



Entrepreneurship Education in Nigeria: A Tool For Youths' Empowerment

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Abstract

The paper empirically examines entrepreneurship education in Nigeria as a tool for youths' empowerment. Nigeria at present is experiencing a lot of challenges, ranging from unemployment, insecurity, high rate of poverty, corruption lack of political will. Worst still, the economy is currently shedding jobs more than it creates. The paper observes that one of the ways to empower the youths is entrepreneurship education. The objectives of the study are to determine the influences of skill acquisition on the availability of equipment, ascertain the effect of training and development on poverty alleviation palliatives and to find out the relationship between education and self fulfillment in Vocational Technical Training Center (VTTC), Coal Camp Enugu. The study adopts research survey design. Target population/sample size of the study was 32 questionnaires distributed but 23 were returned while 8 were not returned. The instrument was validated using face to face content validity by giving the instrument to academicians to make necessary corrections so that the instrument could measure what it ought to measure. The findings indicate that skill acquisition significantly affects availability of equipment ($r = 0.849$, $t = 27.726$, $f = 768.754$, $P < 0.05$). Training and development significantly affect poverty alleviation ($r = 0.885$; $t = 32.865$; $F = 1080.094$), positive relationship exists between education and self fulfillment ($r = .799$; $P < .05$). The paper concludes that entrepreneurship education is the panacea to the problem of poverty, hunger and youths empowerment. It recommends that youths should be prepared properly for entrepreneurial education through upgrade of facilities and pedagogy.

Keywords: Education, Entrepreneurship, Youths empowerment, Skill acquisition.

1. Introduction

Flat or spherical, the world has bumps, from America to Asia; Europe to Africa, the story gives same message- over population, migration crisis, over influx of migrants, lead to unemployment and underemployment. Hence, cash deals are being drawn with countries to stop illegal migrants and protect their economies. Recently, a cash deal had to be drawn up with North African countries similar to the EU-Turkey agreement (The choice flame magazine 2016).

The paucity of both white and blue collar jobs have elucidated countries and organizations to look for alternatives as population growth is not in tandem with job opportunities world over. China, India and United States of

America with more them one third of the total world population of about 7,256,490,011 also face same problems (www.infoplease.com/world statistics).

Life is not about waiting for storm to pass but to dance in the rain. We must have the courage to face the world (Anonymous). Establishing the trend by making a reasonable extrapolation based on our own position, Nigeria, a country with a population of about 187,508,373 people (National Bureau of Statistics, 2016) is well endowed with abundant human and natural resources and a favourable geographical location in the world map but, like most developing nations, is faced with myriad of problems which include but not limited to youths and graduate



unemployment and underemployment, corruption, high rate of crime and poverty, conflict, insincerity, lack of capacity and skills needed to improve the economy.

The Nigerian economy is currently shedding jobs more than it creates. Researchers agree that the influence of “push” and “pull” while studying entrepreneurship may determine their entrepreneurial career path (Matlay & Storey 2003).

Nkamnebe in Agbaeze (2007) asserts that in Nigeria, efforts are being made to introduce entrepreneurship across the nation's educational curricular particularly in the higher institutions. Entrepreneurs know where they want to go. They have a vision or concept of what their firm can be (Nnadi, 2013). According to Mauchil, Karanbakuwa, Gopo, Kosmas, Margwende and Gombaruwe (2011) entrepreneurship education is the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitude to act on them. To salvage this juxtaposes training youths towards self employment and self reliant. Hence, this paper examines entrepreneurship education in Nigeria as a tool for youths' empowerment.

2. Background of study

The colonial education policy was interested in producing literate nationals to strengthen their own course. Educational institutions designed by them were meant to turn out clerks, interpreters, sanitary inspectors, forest guards as against professionals and entrepreneurs (Aladekomo, 2004). This resulted in the foreign style of employment and monetary compensation for work which swallowed up and forcefully replaced the communal way of life and a social group system of farming that is rotating farming-service among members. The collective spirit of survival gave way to misguided individualism and a strong attraction for monetary or material utility in work place.

This developed into colonial native works now generally called the public sector. This weakened our entrepreneurial spirit (Nnadi 2010) and ego as youths.

