

Edupreneurial Practices and Post-Basic Students' Career Readiness in Nigerian Schools: Implication for Educational Managers

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Abstract

The discrepancy between theory and practice highlights the need to investigate entrepreneurial activities in education as a way to improve students' preparedness for the workforce. This study therefore, investigated the influence of Edupreneurial Practices on the Career Readiness of Post-Basic Students in Nigerian Schools. Four research questions were raised to guide the study and three null hypotheses were formulated and tested. The study adopted descriptive survey research design. The population of the study comprised students in senior secondary schools in Lagos state, Nigeria. Stratified random sampling technique was used to select 400 participants from three local government areas. The instrument for data collection was a researcher-developed and validated questionnaire titled Edupreneurial Practices and Career Readiness Questionnaire (EEPCRQ). The instrument was deemed reliable as it was tested using test-retest method, with a reliability co-efficient value of 0.88 obtained. Descriptive statistics was used for data analysis. Hypotheses were tested at a .05 level of significance with the use of Chi-square statistics. The study found that the level of career readiness of student was low. The study concluded that the low level of career readiness among post-basic students would persist until the lacuna between theory and practice is resolved. The study recommended among others that educational managers should transform themselves in strategies as well as practices at all levels of operation.

Keywords: Career Readiness, Educational Entrepreneurial Practices, Post-Basic Students, Student-led Ventures, Private-Public Partnership

Introduction

The use of entrepreneurial ideas and practices in the educational sector to promote creativity, enhance learning results, and get students ready for their future careers is known as educational entrepreneurship. This idea highlights how important it is for educational establishments to foster entrepreneurial thinking in order to help students acquire vital abilities like innovation, resilience, and problem-solving (Berglund & Holmgren, 2022). The concept of edupreneurship is coined from the concept educational entrepreneurship. The concept educational entrepreneurship originated from the broader tradition of social entrepreneurship, which gained prominence in the late 20th century. Edupreneurship aims to improve educational outcomes by infusing the innovative spirit of entrepreneurship into the education sector. It focuses on designing, developing, and implementing innovative educational models, resources, and strategies to meet the diverse and evolving needs of students and educators. Social entrepreneurs employ creative and sustainable business methods to address societal issues. In education, this translates to identifying shortcomings or inefficiencies in traditional educational systems and devising innovative, effective solutions.

One of the standout features of the National Policy on Education (2013) is the policy's recognition of the necessity of including entrepreneurial education at the post-basic level. With Nigeria's high unemployment rates and the need to provide students skills that promote economic independence and self-reliance, this effort is essential. It is admirable that the policy places such a strong focus on vocational training and practical skills since it attempts to close the gap between academic knowledge and practical applications. This strategy is in line with international trends in education that place an emphasis on skill development and experience learning (Fayolle & Gailly, 2022). However, despite these positive intentions, the policy falls short in several areas. One notable shortcoming is the vagueness in how these goals can be attained. While the policy outlines broad goals and objectives, it does not provide a clear roadmap for how these objectives will be achieved. This lack of specificity can lead to inconsistent implementation across different regions and schools, thereby undermining the policy's overall effectiveness (Olokundun et al., 2020).

Furthermore, the policy downplays the significance of public-private partnerships (PPPs) in improving post-basic learning and professional advancement. Although it promotes these kinds of collaborations, there aren't many comprehensive frameworks outlining how these kinds of relationships should be set up and sustained. Clear norms, reciprocal advantages, and ongoing

cooperation between private sector organizations and educational institutions are necessary for PPPs to be effective. The lack of clarity in this area of the policy may cause students to lose out on opportunities for meaningful collaboration that might significantly enhance their educational experiences and workforce readiness (Nwosu & Chikere, 2023).

