

ENTREPRENEURSHIP EDUCATION, PRODUCTIVE EMPLOYMENT AND SUSTAINABLE POVERTY REDUCTION IN CROSS RIVER STATE

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Abstract

Entrepreneurship education is one of the keys to achieving employment creation and sustainable poverty reduction in Nigeria. It entails the philosophy of self-reliance. It creates a productive economic environment for small scale businesses to thrive. The development process of any country is determined by the way the production forces in and around the economy is organized. For most countries, the development of industry has depended a great deal on the role of the private sector. Entrepreneurship plays a major role in this regard. Entrepreneurial development, achieved through entrepreneurial education should be seen as a catalyst for private sector development in Nigeria. This study is therefore set to examine the impact of entrepreneurial education on productive employment and sustainable poverty reduction in Cross River State, with particular reference to the Central Bank of Nigeria Entrepreneurial Development Center in Calabar. Descriptive design was adopted to describe the phenomenon under study, gather and collate data for statistical analysis. The study relied on primary and secondary data. Primary data was obtained from a sample population of 60 respondents randomly selected among beneficiaries of the Central Bank of Nigeria Entrepreneurial Development Center (CBN-EDC), Calabar. Findings obtained in the study established that there is a significant relationship between entrepreneurial education and employment creation as well as poverty reduction in the state.

Keywords: Entrepreneurship Education, Productive employment, Poverty reduction and Cross River State.

Background to the study

Education is central in the development of any economy. According to Agi and Yellowe (2013) education is important to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is the basis for transformation, industrialization and a high way to global knowledge economy. The development of educational sector is significant in developing other sectors of the economy. Adamu 2001 (2007) maintained that development in any society is anchored primarily to education process. Sule (2004) asserts that education is a sure pathway to liberation of the mind and the improvement of socio economic status of people. Educating individuals to be empowered with requisite skills and knowledge, to raise their output, income and wealth is *sin-qua-non* to creating gainful employment and reduction in poverty level.

Entrepreneurship education is a form of education which makes humans to be responsive to their personal, families and national needs and aspirations (Anho, 2014). It has the capacity to develop skills and enhance mental awareness which is needed to reduce poverty through self-reliance. Poverty goes beyond state of being poor, lack of money, resources, or low income. It involves lack of means of having income such as illiteracy/education, good health and sound mind. Poverty has to do with unstable economy, national or manmade disasters and insecurity. Poverty is an indication of illiteracy, inequality and social injustice.

Education, either formal or informal is a precondition for entrepreneurship development. It's an important determinant of formation of new venture and entrepreneurial success. There is a significant between education and individual's choice to become an entrepreneur as well as the result and outcome of his or her entrepreneurial activity. The educational system of any country is the bedrock to of any meaningful development.

Entrepreneurship development through education has perceived capacity to generate skills, enhance self-employment and reduce poverty. Anho (2011) had rightly pointed out that, entrepreneurial education is associated with various activities here in stated but not limited to the following: Innovation, creativity, risk taking, initiative, visionary, focus, determination, team spirit, resourcefulness, financial control, self-confidence, versatility, knowledgeable, dynamic thinking, optimum disposition ,originality, people oriented, flexible in decision, responses to suggestions and criticism, need achievement driven, profit oriented, persistent and persevering, energy for hard work, adjustment to challenges and future looking. These features are no doubt significant in enhancing self-reliance, productive employment with the capacity to reduce dependence of a greater number of vulnerable segments of the society.

Entrepreneurship is an important aspect of organization and economies. It contributes in an immeasurable ways toward creating new job, wealth creation, poverty reduction, and income generation for both government and individuals. Schumpeter in 1934 argued that entrepreneurship is very significant to the growth and development of economies. This study is set to investigate the effect of entrepreneurship education on productive employment and poverty reduction (cited in Anho, 2011).

Statement of the Problem

There is a considerate attempt to create employment and reduce poverty in Nigeria and Cross River State in particular. But no doubt, unemployment and poverty is still prevalent in the country. A greater number of the population lacks the ability to acquire the basic necessities of life such as food, clothing and shelter. There is deprivation of basic capabilities rather than lowness of income as indicated by World Bank which defined poverty as those living on less than 1 dollar per day (Aliyu, 2002).