According to the NBS in its 2012 national youth survey report, youths of working age in the age bracket of 15 to 35 years are nearly 70 million persons in a population of about 166 million Nigerians. Of these youths, 54% are unemployed. Corruption has remained the bane of underdevelopment, unproductive and low economic growth facing Nigeria. The current Interior Minister under president Buhari's cabinet (AbdurRahman Dambazau) insisted that each prisoner in Nigeria eats food worth fourteen thousand naira (N14000.00) daily, coming to a national budget of Ten billion naira (N10bn) yearly. Dasuki gate is yet to settle. Deziani Madueke (former Petroleum Minister) was alleged to have alone stolen what is enough to service Nigeria's budget for the next 10 years. If all these money that found their way to private pockets were used to address entrepreneurship education geared towards empowering the youths, Nigeria would have been better than what we have at present.

Paucity of government policy on entrepreneurship education to empower the youths has resulted in terrorism, insurgency, Fulani herdsmen/cattle rustlers menace, kidnapping, child trafficking, baby factory, international online hacking, Automated Teller Machine (ATM) fraudsters and money laundering. Nigeria is ranked 62nd poorest country in the world and the 32nd in Africa. Worst still, no serious effort is being made by our government to capture youths empowerment though entrepreneurship education as the centre piece of our economic policy. Only then can we be adjudged to be on course.

The general objective of the study is to identify the effect of entrepreneurship education in Nigerian: A tool for youth's empowerment, however the specific objectives are to; determine the influence of



skill acquisition on the availability of equipment, ascertain the effect of training and development on poverty alleviation palliatives, find out the relationship between education and self fulfillment in Vocational Technical Training Centre (VTTC), Coal Camp Enugu.

Entrepreneurship education has taken the centre stage as it has gained global acceptance. It is not all about teaching people to run business but all about encouraging creative thinking and promoting strong sense of self worth and accountability. Entrepreneurship education prepares youths to be responsible and enterprising individuals who become entrepreneurs or entrepreneurial thinkers by exposing them to real life learning experiences where they think, take risks, manage circumstances and incidentally learn from the outcome (Olawolu & Kaegon 2012). In October 2015, Fidelity bank held a regional Small and Medium Enterprise conference in Enugu where successful entrepreneurs like the Managing Director/Chief Executive Officer of Peace Mass Transit, jUHEL Pharmaceuticals and Oil, Innoson Motors, Roban Stores and Phinomar Agro-Allied Company were invited to give talks on entrepreneurship. Lassa (1997) stated that entrepreneurship education motivates students for success in new ventures through effort and skill and not just by chance. To do this, emphasis should be on performance and skills required for specific jobs rather than certificates and grades or the traditional approach of “teach and listen” which is prevalent in the developing nations (witte & Wolf 2003, Raimi & Towobola 2011). Soskice (1993), Sofoluwe (2007), Gabadeen and Raimi (2012) concur that entrepreneurship education has also been viewed as a learning process which imbibes in the learners/students traits and competencies such as team spirit, leadership, problem solving, negotiation skills, self direction and self management, unlike the traditional stereotype education which places attention on skill and practical needs on the world of

work. Ebele (2008) opines that entrepreneurship education is the teaching of knowledge and skill that enable the student to plan, start and run his own business. Entrepreneurship education refers to programs that promote entrepreneurship awareness for career purposes and provide skill training for business creation and development (Vesper 1990). It is programmed to develop the talents and potentials of beneficiaries towards being wealth creators and not job seekers.

John Kao in Kartko *et al* (2007:118) consolidates them into a much smaller set of profile dimensions of eleven common characteristics, total commitment, determination and perseverance, drive to achieve and grow opportunity and good orientation, taking initiative and personal responsibility, persistent problem solving, realism and a source of humour seeking and using feedback, internal locus of control, calculated risk taking and risk seeking, Low need of status and power, integrity and reliability.