It appears that this emphasises the necessity to study entrepreneurial practices in education with emphasis on the role educational managers play in the implementation of these policies. By encouraging the adoption of edupreneurial approaches in schools, educational managers play a critical role in closing the gap between theoretical learning and real-world professional preparedness. As leaders and strategists, it is their duty to establish a supportive atmosphere in which entrepreneurship is included into the curriculum through creative projects and programs. (Kazi et. al., 2023). Based on a systematic review by Nwosu et al. (2023), they are instrumental in fostering partnerships with businesses to provide mentorship opportunities and funding, while also enhancing teacher capacity through professional development initiatives. By encouraging collaboration among stakeholders and facilitating practical learning experiences, educational managers create an environment that promotes innovation and entrepreneurial creativity. Additionally, they implement robust monitoring and evaluation mechanisms to ensure continuous program improvement, ultimately equipping students with the skills and mindset needed to thrive in an increasingly competitive global economy (Benoliel, 2020; Hägg & Gabrielsson, 2020; Nwosu et al., 2023; Ramango & Naicker, 2022).

Edupreneurial practices refer to specific initiatives and activities within educational settings designed to cultivate these entrepreneurial skills and mindsets. These practices include hands-on projects, collaboration with industry, and experiential learning opportunities that simulate real-world challenges (Obeng, 2021). This study explores student-led ventures, community engagement and public-private partnerships as indicators of educational entrepreneurial practices. Student-led ventures are initiatives involve students in creating and managing their own business projects or startups as part of their educational experience. By engaging in student-led ventures, students gain practical experience in business operations, financial management, and leadership, which significantly enhance their entrepreneurial skills and career readiness (Elert et al., 2020). For example, school-based enterprises allow students to apply theoretical knowledge in a controlled environment, fostering a practical understanding of business dynamics and entrepreneurial thinking (Fayolle & Gailly, 2022).

Since career readiness encompasses the extent to which students are prepared to enter and succeed in the workforce, including possessing the necessary skills, knowledge, and attitudes required by employers (Solberg et al., 2022), another important practice which may be vital in ensuring students are equipped with the necessary skills to prepare than for the workforce is community engagement. According to Lema and Mwila (2022) a broader acceptance of the educational process is fostered by involvement in school management, which guarantees the cultural relevance of the teaching and learning process. It has been demonstrated that including the community in school activities increases accountability for learning results and school resources. Effective schools understand the importance of forging harmonious and constructive relationships with their local community, according to the United Nations Educational, Scientific, and Cultural Organisation (UNESCO). And with good reason—community engagement in schools has been shown to boost student attendance rates, encourage student retention, expand access to educational options, and excite teachers.

Community engagement also promotes the voluntary donation of local resources (financial, material, and human) for educational reasons. It is said that the foundation of education and high-quality education is community involvement (Lema & Mwila, 2022). Tondeur (2013) as cited in Abdirahman et. al. (2018) opined that through collaboration, the community and the school may share the burden of managing the institution and assisting the student in realising the goal of education, without which neither the community nor the school could prosper. When the Centres for Disease Control and Prevention (CDC) released its first version of Principles, it provided a working definition of community engagement. According to the organisation, community engagement is the process of collaborating with and through groups of people who are connected by shared experiences, specific interests, or geography to address challenges that impact those people's well-being. It is an effective means of enacting behavioural and environmental changes that will enhance the general well-being of the community's residents. It frequently entails coalitions and partnerships that support the mobilisation of resources, exert influence over systems, alter the dynamics between partners, and act as catalysts for the modification of policies, programmes, and practices (CDC, 2011 as cited in Walker n.d.).

According to Walker (n.d.), the development of the project agenda requires community participation in order to find material that has not been made public, redefine or broaden the initiative's emphasis, and build a network of financial partners and revenue sources. Both the

number of identified stakeholders and their diversity have expanded. In order to increase access to the information and skills that are accessible, stakeholders are informed about the problem and encouraged to participate in the process. People seem to a) be more open to the project's outcome, b) be able to effect change, and c) sustain long-term collaborations when communities are included from the start and throughout.

Public-private partnerships are also a crucial component of educational entrepreneurial practices. These partnerships involve collaborations between educational institutions and private sector organizations to provide resources, mentorship, and opportunities for students. According to USAID (2023), the contractual arrangement in which the government and a private provider share risks, rewards, and expenses defines a public-private partnership. It is not a partnership if these components are absent from the contractual arrangement. For instance, a donation, whether it be monetary or in-kind, is just a donation and not a collaboration. Donation goods are also those that are offered at a discount to educational institutions or the Ministry of Education. A PPP does not include the sale of products and services to the government in which risks or financing costs are not shared. The primary goal of public-private partnerships is to empower the private sector to use its resources—including capital and manpower—to complete projects on schedule and within budget, all while maintaining its desire to maximise profits.