Like poverty, unemployment continues to be a major social and economic factor militating against the economy and well-being of many countries in recent times. Unavailability of productive employment has led to social unrest and increase in crime rate in Nigeria. Mass unemployment and the resulting poverty have multi-variance consequences on youth, economic, social, political development of a nation leading to youth restiveness and personal society and national insecurity. Ajakaiye (2000) noted that some of the effects includes; social unrest; school dropout; destruction and vandalization of private and public properties; creation of fear in citizens; threat to life (individual and national); economic wastage and acute reduction in the nation's Gross Domestic Products (GDP) and personal/national income; lack of foreign investment in a country or in particular region; and committal of other crimes and so on (Anho, 2012).

According to National Bureau of Statistics (2009:238; 2010:2), the national unemployment rates for Nigeria between 2000 and 2009 showed that the number of unemployed persons constituted 31.1% in 2000; 13.6% in 2001; 12.6% in 2002; 14.8% in 2003; 13.4% in 2004; 11.9% in 2005; 13.7% in 2006; 14.6% in 2007; 14.9% in 2008 and 19.7% in 2009 and so on to present day (cited in Anho, 2014). The figures above may not have captured in totality the youth unemployment situation in Nigeria; however, they are major indicators to the fact that the phenomenon is a very critical issue with far-reaching implications for sustainable development in Nigeria. Table 1 below further shows the unemployment situation in Nigeria.

Table 1 Trend of new entrants into the active labour force from 2007 to 2011

	2006	2007	2008	2009	2010	2011
Nigeria Population	140,431,790	144,925,607	149,563,227	154,349,250	159,288,426	164,385,656
Economically Active	78,922	81,448,191	84,054,533	86,744,278	89,520,095	92,384,738
Labour Force	57,455,701	59,294,283	61,191,700	63,149,835	65,170,629	67,256,090
Employed	50,388,650	51,763,909	52,074,137	50,709,317	51,224,115	51,181,884
Unemployed	7,067,051	7,530,374	9,117,563	12,440,517	13,946,515	16,074,205
Newly unemployed		463,323	1,587,189	3,322,954	1,505,997	2,127,691

Source: National Bureau of Statistics

One common trend shown above is that the unemployment rate is in the increase. This is worsening with the entrance of the newly unemployed otherwise known as young school leavers or graduates. Given the lack of sufficient employment opportunities in the formal sector, young people may be compelled to engage in casual work and other unorthodox livelihood sources, thus leading to underemployment (Echebiri, 2005; Onah, 2001). Various forms of unemployment have been identified and elaborated upon in the literature. These include seasonal, frictional, cyclical, and structural unemployment (Adebayo, 1999; Damachi, 2001; Hollister and Goldstein,

1994; Robert, 1993; Todaro, 1992). Unemployment is measured among people in the labour force (Obadan and Odusola, 2001; National Bureau of Statistics, 2010) (cited in Anho, 2014). The labour force of a country as defined by National Bureau of Statistics (NBS) (2009) is a set of people or citizens of a country who are willing and able to make available at any given point in time their efforts for gainful employment. The unemployed are the individuals with no work, but are looking for work and sometimes further categorized as the underemployed; those with work but have no satisfaction thus need change. This is a common characterizes the Nigerian youth population.

Faced with these challenges, entrepreneurial education is a significant means of modifying the behavior of individuals and society at large by helping them acquire useful skills and knowledge that will enhance capacity, promote self-reliance, contribute to cohesive, peaceful existence and foster meaning and sustainable development.

Objective of the study

The study investigates the effect of entrepreneurship education on productive employment and poverty reduction in Cross River State.

Methodology and source of data

Descriptive design was adopted to describe the phenomenon under study, gather and collate data for statistical analysis. The study relied on primary and secondary data. Primary data was obtained from a sample population of 60 respondents randomly selected among beneficiaries of the Central Bank of Nigeria Entrepreneurial Development Center (CBN-EDC), Calabar. Secondary data were obtained from previous researches and analyses of scholars; government documents; newspaper/magazines as well as journal articles that are related to the variables of the study.

Literature Review and Theoretical Framework

The basic key variables in this study, entrepreneurial education, productive employment and poverty reduction forms the focus of the empirical literature review.