The top ten characteristics in today’s entrepreneurs share recognition and take advantage of opportunities, resourceful, creative, visionary, independent thinker, Hard work, optimistic, innovator, risk taker and leadership (Nnadi 2013). McClelland (1961:16) in his classic book, *The Achieving society* sees the entrepreneur as being driven by dominant psychological need to achieve in their exploration. He proffers characteristics of an entrepreneur as desire for responsibility, preference for moderate risk, confidence in personal success, desire for immediate feedback, high level of energy, future orientation, skilled in organization and achievement oriented (Zimmerer and Scarborough, 1998:156). According to Nnadi (2013), there exist myths of entrepreneurship: Entrepreneurs are doers, not thinker, Entrepreneurs are born not made, Entrepreneurs are always, Entrepreneurs are



academic and social misfits, entrepreneurs must fit the profile, all entrepreneurs need is money, all entrepreneurs need is luck, ignorance is bliss for entrepreneurs, entrepreneurs seek success but experience high failure rate, entrepreneurs are extreme risk takers (Gamblers), entrepreneurs arise from circumstance or opportunity, entrepreneurs emerge from population, entrepreneurs have input and output systems and entrepreneurs enjoy inter-firm cooperation.

The new divide in the world will be between those with knowledge and those without (Onodugo, Ugwuonah & Ebinne 2010) and as the world today talks of brain not brawn, entrepreneurs' education has reduced such myths to "folklore" (tales by moonlight).

A young person between childhood and adult age is a youth. It is transition period between adolescent and adulthood. The United Nations defines youth as a person between ages of 15 and 24 (UN and World bank) and 15 to 29 (The common wealth). Youths have both positive and negative attributes. They remain the bedrock on which every nation's development thrives, being the most potent resource without which society is lifeless.

The youths are arguably the most vulnerable, most exploited particularly by politicians, most discriminated and counterproductive and most endangered species in our African society despite all the positive attributes (Del-Tumi 2011). Batiwala (2005) opines empowering as the process, by which the powerless or less powerful member of the society gain greater access and control over national resources, challenges and ideologies of discrimination and subordination and transforms the institutions and structure through which unequal access and control over resources is sustained and perpetuated. The future focus of entrepreneurship education is based on the relationship with empowerment.

To empower somebody means to give that person the power and authority to do something (Oxford Advanced Learner's Dictionary). Youths are empowered when they have the physical, psychological, mental and financial ability to make choices and take full responsibility for the consequences, implications and outcomes of such actions through informed decision.

Fletcher (2005) asserts that youth empowerment means creating and supporting the enabling conditions under which young people can act on their own behalf and on their own terms, rather than at the direction of others. An enabling environment to overcome the differences which might prevent them from achieving their potentials such as economic and social base, political will, adequate resource allocation, supportive legal and administrative frame works, stable environment of equality, peace and democracy, access to knowledge, information, skill and positive values. Hugo and Marriane Delz have been working assiduously for over twenty eight years to raise the standard of entrepreneurial education and provide employment through training of youths at Vocational Training and Technical Centre (VTTC) otherwise known as "Oluaka Dimma" at Coal Camp Enugu (The Choice Flame 2016). The objective is to empower the youths towards self employment, self reliance and self sustenance.

Globally, unemployment remains a major issue, just like in Africa continent where Nigerian's unemployment rate was recorded at 12.1 percent in March quarter of 2016, up from 10.4 percent in the fourth quarter of 2015, having moved four consecutive times under Buhari's watch. (NBS, 2015). Therefore, empowerment of our youths should be everybody's business-the government, Non-Governmental Organizations, private sectors, community and family. Terrorism, insurgency, kidnapping, child trafficking, baby factory,



internet and online hacking, ATM fraudsters, money laundering, cattle rustling are all located within the youths age bracket. Hence, it becomes imperative that Nigerian youths should be empowered.

Youths are the pivot on which the wheels of productivity, leadership and nation's strength rotate. To achieve a strategic fit towards youths empowerment requires certain reforms to activate and align youths.

To bring out the best quality in a youth to take up position of responsibility requires making entrepreneurship education compulsory in schools at all levels. This will enable them learn what they ought to know from the scratch rather than being half baked.

Going beyond the school curriculum to empower the youths requires a strong entrepreneurial culture built around the youths through NGOs, community, churches and family. There should be a paradigm shift from our initial focal view on wealth creation, innovation and entrepreneurship.

The National Policy on Education (NPE) defines technical education as that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Occupational areas of technical education include architectural technology, automotive technology, chemical technology, printing technology, laboratory science technology, etc. Vocational and Technical Education (VTE) provides the basic know how and the preparation for self employment as a career option.