By leveraging the expertise and resources of private sector partners, educational institutions can offer internships, apprenticeships, and hands-on training that align with industry needs. This approach enhances students' employability by providing them with practical experience and industry insights that are often lacking in traditional educational models (Nwosu & Chikere, 2023). Public-private partnerships thus play a pivotal role in bridging the gap between academic instruction and practical industry experience, preparing students more effectively for the demands of the job market. As noted correctly by Joynes et al. (2019), 21st-century changes include the redefinition or re-organisation of employment as well as the need for relevant skills for performance due to the impact of technology and growing global competition on the kinds of work that need to be done and how they are done. Any formalised partnership between the public and private sectors with the goal of enhancing the skills of the general public, the workforce, or students is referred to as a public-private partnership for skills development (OECD, 2013, as cited in Adewale, 2021). More so, the advancement of technology has brought about changes in the workplace, industries and business environment in the 21st century. Relevant basic life skills,

including numeracy, literacy, problem solving, management, communication, negotiation, and hands-on abilities, are essential in the 21st century in order to survive and abolish unemployment (Adewale, 2021). The International Labour Office (NISER, 2009) as cited in Adewale (2021) states that these abilities are necessary to boost self-assurance and the ability to look into and attempt new alternatives for making money. The government must, however, shoulder a significant financial burden in order to provide the enormous training resources necessary to guarantee that residents acquire these abilities. Therefore, the role of public-private partnerships cannot be overemphasized.

Empirical evidence also seems to support the positive influence of these educational entrepreneurial practices on students' career readiness. Research by Adewale (2021) titled "Assessment of Public-Private Partnership in Technical Colleges in Nigeria: A Case of Lagos State," investigated the presence and effectiveness of public-private partnerships (PPPs) in technical colleges within Lagos State, Nigeria. The research, guided by four questions, employed a cross-sectional descriptive study design using a mixed-methods approach. The study population included 350 academic staff from five government technical colleges, with a purposive sample of 50 teachers. Data were collected through questionnaires and semi-structured interviews, with quantitative data analysed via descriptive statistics for three of the research questions and qualitative data analysed through descriptive narratives. The reliability of the questionnaire was confirmed with a Cronbach alpha coefficient of 0.69. Findings revealed that PPPs were only partially utilized as a funding strategy for these colleges, suggesting incomplete or insufficient integration into the educational framework. To enhance the effectiveness of PPPs, the study recommended the establishment of partnership committees within colleges to engage with industries, the elimination of restrictive government policies that deter private sector involvement, and the provision of business grants and start-up loans to technical college graduates by the National Board on Technical Education.

Similarly, Lema and Mwila (2022) in a study titled "Community Involvement in School Activities: Its Effectiveness in Promoting Quality of Learning in Public Secondary Schools in Hai District, Kilimanjaro, Tanzania," explored the impact of community engagement on educational quality in public secondary schools. Conducted with a mixed research approach using a convergent parallel design, the study targeted a population of 14,351 individuals, including the District Secondary Education Officer, community members, students, heads of schools, and teachers, with

a sample size of 114 respondents selected through both probability and non-probability sampling techniques. Data were gathered using questionnaires and interview guides, with a pilot study confirming instrument reliability at a coefficient of 0.81. Quantitative data were analysed descriptively using SPSS version 21, while qualitative data were thematically analysed and presented in narrative form. The findings indicated that community members were moderately involved in activities such as building school infrastructure, contributing to student meals, attending school meetings, and addressing disciplinary issues. The study concluded that fostering a strong relationship between school organizations and community members is crucial for achieving quality educational outcomes in public secondary schools. It recommended that community members collaborate with schools to support teaching and learning processes and that school administrations enhance communication with community members to encourage their active involvement.