Entrepreneurial Education and Productive Employment

Entrepreneurship is a process through which individuals identify opportunities, allocate resources, and create value. This creation of value is often through the identification of unmet needs or through the identification of opportunities for change. Summarily, entrepreneurship can be described as "the process of bringing together creative and innovative ideas and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth. In the same vein, Nwangwu (2007) opined that entrepreneurship is a process of bringing together the factors of production, which include land, labour and capital so as to provide a product or service for public consumption. Entrepreneurship is the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise.

Binks and Vale (1990) defined entrepreneurship as 'an unrehearsed combination of economic resources instigated by the uncertain prospect of temporary monopoly profit'. Hence Kanothi, (2009) defined Entrepreneur as the 'instigator of entrepreneurial events for so long as they occur'. Tijani-Alawiye (2004) defines entrepreneurship as the process of increasing the supply of entrepreneurs or adding to the stock of existing small, medium and big enterprises available to a country by creating and promoting many capable entrepreneurs, who can successfully run innovative enterprises, nurture them to growth and sustain them, with a view to achieving broad socio-economic developmental goals. One of these goals is sustaining employment.

In same vein, Acs and Szerb (2007) maintained that entrepreneurship revolves around the realization of existence of opportunities in combination with decision to commercialize them by starting a new firm. This reasoning is what Thornton (1999) called demand and supply perspectives of entrepreneurship discourse. However, Shepherd and Douglas (1997) observed that the essence of entrepreneurship development is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and from the external environment in the context of the extraordinary uncertainty and ambiguity which faces a new business venture. It then manifests itself in creative strategies, innovative tactics, uncanny perception of trends and market mood changes and courageous leadership. To the duo, 'entrepreneurship', when treated as 'enterprise-creation' helps develop new skills and experiences that can be applied to many other challenging areas in life (Anho, 2014).

Schnurr and Newing (1997) further argued on the need to promote entrepreneurship culture on the ground that youth in all societies have sterling qualities such as resourcefulness, initiative, drive, imagination, enthusiasm, zest, dash, ambition, energy, boldness, audacity and courage which are all valuable traits for entrepreneurship development. Governments, NGOs and international bodies seeking to improve youth livelihoods could best pursue their empowerment objective by tapping into the dynamism of young people and build on their strong spirit of risk-taking through entrepreneurship development.

There is several importance of entrepreneurship to national development. According to the National Contents Standard for Entrepreneurship Education, key among these are,

- 1 Entrepreneurship is a key driver of our economy. Wealth and a high majority of jobs are created by small businesses started by enterpreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize

individual and collective economic and social success on a local, national, and global scale. It is with this in mind that the National Standards for Entrepreneurship Education were developed: to prepare youth and adults to succeed in an entrepreneurial economy.

2 Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. The Standards and their supporting Performance Indicators is a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have: progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities.

Productive employment is hiring people that are already knowledgeable or professionals and entrepreneurial development provides the opportunity of training people to develop skills and competence that employers of labour need. This justifies the position in the Nigeria policy of education on the need for functional education, to be relevant, practical and acquisition of appropriate skills and development of competencies as equipment for the individuals to live in and contribute to the development of his/her society (Aladekomo, 2004).

Adejimola and Olufunmilayo (2009) reported that about 80% of the graduates find it difficult to get employment every year. And at the same time much has not been done in trying to bring collaboration between the entrepreneurs and the institutions. The universities, polytechnic and any other academic institution stand to benefit a lot from entrepreneurs out there. Similarly the entrepreneurs may harness and use the expertise of faculties in those institutions. This kind of interaction and interrelationship will go a long way in bridging the gap that exists between the entrepreneurs and the institutions. Lack of this kind of synergy shows the weaknesses, inadequacies and fallacies of the educational policies in Nigeria in attainment of its educational objectives (Aladekomo, 2004; Akpomi 2008; Adejimola and Olunfunmilayo, 2009).

Objectives of Entrepreneurial Education

According to Paul (2005), entrepreneurial education is structured to achieve the following objectives.

- 1 To offer functional education for the youth that will enable them to be self-employed and self-reliant.
- 2 Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- 3 To serve as a catalyst for economic growth and development.

- 4 Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
- 5 To reduce high rule of poverty.
- 6 Create employment generation.
- 7 Reduction in rural-urban migration.
- 8 Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
- 9 To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
- 10 Create smooth transition from traditional to a modern industrial economy.