Government should facilitate entrepreneurship in a non-interventionist manner. The economic team during the administration of President Olusegun Obasanjo came up with National Economic Empowerment and Development Strategy (NEEDS) which was a bottom-up as well as a top-down exercise, with as broad an

ownership as possible. They thought in terms not only of the NEEDS but also of SEEDs (State Economic Empowerment and Development Strategies) and even LEEDS (Local Government Economic Empowerment and Development Strategies) (Okonjo-Iweala 2012). Reasons for the failure of such a lofty programme cannot be far fetched as government chose to implement the idea instead of allowing entrepreneurs do otherwise. Government should rather come up with policies to influence the rates and types of entrepreneurship, reduce the barriers to market entry, discourage monopoly, unfair competition and encourage intellectual property rights that protect a firms valuable but often intangible knowledge asset (Hill & Charles, 2011).

The primary duty of higher institutions is research which findings are then taught to the students and made available to the industry (Onodugo *et al.*, 2010). Higher institutions therefore should partner with government to develop strategy for entrepreneurial development geared towards youth's empowerment both at individual and firm levels.

An award to sensitize the youths and get them interested in entrepreneurship should be encouraged. This is an effective marketing tool to raise interest, educate young people about the benefits of starting and running their own businesses. This provides a platform to showcase young successful entrepreneurs as role models that are self reliant, labour employers and not employees.

David McClelland need for achievement theory is being viewed as an extension of Max Weber's protestant ethic theory. It is a psychological theory which demonstrates the functionality of strong relationship between need for achievement (N.Ach), economic development and entrepreneurial activities (EAs).



McClelland-need for achievement theory is probably the best known work associated with traits or psychology (Agbaeze 2007). He opines that the entrepreneurship activity is the potent process by which the need for achievement leads to economic growth. The major issue is that when scholars are well motivated to have high need for achievement in life through entrepreneurship education, there is greater likelihood for them to set up their own business after graduation. One would expect a relatively greater amount of entrepreneurial activities in the society if the average level of need for achievement is relatively high among the people (McClelland 1965).

Joseph A. Schumpeter was one of the first scholars to identify entrepreneurship as a separate factor input other than land, capital and labour (Agbaeze 2007). This model provides logical explanation that entrepreneurship and unemployment are negatively or inversely related, that is, increase in entrepreneurship activities in the economy douses and sustainably reduces unemployment.

The above opinions have some empirical backing in such studies like (a) Garba (2002) asserts that there exists a strong positive correlation between educational attainment and economic growth and development in his works (b) Odekunle (2001) concurs that a positive link exists between human capital investment, quantum of entrepreneurial activity and level of technical innovation (c) Babalola (2003) postulates that formal educational has the potential for stimulating economic growth and development (Bronchi, 2003) because of the inherent potential of the former to increase human capital productivity (Olaniyan & Okemakinde, 2008) and (d) Ayeni (2003) encapsulates that education, as investment on human capital, improves the status of beneficiaries, create job security for trainees and attract monetary and non monetary benefits. The implication of this theory is that if one is given a qualitative

entrepreneurship education and adequate training required, he is bound to startup a business thereafter. The process of entrepreneurship leading to gainful employment is known as “Schumpeter effect” (Audretsch, & Thurik, 2000). Schumpeter (1934) views entrepreneurship training as responsible for “**creative destruction**”, that is, educative acts as an impetus for creating new ideas, improved techniques, new technologies and new products. In addition, Van Den Berg (2001) establishes a correlation between the level of education and new product development in knowledge based economics that invested massively in education, technology and related growth elements.

Necessity they say is the mother of invention. This model asserts that due to unemployment, frustrated members of the society are left with no other choice than to find a way of livelihood which may lead to starting their own businesses. Unemployment stimulates diverse entrepreneurship activities among those without jobs in the economy. The process by which this occurs has been termed a “refugee effect” (Audretsch, & Thurik, 2000). This model credited to Oxenfeldt (1943) who posited that when individuals are confronted with the blow of unemployment and associated hopelessness like frustrated refugees at camps, they often turn to self employment as a viable alternative to keep body and soul together.