Pittaway, Gazzard, Shore, and Williamson's research article in 2015, "Student Clubs: Experiences in Entrepreneurial Learning," investigated the role of student-led clubs in enhancing entrepreneurial learning in universities. Despite the prevalence of such clubs, their educational impact has been underexplored. The study examined the entrepreneurial learning literature and presents a conceptual framework that underscores key aspects of entrepreneurial learning, such as experiential learning, learning from mistakes, and mentorship by entrepreneurs. Utilizing a mixed-methods approach, the research incorporated qualitative studies and a student survey to examine the learning processes within two types of student-led clubs: 'entrepreneurship clubs' and 'Enactus clubs'. The comparative analysis showed that these clubs significantly benefit student learning by simulating real-world entrepreneurial experiences. Notably, the study identified that students in leadership roles gain enhanced learning benefits. The findings contributed to entrepreneurship education research by demonstrating how student clubs facilitate critical entrepreneurial learning experiences, providing empirical evidence on the educational value of these extra-curricular activities.

It is against this background that this study examined of educational entrepreneurial practices and the career readiness of post-basic education students in Nigeria: Policy implication and advocacy strategies.

Statement of Problem

The educational environment in Nigeria evolves dramatically, yet over-enrolment in traditional higher education institutions continues to be a major problem. Many post-basic students arrive at these universities unprepared for the ever-changing demands of the modern workforce, especially when it comes to creative entrepreneurship. Even though developing entrepreneurial abilities is emphasised heavily in the National Policy on Education, there is a significant gap between the policy's rhetoric and how it is actually implemented in educational practices. This disparity emphasises how important it is to investigate entrepreneurial initiatives inside the curriculum in order to improve students' readiness for job opportunities. The Nigerian National Policy on Education lays out a goal for students' entrepreneurial skill development, hoping to provide them the tools necessary for independent work and creative commercial initiatives. But there have been many obstacles in the way of putting policy into effect, leaving a workforce that is frequently ill-prepared for ventures into entrepreneurship.

Theoretical knowledge is still valued more highly in traditional educational systems than real-world experience, which leaves students unprepared to handle the challenges of entrepreneurship. Post-basic students, who are at a pivotal point in both their academic and professional growth, are most affected by this issue. They are often directed towards higher education establishments without possessing the necessary abilities and mentality to seek jobs in entrepreneurship. In addition to impeding their own career chances, the mismatch between their education and the demands of the labour market limits the nation's potential economically. Nigeria's rapidly growing youth population is a huge untapped resource that, given the right tools and entrepreneurial education, could spur economic growth and creativity. Based on this, this study examined policy implications and advocacy strategies for educational entrepreneurial practices and career readiness of post-basic students in Nigerian schools.

Purpose of the Study

The main purpose of the study was to examine the influence of educational entrepreneurial practices on the career readiness of post-basic students in Lagos State, Nigeria. Specific objectives were to:

1. assess the level of career readiness of post-basic students in Lagos State, Nigeria.
2. determine the influence of student-led ventures on the career readiness of post-basic students in these schools.

3. examine the influence of community engagement on career readiness of post-basic students in these schools.
4. Determine the influence of private-public partnerships (PPP) on career readiness of post-basic students in these schools.

Research Questions

Four questions were raised to guide the study:

1. What is the level of career readiness of post-basic students in Lagos State, Nigeria?
2. How do student-led ventures influence the career readiness of post-basic students in these schools?
3. What influence does community engagement have on career readiness of post-basic students in these schools?
4. How do private-public partnerships (PPP) influence career readiness of post-basic students in these schools?

Research Hypotheses

The follow null hypotheses were formulated and tested at a 0.05 level of significance:

1. Student-led ventures do not significantly influence the career readiness of post-basic students in Lagos State, Nigeria.
2. Community engagement does not significantly influence the career readiness of post-basic students in Lagos State, Nigeria.
3. Private-public partnership (PPP) does not significantly influence the career readiness of post-basic students in Lagos State, Nigeria.