Entrepreneurship programmes and modules can have various objectives, such as:

- a) Developing entrepreneurial drive among students (raising awareness and motivation
- b) Developing the entrepreneurial ability to identify and exploit opportunities
- c) Training students in the skills they need to set up a business and manage its growth (European Commission, 2008).

Entrepreneurship education when effectively and efficiently taught has the likelihood to precipitates self-employment among learners and accelerating sustainable growth and development. It is designed in the Nigerian universities to equip graduates with productive skills to engage in income-yielding ventures. As a result, employability and entrepreneurship have continued to remain the focal point and now impacting on the design of many universities curriculum.

Okebukola (2011) also advanced some reasons to justify the inclusion of entrepreneurship education in Nigerian universities as the capacity to boost national economic development, lowering poverty level and raising life expectancy and living standards, job creation and improve the relevance and public respectability of the universities. Zhining, Zheng & Wang (2010) have observed that when a country strives for an enhancement in technological innovation and human capital stock, a high priority should be given to the growth of entrepreneurial efforts.

Significantly therefore, entrepreneurial education is designed to address manpower need of the Nigerian labour market and if effectively pushed, will be create jobs and reduce poverty. Aina and Salako (2008) added that this significance is established by the willingness and ability of an individual to seek out investment opportunities and takes advantage of scarce resources to exploits the opportunities profitably. It is the process of creating something new with value by devoting the necessary time and efforts, assuming the accompanying financial social risks at the end receiving resulting reward. Entrepreneurship education is a purposeful intervention by an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business (Ogundele, Akingbade, & Hammed 2012).

Entrepreneurial Education and Poverty Reduction

Defining poverty from social perspective, the United Nations Development Programme (UNDP, 2003), cited in Kor, Akaakohol and Mile (2013) stated that poverty is a multidimensional social phenomenon that can be analytically divided into two main dimensions; income poverty, which is the lack of income necessary to satisfy basic needs and human poverty which is the lack of human capabilities like life expectancy, material, health, education, nutrition, clean water and perceptions of well-being.

Poverty goes beyond lack. It includes defenselessness, insecurity, vulnerability and exposure to risks, hazards and stress. According to Muo (2007) poverty is vulnerability to social injustice, powerlessness and voicelessness, war, conflicts, natural disasters, political instability, macroeconomic crises and deprivation, intellectual, ethical and moral poverty. Poverty as a long-standing problem in Nigeria has manifested itself in the low social status and poor living conditions of the peoples.

The effect of poverty on the individual and society is multi varied. Poverty affects the people physically, economically, psychologically and socially. The physical effect of poverty manifests when people lack money to take care of their sickness at the initial stage which may result in untimely death, maternal mortality resulting from inadequate care or treatment during pregnancy, among others. The economic effect of poverty manifests in low productivity and industrial activities because of the inability of people to engage in modern modes of production. This in turn results in increased unemployment as people who are able and willing to work are idle because of lack of job opportunities. Psychologically, poverty affects the people. Socially, poverty has led to broken homes when one cannot provide for the family. It has also led some people into taking drugs, alcohol, narcotic substances, and crimes such as bribery, corruption, armed robbery, and advanced fee fraud (Andoho, 2009).

High incidence of poverty is one of the predominant features of low income developing countries. It is observed that as the income of developed countries is increasing, the income distribution of some developing economies is deteriorating (Samli, 2008). This problem may be related to the problem of inequality in distribution of resource, high unemployment, low per capita income, high level of illiteracy etc. It can be argued that Inequality in particular has to do with uneven treatment in the distribution of countries' financial resource within its geographic entity (Keister, 2005) and probably the structural disposition of different groups within the population. The poor is getting poorer and the rich is getting richer. This means that the system only enriches the fortunate few and impoverished the unfortunate majority of the population.

Despite considerable effort by the Nigerian government to reduce poverty, research literature shows that, it still remains a concern as most Nigerians; especially the vulnerable rural still lacks the basic needs of life. According to Abdullahi (2009), both the quantitative and qualitative measurements attest to the growing incidence and depth of poverty in the country. The federal government in line with global contentions has been responding to ameliorate the worsening condition of the poor by shifting public expenditure towards poverty alleviation programmes to cushion the effects of poverty. For years now, poverty reduction strategies have featured predominantly in Nigeria economic policies. These have been saddled with several challenges and setbacks.