In practice, new companies often serve as provider of employment by luring jobless people to work for them thereby helping to reduce unemployment level in the economy (Picot *et al* –1998, Pfeiffer & Reize, 2000).

The risk-taking theory of Richard Catillon and John Stuart Mill provides foundation for entrepreneurship education. The theory captures entrepreneurship as a mental education which stimulates individuals to take measured or calculated risk with future



stream of benefits guaranteed and people taking high risk have to contend with a great responsibility (Alam & Hossan, 2003).

The traits of creativity and innovation, strategic thinking, constructive engagement by some discontented Nigerians could well be directed to entrepreneurial education (Raimi, *et al.*, 2010).

The import of this theory is that entrepreneurship education improves the ability, capacity and potentials of the empowered youth to undertake risk for which the individual, firm and nation stands to benefit. Hence, this study is anchored on this theory.

Empirical link between entrepreneurship education and youths' empowerment is well established. Sofoluwe, Shokunbi, Raimi and Ajewole (2013) conducted a study on entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria, issues, prospects, challenges and solutions. The objective of the study was to investigate the prospect of repositioning entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria. This paper adopts a qualitative research method and research questions formulated using survey techniques. The sample size was drawn using a convenience sampling technique. Data gathering was via structured questionnaire. Questionnaires were analysed electronically and result was presented using descriptive and inferential statistics. Finding shows that entrepreneurship is a leeway to job creation, wealth creation, youth empowerment, peaceful society and economic development. The paper concluded that three levels of governments, academic institutions, donor agencies and private sector organizations should encourage entrepreneurship education as part of their social contribution to human capital development in Nigeria. It recommended that federal government should evolve a national culture of entrepreneurship by supporting,

training and rewarding self reliant graduates across the tertiary levels in Nigeria. This approach would help foster among students offering entrepreneurship innovation, invention and creativity.

Lucas, Alaka and Odozi (2014) study on entrepreneurship education: a viable tool for youth's empowerment in Nigeria has its objective being to equip individual and create in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in schools. Experimental teaching methodology that involves pragmatic approach was used. Their findings indicated that the empowerment of young people in Nigeria as at today should be everybody's business, which includes the Government, Inter-Governmental and Non-Governmental Organization, private sectors, family and even the community. If the young people are not provided with employment opportunities, there is a chance that they risk becoming dissatisfied and also turn to crime and violence in order to survive or be co-opted by extremist group to engage in terrorist acts. They concluded that entrepreneurship has been viewed as a veritable antidote to the endemic problem of poverty, hunger and youth employment.

They recommended that the wheel of development of any country lies on the shoulders of how productive and creative the youths are.

Adegun and Akomolafe's (2013) work on entrepreneurship education and youth empowerment in contemporary Nigeria has its objective as to expose students to the knowledge of various skills and businesses while in school so that after graduation, they become self employed rather than job seekers. A qualitative research method was used. Survey techniques were used in formulating the research questions. Judgmental sampling techniques were used to draw the sample size. Unstructured questionnaires were used to gather data. Descriptive and inferential statistics was used to present the result of the electronically analyzed questionnaires. Their



findings is the adoption of school curriculum reform, developing entrepreneurship culture, improving technical and vocational education, microenterprise development, youths entrepreneur of the year award. They concluded that the youths can only play the laudable roles of national development if they are empowerment through entrepreneurship education. Through well planned and executed entrepreneurship education, the Nigeria youths will learn to be happy and fulfilled persons. They will allow their unique abilities to be used for the development of the national and global goal. Their recommendation was that youth economic empowerment should be aligned to government policies, strategies and programmes; the spirit of entrepreneurship among Nigerian youths should be promoted through seminars and workshops on corporate leadership and entrepreneurship. Pedagogy and facilities must be upgraded to deliver the quality education and training necessary to prepare youths properly, for the entrepreneurial educational experience.

Lazarus (2014) study on entrepreneurship education as a tool for reducing unemployment in Nigeria asserts the objective to examine the extent to which university education influences student's intellectual, affective and psychomotor skill for entrepreneurship. The design for this study was a survey design relying on primary data only. Questionnaire was used to collect the data. The statistical tool used for data analysis was the table and simple percentage method. This was used to analyse the questionnaire. The results were presented in tables and simple percentage. Chi-square method was used to test the hypothesis of this research. The researcher criticized research instruments for both the quantitative and qualitative components of the research.