Methodology

This study adopted the descriptive survey research design. The population of the study comprises all senior secondary school teachers in the six Education District of Lagos State. As at the time of this study, there were 323 senior secondary schools, and 251,896 students in Lagos State. Three Education Districts were randomly selected out of the six existing education district, three local government areas were randomly selected from the three education districts (Kosofe, Eti-Osa and Mushin local government areas). A total of 400 students were randomly selected from the public secondary schools in the sampled local government areas. Lagos State was chosen for this study due to its cosmopolitan characteristics in which people of different ethnic groups, religion race and

culture live in close proximity, thereby resulting in its densely populated nature. A researcher-developed questionnaire titled Educational Entrepreneurial Practices and Career Readiness Questionnaire (EEPCRQ) was designed to collect data for the study. The developed items of the questionnaire yielded reliability coefficient of 0.88 using Cronbach alpha method to find the reliability. Copies of the questionnaire were administered on the respondents who were randomly selected among public secondary school teachers in Lagos state, Nigeria. The Research question was answered using descriptive statistics such as mean and Standard Deviation. Chi-Square statistic tool was used to analyse the hypotheses. Hypotheses were tested at a significance level of .05.

Results

Table 1: Demographic Characteristics of the Respondents

		Frequency	Percentage %
Class	SS 1	96	24.0%
	SS 2	68	17.0%
	SS 3	236	59.0%
	Total	400	100.0%
Age	12-14 years	54	13.5%
	15-17 years	294	73.5%
	18 years+	52	13.0%
	Total	400	100.0%
Gender	Male	192	48.0%
	Female	208	52.0%
	Total	400	100.0%

Source: Fieldwork, 2024.

Table 1 showed the demographic characteristics of the respondents. As presented in the table, 96 students representing 24.0% were in SS one, 68 (17.0%) were in SS two while 236 (59.0%) were in SS three. Also, along age distribution of the respondents, 54 (13.5%) were within the age range of (12-14) years, 294 (73.5%) were within the age range of (15-17) years while 52 (13.0%) were 18 years and above. In addition, 192 (48.0%) were males while 208 (52.0%).

Answer to Research Question

Research Question One: What is the level of career readiness of post-basic students in Lagos State, Nigeria?

Table 2: Level of Career Readiness of Post-Basic Students in Lagos State, Nigeria

SN		Mean	S.D.	Remark
1.	I have a high level of clarity regarding my career goals.	2.57	1.20	Agreed
2.	My level of participation in internships or work experience programs related to my career interests is significant.	2.42	1.08	Disagreed
3.	The level of career counseling and guidance I have received from my school is adequate	2.42	1.08	Disagreed
4.	The level of resources and information provided by my school about various careers is sufficient	2.37	1.05	Disagreed
5.	My level of understanding of financial management related to my career plans is good	2.44	1.12	Disagreed
6.	My level of networking skills to connect with professionals in my field of interest is well-developed	2.44	1.10	Disagreed
7.	My level of effective use of technology for career research and planning is high	2.49	1.13	Disagreed
8.	My level of support from family, teachers, and mentors in career planning is strong	2.36	1.05	Disagreed
9.	My level of knowledge about the job market and employment opportunities in Lagos State is comprehensive	2.44	1.06	Disagreed
10.	My level of engagement in extracurricular activities that develop my career-related skills is high	2.45	1.07	Disagreed
Grand Mean		2.44	0.93	

Source: Survey, 2024.

Decision: Very High = 3.00-4.00; High = 2.50-2.99; Low = 1.50-2.49; Very Low = 0.00-1.49

Table 2 showed that the general opinion of the students represented by the grand mean of 2.44 is less than the scale mean score of 2.50. Furthermore, this implied that the level of career readiness of post-basic students in Lagos State, Nigeria is low.

Testing of Hypotheses

Research Hypothesis One: Student-led ventures do not significantly influence the career readiness of post-basic students in Lagos State, Nigeria.

Table 3: Influence of Student-Led Ventures on Career Readiness

Variable	Mean	SD	N	df	A	χ^2	p-value	Remark	Decision
Student-led Ventures	3.38	0.36	400	12	0.05	61.86	0.000	Sig.	Rejected
Career Readiness	2.44	0.93							

Source: Survey, 2024.

Note: N= no of observation, df= degree of freedom, a= level of significance, χ^2 =Chi-square

Table 3 indicated that the calculated chi-square (χ^2) value of 61.68 is greater than critical value chi-square (χ^2) values of 21.03 with degree of freedom of freedom of 12 at level of significance 0.05. Also, the p-value of 0.000 is less than 0.05. This implied that the null hypothesis that stipulated that student-led ventures had no significant influence on career readiness was forthwith rejected. Therefore, student-led ventures had significant influence on students' career readiness.