Recent studies shows that Nigeria's proportion of the poor has doubled over the last two decades, during which time the country received \$3000billion in oil and gas revenue (Oyemorni, 2003). Indeed it is a paradox of poor people in rich country, in other words "poverty in the midst of plenty". Statistical data available indicates that by 1960 the poverty level in Nigeria covers about 15% of the population and by 1980 it rose to 28%. In 1985, the poverty level was 46% and it dropped to 43% by 1992. By 1996, the Federal Office of Statistics estimated poverty level in Nigeria at about 66%. The poverty levels by zones as at 2008 shows that South -South has 35.1%; South East 26.7%; South West 43.0%; North Central 67.0%; North East 72.2% and North West has 71.2% as well (Soludo,2008). One out of two Nigerians is in poverty and it is becoming dynastical, that is, children of the poor likely to become poor due to widening gap in access to quality education. Nigeria is one of the most unequal societies in the world (Kpelai, 2013).

Considerable attempt to reduce poverty in Nigeria have been embedded in entrepreneurship training. Some of the schemes include National Poverty Alleviation Programme (NAPEP), Youth Empowerment Scheme (YES), Rural Infrastructural Development Scheme (RIDS), and Natural Resources Development and Conservation Scheme (NRDCS). In Lagos state, training centers such as technical and vocational schools, and apprenticeship centers for all were established as strategies to reduce unemployment and reduce poverty. The Lagos State government developed Vocational and Acquisition Training Centers in all the 20 Local Governments and 37 Local Council Development Areas in the State (Ogundele, Akingbade, & Hammed 2012). This has significantly improved the social and economic wellbeing of the people.

The complex, multidimensional and multifaceted level of unemployment and poverty in Nigeria, requires a renewed reflection and rethinking of the strategies that will effectively tackle the problems. The new strategy should therefore be anchored on entrepreneurially driven policies that will economically empower the people, reduce poverty and propel economic growth.

Central Bank of Nigeria Entrepreneurship Development Centres (CBN-EDCs)

As a complement to its microfinance policy and also to ensure the sustained supply of skilled entrepreneurs to take advantages available to Micro, Small and Medium Enterprises (MSMEs), the Central Bank of Nigeria (CBN) in 2006 initiated plans to support the efforts of the Small and Medium Enterprises Agency of Nigeria (SMEDAN), National Directorate of Employment (NDE), National Poverty Eradication Programme (NAPEP), Industrial Training Fund (ITF) etc by establishing or strengthening one Entrepreneurship Development Centre [EDC] in each of the six geo-political zones in Nigeria. It placed advertisements in the Nigerian dailies of 11th to 13th September, 2006, calling for bidders that would be supported to foster private sector led, commercially oriented and sustainable entrepreneurship development programmes in the zones by establishing viable entrepreneurship development centres. This is to encourage private entrepreneurship, self-employment, job creations, income growth, poverty eradication and economic development (CBN publication, 2008).

The EDCs that would target those with at least secondary education has the following specific objectives:

- 1 To develop entrepreneurship spirit amongst Nigerians and provide insight into the tools, techniques and framework for managing all functional areas of business enterprise, including production, marketing, personnel and finance.
- 2 To develop skills of would-be-entrepreneurs to successfully start, expand, diversify and manage business enterprises as well as link them with financial institutions for startup capital, especially the microfinance banks.
3. To generate employment opportunities for Nigerians in pursuance of the provisions of the National Economic Empowerment and Development Strategy [NEEDS] and recently vision 2020.
4. To raise a new class of entrepreneurs/owners, who can compete globally and succeed in managing MSMEs and provide the bridge for future industrialization of the country.

According to the framework, the Centres would be expected to provide physical structures, training materials, equipments, human resources and other facilities that would assure internationally competitive, effective and sustainable services capable of meeting the needs of MSMEs in the zones. The CBN would conceptually provide a significant part of the initial take off capital but each centre would, in addition, provide counterpart funding and show evidence on how the Centre would be self-financing over time.