We contribute to this literature by critical looking at concept of entrepreneurship education, characteristics of entrepreneurs, myths of entrepreneurship, pre-colonial entrepreneurship in Nigeria, concept of youth

empowerment, justification for youth's empowerment in Nigeria, strategies for youth empowerment, need for achievement motivation theory (N.Ach), the Schumpeter effect (TSE), the refugee effect (TRE), and risk taking theory (RTT).

Questionnaires, Interviews and observations

To test for validity and reliability of the research instrument; their responses to the questionnaire items were subjected to statistical method. The researcher's finding is that entrepreneurship education can reduce unemployment in Nigeria. Entrepreneurship education has been significantly influential in developing student's psychomotor skill for entrepreneurship. Inadequate findings, lack of startup capital, poor infrastructures, lack of respect on dignity to some labour and occupation hinders the success of entrepreneurship. He concluded that entrepreneurship education will reduce unemployment in Nigeria as it has improved students cognitive, effective and psychomotor skills for entrepreneurship. The researcher recommended that government should give adequate attention to entrepreneurship development in the country through the provision of good economic environment to encourage individual participation in business, develop and finance entrepreneurship education innovation fund that will provide small grants for innovation educational programmes. Instead of huge amount of funds spent in national youth's service corps (NYSC) such amount should be given to each corper as startup capital.

3. METHODOLOGY

The study adopted research survey design. The populations of the study constitute students of Vocational Training and Technical Centre (VTTC), coal Camp Enugu numbering 32 students. A total number of 32 questionnaires were distributed. 23 were returned while 8 were not returned. The instrument was validated using face to face

content validity by giving the instrument to academicians to make necessary corrections so that the instrument can measure what it ought to measure. The tools used for test of hypotheses were Simple Linear Regression and Percing Product Moment Correlation Co-Efficient. The reliability of the instrument was obtained using Spareman Reliability and Validity of Instrument. Ranking Order Correlation Co-Efficient which amount to a co-efficient of 0.812 indicating a High Internal Consistency of the Instrument.

4. DATA ANALYSIS AND DISCUSSION DISCUSSION OF RESULT

Objective 1: To determine the influence of skill acquisition on the availability of equipment

The data obtained from the field were presented and analyzed with descriptive statistics to provide answers for the research questions while the corresponding hypotheses were tested with simple linear regression and Pearson's Correlation at 0.05 alpha level.

To determine the influence of skill acquisition on availability of equipment

Table 1: Coded Responses on research affects skill acquisition and availability of equipment

s/no	Questionnaire items	S.Agree /Agree	Disagree /S.Disagree	Total
		Freq	Freq	
	Availability of machines empower skill acquisition	19 (21)	4 (2)	23
	creative skill enables a worker to effectively operate equipment	21 (21)	2 (2)	23
	Availability of equipment makes for easier understanding of the required skill to be acquired	23 (21)	-	23
	TOTAL	63 (91%)	6 (9%)	69(100)

Source: fieldwork 2025

Table 1 shows that 63(96%) of the respondents indicated S.agree / agree, while 6 (4%) indicated disagree/ S.disagree . Based on responds from percentage analysis, it was concluded that skill acquisition significantly affects availability of equipment.

Hi: Influence of skill acquisition on availability of equipment

Table 2. Model Summary^b

Model	R	R Square	Sum of Squares	t	F	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.849 _a	.721	284.826	27.726	768.754	.720	.60869	.191
			110.410					
			395.237					

- a. Predictors: (Constant), Skill acquisition
b. Dependent Variable: Availability of equipment

$$\begin{aligned} R &= 0.849 \\ R^2 &= 0.721 \\ t &= 27.726 \\ F &= 768.754 \\ DW &= 0.191 \end{aligned}$$

Interpretation :

The regression sum of squares (284.826) is greater than the residual sum of squares (110.410) which indicates that more of the variation in the dependent variable is explained by the model. The significance value of the F statistics (0.000) is less than 0.05 which means that the variation explained by the model is not due to chance.