Research Hypothesis Two: Community engagement does not significantly influence the career readiness of post-basic students in Lagos State, Nigeria.

Table 4 : Influence of Community Engagement on Career Readiness

Variable	Mean	SD	N	df	A	χ^2	p-value	Remark	Decision
Community Engagement	3.43	0.43	400	12	0.05	66.13	0.000	Sig.	Rejected
Career Readiness	2.44	0.93							

Source: Survey, 2024.

Note: N= no of observation, df= degree of freedom, a= level of significance, χ^2 =Chi-square

Table 4 indicated that the calculated chi-square (χ^2) value of 66.13 is greater than critical value chi-square (χ^2) values of 21.03 with degree of freedom of freedom of 12 at level of significance 0.05. Also, the p-value of 0.000 is less than 0.05. This implied that the null hypothesis that

stipulated that community engagement had no significant influence on career readiness was forthwith rejected. Therefore, community engagement had significant influence on students' career readiness.

Research Hypothesis Three: Private-public partnership (PPP) does not significantly influence the career readiness of post-basic students in Lagos State, Nigeria.

Table 5: Influence of Private-Public Partnership on Career Readiness

Variable	Mean	SD	N	df	A	χ^2	p-value	Remark	Decision
Private-public Partnership	3.55	0.47	400	12	0.05	76.22	0.000	Sig.	Rejected
Career Readiness	2.44	0.93							

Source: Survey, 2024.

Note: N= no of observation, df= degree of freedom, a= level of significance, χ^2 =Chi-square

Table 5 indicated that the calculated chi-square (χ^2) value of 76.22 is greater than critical value chi-square (χ^2) values of 21.03 with degree of freedom of freedom of 12 at level of significance 0.05. Also, the p-value of 0.000 is less than 0.05. This implied that the null hypothesis that stipulated that public-private partnership had no significant influence on career readiness was forthwith rejected. Therefore, public-private partnership had significant influence on students' career readiness.

Discussion of Findings

The answer to the research question raised showed that the level of career readiness of post-basic students in Lagos Sate, Nigeria is low. This finding is not surprising as a report by the World Bank (2020) on education and employment in Sub-Saharan Africa highlighted the critical need for enhanced career readiness programmes to bridge the gap between education and employment. The report emphasized that many students in the region, including Nigeria, do not possess the necessary skills and knowledge to transition effectively from school to workforce. Other reasons noted by Lindstrom et al. (2020) are due to limited career-technical coursework or work-based learning experiences, school staff or programs do not provide comprehensive information about college and career options. Again, the lack of resources in schools and communities reduced the availability of potentially engaging career exploration experiences such as field trips, college visits, or community service projects (Lindstrom et al. (2020).

Result from the first research hypothesis showed that student-led ventures have significant influence on the career readiness of post-basic students. Empirical studies support these findings. A study by Brown and Kuratko (2019) found that participation in student-led ventures enhances skills such as leadership, problem-solving, and critical thinking, all of which are crucial for career readiness. Spandjaard et. al. (2018) demonstrated that students involved in entrepreneurial activities exhibit higher levels of self-efficacy and adaptability, further contributing to their career readiness.

Result from the second hypothesis tested showed that community engagement influences students' career readiness. Findings from Okojide et. al. (2018) corroborates this result as the study concluded that students' choice of career is influenced by parents/guardians, their school environment, among others. Based on the findings, it was recommended that parents/guardians should be properly oriented on the extent they should be involved in the career choices and decision of their wards. In addition, the study also recommended that secondary school teachers, principals, school counsellors and other stakeholders in the educational system should provide students with appropriate experiences that expand their exploration processes and a wide range of career information on all the available careers to enable them explore, and make informed career choices.