In January 2008, the programme commenced with a pilot phase and was implemented in three locations, Onitsha (South East), Kano (North) and Ota (South West). The pilot phase took a period of 18 months and was evaluated on quarterly basis, with six monitoring and evaluation reports. The final report provided insight into the challenges faced and provides recommendation

for extending the programme to the remaining three geopolitical zones. The programme for the other three zones namely, North East, North Central and South South had commenced and are currently running in the six zones concurrently. Cross River State is one of the benefiting states from the scheme.

Alberti, Sciascia and Poli (2004) maintained that the CBN entrepreneurship education programme is structured and formally aims at impacting special enterprising concepts, skills and mental awareness on an individual to start, develop and grow growth oriented ventures. Mullins (2010) added that, the training involves systematically acquiring job related knowledge, skill and attitude in order to perform with effectiveness and efficiency specific tasks in an organization. He went on to acknowledge that the skill required by entrepreneur can be classified into three main areas:

- I. Technical skills.
- ii. Business management.
- iii. Personal entrepreneurial skills.

Technical skills involve such things as writing, listening, oral presentation, organizing, coaching, being a team player, and technical know-how. Business management skills include those areas involved in starting, developing and managing an enterprise. The personal entrepreneurial skills differentiate an entrepreneur from a manager. Skills included in this classification are inner control (discipline), risk-taking, being innovative, being change-oriented, being persistent, and being a visionary leader among others (Osuagwu, 2006). There is general agreement by researchers in the field of entrepreneurship that more emphasis should be placed on entrepreneurship education and training as opposed to business education. Business education has a more limited coverage than entrepreneurship education and training, which include additional topics, such as innovation and risk-taking, for example. The consortium for entrepreneurship education (2004) point out that entrepreneurship education is a life-long learning process and consist of five stage namely, basic, competency awareness, creative application, start-up and growth as depicted

Theoretical Framework:

The following theories will be examined in this study,

- 1 Human Capital Theory (HCT). According to Robert (1991), the human capital theory advocates education as a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe. Human capital means any stock of knowledge or characteristics the worker has (either innate or acquired) that contributes to his or her "productivity". Human capital theorist encourage spending on nation's workforce (people working with public and private sector organisations) because expenditure on training and development is a productive investment like investment on physical assets (Olaniyan and Okemakinde, 2008).

Besides, human capital enhancement through quality education is a critical factor that propels economic growth and sustainable development in East Africa, Hong Kong, Korea, Singapore, and Taiwan (Ibid). Schumpeter (1934) views entrepreneurship training as responsible for creative destruction, that is, education act 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 economies that invested massively in education, technology and related growth elements (cited in Akhuemonkhan, Raimi & Sofoluwe 2013).

2 The Action Learning Model (ALM). Revans (1971) is the proponent of the Action Learning Model. The Action Learning Model provides a framework for examining the impact of acquired variables such as education, learning and experience on career outcomes and it was further develop on the assumption that education can serve as a key determinant of decision choice and providing benefits to specific ventures. The model of action learning focuses on learning by reflecting on actions that solve real problem of an organization (cited in Muo, 2007).

In view of this, Dickson et al (2008) asserts that learning that solves organizational problem is learning that improves that capacity of an individual member of the organization. In their study, they underscore that there is a significant relationship between action learning through entrepreneurial education and capacity building. In both developing and industrialized countries there is evidence to support a positive and significant relationship between education and entrepreneurial performance, where performance is measured as growth, and profit (earning power) of the entrepreneur (Dickson et al, 2008, cited in Muo, 2007).

Educational curriculum should therefore be designed in view to create and enhance the supply of entrepreneurial initiative and activities required for manpower development. Entrepreneurship has the capacity to enhance the abilities and attitude of a person or group of persons to undertake ventures, create jobs and reduce dependence and unemployment.

Data Analysis

The data collected from the field was analyzed using simple percentage as well as frequency distribution Table 2. The field survey revealed the following as shown in 2.