R, the correlation coefficient which has a value of 0.849 indicates that there is a positive relationship between skill acquisition and availability of equipment. R square, the coefficient of determination, shows that 72.1% of the variation in the implementation of the availability of equipment is explained by the model.

With the linear regression model, the error of estimate is high with a value of about 0.60869. The Durbin Watson statistics of .191, which is not tends to 2, which indicates that there is no autocorrelation.

The research coefficient of 0.849 indicates a positive significance between skill acquisition and availability of equipment which is statistically significant (with $t = 27.726$). Therefore, the null hypothesis should be rejected while the alternative hypothesis accordingly accepted. Thus, skill acquisition significantly influences availability of equipment.

To ascertain the effect of training and development on poverty alleviation palliatives

Table 3: Coded Responses on training and development on poverty alleviation palliatives

s/no	Questionnaire items	S.Agree /Agree	Disagree /S.Disagree	Total
		Freq	Freq	
1	Training and development offers poverty alleviation beneficiaries alternative investment options	20 (21)	3 (2)	23
2	Poverty alleviation palliative makes a trainee better focused	21 (21)	2 (2)	23
3	Training encourages competition among beneficiaries of poverty alleviation	22 (21)	1 (2)	23
	TOTAL	63 (91%)	6 (9%)	69 (100)

Source: fieldwork 2025

Table 3 shows that 63(91%) of the respondents indicated S.agree / agree, while 6 (9%) indicated disagree/ S.disagree . Based on responds from percentage analysis, it was concluded that training and development significantly affect poverty alleviation palliatives.

Hi: training and development on poverty alleviation palliative

Table 4. Model Summary^b

Model	R	R Square	Sum of Squares	F	t	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.885 ^a	.784	314.904	1080.094	32.865	.783	.53996	.205
			86.883					
			401.787					

a. Predictors: (Constant), training and development

b. Dependent Variable: poverty alleviation palliative

R = 0.885
 R^2 = 0.784
 t = 32.865
 F = 1080.094
 DW = 0.205

Interpretation:

The regression sum of squares (314.904) is greater than the residual sum of squares (86.883) which indicates that more of the variation in the dependent variable is explained by the model. The significance value of the F statistics (0.000) is less than 0.05 which means that the variation explained by the model is not due to chance.

R, the correlation coefficient which has a value of 0.885, indicates that there is a positive relationship between training and development and poverty alleviation palliative. R square, the coefficient of determination, shows that 78.4% of the variation in the poverty alleviation palliative is explained by the model.

With the linear regression model, the error of estimate is high, with a value of about 0.53996. The Durbin Watson statistics of 0.205, which is not tends to 2, indicates there is no autocorrelation.

The training and development coefficient of 0.885 indicates a positive significance between training and development and poverty alleviation palliative, which is statistically significant (with $t = 32.865$). Therefore, the null hypothesis should be rejected and the alternative hypothesis accordingly accepted. Thus, training and development significantly effects poverty alleviation palliatives.

To determine the nature of the relationship between education and self fulfillment

Table 5: Coded Responses on nature of the relationship between education and self fulfillment

.s/no	Questionnaire items	S.Agree /Agree	Disagree /S.Disagree	Total
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		Freq	Freq	
1	Learning increase ones confidence to succeed	22 (21.5)	1 (1.5)	23
2	Education guarantees the best approach towards job accomplishment	23 (21.5)	- (1.5)	23
3	Academic make for easier understanding of the task	20 (21.5)	3 (1.5)	23
4	Education enhances job competency	21 (21.5)	2 (1.5)	23
	TOTAL	86 (93%)	6 (7%)	92(100)

Source: fieldwork 2025

Table 5 shows that 86(93%) of the respondents indicated S. agree / agree, while 6(7%) indicated disagree/ S. disagree. Based on responds from percentage analysis, it was concluded that there is a positive relationship between education and self-fulfillment.

