoko ZEA, Ondo State. These relationships were not found to be statistically significant. It further reveals that each of the variables individually contribute significantly to the prediction of entrepreneurial skill acquisition, plant utilization has (15%) significant contribution to the prediction of entrepreneurial skill acquisition among students. Utilization of classroom has (25%) significant contribution to the entrepreneurial skill acquisition among students. School site has (21%) significant contribution to the prediction of entrepreneurial skill acquisition and the utilization of library (60%) has the highest predictor to the entrepreneurial skill acquisition among students while the utilization of basic amenities has the least predictor to the entrepreneurial skill acquisition among students.

Conclusion

It is concluded that school plant utilization influence moderately, the entrepreneurial skill acquisition among secondary school students in Akoko ZEA, Ondo State. In fact each of the variables under investigation individually contributes significantly to the prediction of entrepreneurial skill acquisition. The seemingly low relationships perhaps indicate that there are other factors such as job commitment, administrative effectiveness better motivation of teachers and students which might probably contribute largely and significantly to secondary school students' entrepreneurial skill acquisition. Where there are school plants and there is not enough job commitment by teachers and other important factors are lacking, improved learning outcome, including entrepreneurial skill acquisition, might not be plausible.

Recommendations

It is recommended that school libraries should be enriched by governments at all levels and other stakeholders in order to achieve higher levels of entrepreneurial skill acquisition among students.

Government should motivate teachers in various schools in order for job commitment. The principals should make sure that both teachers and students who are under him or her are adequately motivated.

Efforts to teach entrepreneurial education should be more intensified. The involvement of community resources, including personnel may be helpful.

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