Table 2: Responses from Field Survey

S/NO	QUESTIONS ASKED	LEVEL OF RESPONSES		
		Yes	No	Not Really
1	Where you taught any course on entrepreneurial development in the University?	55 (91.7%)	5 (8.3%)	-
2	Are you self employed? Do you think your entrepreneurship development studies in school helped in anyway?	34 (56.6%)	26 (44.4%)	-
3	You have just completed an entrepreneurial training session at the Central Bank of Nigeria Entrepreneurial Development Centre, Calabar. Has that any impact on your ability to be gainfully employed by as an entrepreneur or to work for an organization?	56 (93.3%)	4 (6.66%)	-
4	Given the opportunity to be gainfully employed do you think the opportunity will reduce your level of dependence and lack?	41 (68.3%)	10 (16.6%)	9 (15.0%)
5	Having been trained, do you do anything now that could potentially or makes money for you? (asides being employed)	47 (78.3%)	10 (16.6%)	3 (5.0%)
6	With your experience as a trained entrepreneur, would you recommend same to other youths who are poor and unemployed?	32 (53.3%)	24 (40.0%)	4 (6.66%)

Source: Authors field survey (2014)

Results and Discussion

From the Table 2, above, the response shows that entrepreneurship education is part of the school curriculum and it has a significant impact on the capacity of students in terms of self-employment business opportunities. As showed in the responses given for question 3, the level of respondents who effect on the ability of the trainers to be gainfully employed.

Other responses show that entrepreneurship is an employment strategy that can lead to economic self-sufficiency for people. It makes people to develop initiative, create opportunities and manage businesses in which they function as the employer or boss rather than merely being and employeee.

Conclusion

The study has established that entrepreneurial development is significant in enhancing the capacity of individual's thereby creating self-employment and reducing their level of dependence on others for social and economic wellbeing. The CBN Entrepreneurial Development Centre has also played a key role in impacting skills and generating self-employment in Nigeria. The University system must play its role in improving infrastructure at entrepreneurial development centre or course so that the trainers can have maximum benefit from expected knowledge.

On the whole, it is needful to inculcate an entrepreneurial mindset in our youths, especially those in the tertiary institutions. This can be done through curriculum review and values re-orientation that inculcate entrepreneurship education in line with the global realities and contemporary economic needs. Through this strategy our fresh graduates will create jobs opportunities for themselves instead of seeking for jobs after graduation, by so doing reducing their level of dependency on others.

Recommendations

The study further recommends as follows,

- 1 Entrepreneurial education should be introduced and implemented from Elementary through Secondary and Tertiary school curriculum. This will give young people the opportunity to understand the economics of life and plan for their future in time.
- 2 For those who cannot further their studies to the University or afford to be trained at special centers like the CBN Entrepreneurial Development Centre, knowledge gained in secondary school can help them create economic opportunities and be self-employed.
- 3 Entrepreneurial development centers must be established in rural areas. Most existing centers are in urban centers and this deprives the rural populace, who are the most affected and vulnerable to poverty, the opportunity to be trained. Government should create special training centers in rural areas specifically entrusted with responsibilities of assisting individuals develops skills, knowledge and new business management competencies in starting and owing personal businesses that will create wealth for them, thus reduce poverty.
- 4 In addition to these, micro enterprises should be created in rural areas. A key strategy for attacking poverty is by helping the poor develop their micro enterprises in the rural areas. A sustained micro- credit scheme where the federal government guarantees the risk be put in place to assist the poor access credit facilities for start-ups and create wealth in the community will encourage entrepreneurial development programmes and reduce poverty.
- 5 One of the setbacks for effective entrepreneurial education in our tertiary institutions is lack of need facilities. The government must take up this challenge, through the university governing council by providing funding so as to equipped entrepreneurial centers to make for effective learning.
- 6 Entrepreneurial education curriculum must have content relevance to individual's discipline or course of study. Other than just undergo genera training, the curriculum should be designed in such a way that individuals find relevance in relation to their discipline or studies.
- 7 Stable and viable economic environment is needed for small businesses to succeed. Government with its enabling institutions and also in partnership with other regulatory agencies must promote good governance, transparency and accountability. This will

support the development and maintenance of transparent and stable economic and regulatory environment conducive to efficient private sector activities.

- 8 The government should create a friendly or an enabling environment for entrepreneurship and consumer goods in order to boost the economy. This means a safe, secured and friendly business environment. Friendly in terms of taxation and other levies
- 9 Finally, the government should provide basic infrastructures such as good roads, portable water, and electricity amongst others. The availability of these basic infrastructures could among other things improve the quality of lives in the rural and urban areas help reduce the costs of production and curb rural urban migration.

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