HYPOTHESIS Three

There is a positive relationship between education and self fulfillment

Table 6 -Descriptive Statistics

	Mean	Std. Deviation	N
Education	2.0826	1.31097	23
Self Fulfilment	2.0435	1.25690	23

Table 7 Correlations

		Education	Self fulfillment
Education	Pearson Correlation	1	.799**
	Sig. (2-tailed)		.000
	N	23	23
Self Fulfilment	Pearson Correlation	.799**	1
	Sig. (2-tailed)	.000	
	N	23	23

**. Correlation is significant at the 0.01 level (2-tailed).

Table (6) shows the descriptive statistics of the education and self fulfillment with a mean response of 2.0826 and std. deviation of 1.31097 for education and a mean response of 2.0435 and std. deviation of 1.25690 for self fulfillment and number of respondents (23). By careful observation of standard deviation values, there is not much difference in terms

of the standard deviation scores. This implies that there is about the same variability of data points between the dependent and independent variables.

Table (7) is the Pearson correlation coefficient for education and self fulfillment. The correlation coefficient shows 0.799. This



value indicates that correlation is significant at 0.05 level (2tailed) and implies that there is a significant positive relationship between education and self fulfilment ($r = .799$). The computed correlations coefficient is greater than the table value of $r = .195$ with 20 degrees of freedom ($df. = n-2$) at alpha level for a two-tailed test ($r = .799, p < .05$). However, since the computed $r = .799$, is greater than the table value of $.195$ we reject the null hypothesis and concludes that there is a positive relationship between education and self fulfillment ($r = .799, P < .05$).

Olawolu and Kaegon (2012) findings were in line with the postulation that skill acquisition promotes entrepreneurship development. However, John (2012) states that skills promotes creativity and innovation in business.

Ogundele, *et al* (2012) findings were in line with the findings that training significantly promotes organisational performance. However, Nwafor (2015) opined that training and development encourage employee to perform effectively and efficiently in their work.

Iyam (2003) postulates that education enhances self fulfillment which aligns with the stated findings. Emeka (2013) findings with the postulation that education significantly promotes national development.

5. Findings

The findings at the end of this study include the following:

- i. Skill acquisition significantly affects availability of equipment ($r = 0.849$; $t = 27.726$; $F = 768.754$; $p < 0.05$)
- ii. Training and development significantly effect poverty alleviation ($r = 0.885$; $t = 32.865$; $F = 1080.094$)
- iii. Positive relationship exists between education and self fulfillment ($r = .799, P < .05$).

Conclusion

This study sees entrepreneurship education as the panacea to the problem of poverty, hunger and youth empowerment. Training enables one to explore opportunities in his immediate environment instead of chasing wide goose given a stable “push and pull” factors. Entrepreneurship education goes a long way to create employment, give youths opportunity to develop, reduce skill gap, become job creators rather than job seekers, hence increase in output, income and wealth. Entrepreneurship education provides the youth the opportunity to take quantitative and qualitative decisions. It goes a long way to demystify those myths about entrepreneurs as opportunists, academic, social misfits and those that depends on luck, to begin to see them as people that will improve their image through dint of hardwork. It will interest you to know that what we see as luck is series of hardwork that met or crossed an opportunity that just presented itself.

Recommendations

The pivot on which the wheel of development of any country rotates lies on how productive and creative the youths are. The youths ought to stand on the shoulders of the government, parents and guardians for empowerment to discharge their obligations to the society and for their betterment. Drawing from the above discussion, the following recommendations are proffered.

1. Youths should be prepared properly for entrepreneurial education through upgrade of facilities and pedagogy.
2. Government should provide modern facilities and equipment to enhance research and development needed to train would-be entrepreneurs and expose them to different types of empowerment. This can be achieved through a free and fair appointment of the right officers using the right facilities at the right environment.
3. Mentorship and right attitudes should be created in our youth through guidance and counseling. This should be



embedded in their early life developmental stages to prepare them for the rough days ahead in terms of planning, career choice, self confidence, self reliant and focus.

4. Our higher institutions should focus on curriculums geared towards growing job market that will reduce the **skill gap** and key into the needs of the industries. This will conform to the Global Best Practices of higher institutions presenting themselves as research centres to take care of the industrial needs.
5. There should be effective support from both government and non governmental agencies in terms of grants and single digit loan as take off capital to enable the youths stand on their own.
6. The Political Will and Vision of the government to turn things around can

only be located, given an effective and efficient Mission Statement. A defective raw material will definitely produce a defective finished product.

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