In the same vein, finding from third research hypothesis tested showed that public-private partnerships significantly influence students' career readiness. This finding is corroborated by the findings of Emeasoba (2017) in the study titled "Partnership Between Universities and Industries in Promoting Business Education Programme: Issues and Challenges." This study, which utilized a descriptive survey design and involved both Small and Medium Scale Enterprises (SMEs) and Business Education lecturers, revealed that collaboration between universities and industries plays a crucial role in enhancing the skills and employability of graduates. Emeasoba's research identified several key areas where such partnerships prove beneficial, including curriculum development, practical training through the Students Industrial Work Experience Scheme (SIWES), knowledge transfer, financial support for university developmental projects, scholarships, and career guidance initiatives. These collaborative efforts ensure that the curriculum remains relevant to industry needs and that students gain practical experience, thereby improving their readiness for the job market. Although Emeasoba's research was based on Business Education lecturers in the university, it is worthy to note that the secondary school is a crucial step in the

journey of higher education, and as such, collaborative efforts between public and private sector should not be only limited to the university alone.

Implication for Educational Managers

In contemporary educational discourse, the integration of entrepreneurial practices within the educational framework is pivotal for enhancing the career readiness of students. Recent findings indicate a generally low level of career readiness among post-basic students in Lagos State, Nigeria, as evidenced by the grand mean of students' career readiness scores being below the scale mean score. This highlights the urgent need for educational managers to reassess and revamp existing strategies to better prepare students for their future careers.

The study found that student-led ventures significantly influence students' career readiness. Educational managers should focus on fostering environments that encourage and support these ventures. Providing resources, mentorship, and platforms for student-led projects can bridge the gap between theoretical knowledge and real-world application. Such initiatives enable students to develop practical skills and gain valuable experience, which are essential for navigating the complexities of the modern job market.

Community engagement also plays a crucial role in career readiness. The significant impact of community involvement suggests that integrating community-based projects and partnerships into the curriculum can be highly beneficial. Educational managers should facilitate connections between students and local businesses, NGOs, and community leaders. These interactions not only provide hands-on experience but also help students build essential soft skills and a sense of social responsibility, further preparing them for their careers.

Public-private partnerships were found to have a profound impact on career readiness. Establishing and maintaining partnerships with industries and private sector organizations should be a priority for educational managers. Such collaborations can offer students internships, apprenticeships, and collaborative projects, providing them with industry insights and practical experience. Aligning educational outcomes with labor market needs ensures that students are well-prepared for the workforce upon graduation.

Given these findings, educational managers in Lagos State must implement strategic policies and advocacy efforts to effectively incorporate entrepreneurial practices. This includes curriculum

reform to integrate entrepreneurial education, community service, and industry collaboration into the core curriculum. Additionally, securing funding and resources to support these activities is essential for producing career-ready graduates. Professional development for educators is also crucial, as they play a key role in mentoring and guiding students in entrepreneurial and community engagement activities.

Fostering a collaborative ecosystem involving schools, industries, community organizations, and policymakers is vital. Regular dialogues and partnerships can align educational objectives with industry demands and community needs, creating a supportive network for student development. Establishing robust mechanisms for monitoring and evaluating the impact of entrepreneurial practices on career readiness is also necessary. Continuous assessment and feedback can help refine strategies, ensuring that educational interventions are effective and relevant.

In conclusion, the influence of entrepreneurial practices on the career readiness of post-basic students in Lagos State, Nigeria, is significant. Educational managers have a crucial role in leveraging these practices to enhance student outcomes. By embracing student-led ventures, community engagement, and public-private partnerships, and implementing supportive policies and strategies, they can create an environment that equips students with the skills and readiness needed to thrive in their future careers.

Conclusion

Improving career readiness among post-basic students in Lagos State is a pressing issue that requires concerted efforts from policymakers, educators, industry leaders, and the community. The findings highlight significant gaps in career counselling, practical training, and community engagement, all of which are crucial for preparing students for the workforce. By implementing comprehensive career counselling programs, integrating career-technical education and work-based learning into the curriculum, supporting student-led ventures, and fostering robust public-private partnerships, educational stakeholders can significantly enhance students' skills and employability. Educational managers should put in advocacy efforts which must focus on raising awareness and securing the necessary resources to support these initiatives. Through these targeted advocacy strategies, the gap between education and employment can be effectively bridged, ensuring that students are well-prepared for successful careers.

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