Journal of Global Accounting
8 (2) July, 2022.
https://journals.unizik.edu.ng/joga

NNAMDI AZIKIWE UNIVERSITY
AWKA

IMPACT OF ENTREPRENEURSHIP EDUCATION ON POVERTY REDUCTION AMONG RURAL DWELLERS IN BARUTEN LOCAL GOVERNMENT OF KWARA STATE NIGERIA

Ojelade, Mathew O. PhD
Department of Business Administration, Thomas Adewumi University, Oko, Kwara State, Nigeria
mathewojelade30@gmail.com

Ishola, James A. PhD
Department of Business Administration, Thomas Adewumi University, Oko, Kwara state, Nigeria
babaishola001@gmail.com

Jimoh, Charles
Department of Management and Accounting, Ladoke Akintola University of Technology, Ogbomoso, Oyo state, Nigeria
charlesfiks@gmail.com

ABSTRACT:

The study examines the impact of entrepreneurship education on poverty reduction among rural dwellers in Baruten local government area of Kwara state, Nigeria. Kwara state is ranked ninth with 20.4%poverty headcount rate in Nigeria (NBS, 2019). Entrepreneurship education was captured using mentorship and financial literacy. The specific objective of this study is to examine the impact of Mentorship and Financial literacy on poverty reduction among rural dwellers in the study area. The study used a survey design method. Structured and validated questionnaire was the instrument used in the collection of data. The respondents for this study were reached through their local associations and clubs. Out of the three hundred and eighty (380) copies of the questionnaire distributed, two hundred and ninety six (296) copies were properly filled and returned. Analysis of the data was done with regression analysis with the aid of SPSS version 25. The finding revealed that mentorship and financial literacy as predictors impacted negatively and have no positive effect on poverty reduction among rural dwellers as evident in their coefficient and probability value of ($\beta1$= - 0.135, $p>0.05$ and $\beta2$= - 0.411, $p>0.05$). This made the null hypothesis to be accepted. It is recommended that concerned agencies at the local government level should embark on campaigns to keep the rural dwellers abreast of mentorship and financial literacy programmes organized to assist entrepreneurs at the grassroots level.

Key words: *Entrepreneurship education, Financial literacy, Mentorship, Poverty reduction, Rural dwellers.*
Paper Type*: Original Research Paper;* ***Correspondence****:* mathewojelade30@gmail.com

CITE THIS PAPER: Ojelade, M. O., Ishola, J.A. & Jimoh, C. (2022). Impact of Entrepreneurship Education on Poverty Reduction among Rural Dwellers in Baruten Local Government, Kwara State, Nigeria, *Journal of Global Accounting*, 8(2), 79 - 92. Available at: https://journals.unizik.edu.ng/joga

1. INTRODUCTION

In the global competition of all economic activities, entrepreneurial education is one of the major factors that make the essential differences among countries (Ebiringa, 2012). The most economic developed countries are those that pay special attention to education and are more interested in the development of the educational and training programmes in entrepreneurship. The education in entrepreneurship can be successfully developed through the involvement of the education system in partnership with business environment and promoting a culture of entrepreneurship. Therefore, school education can contribute to developing entrepreneurship skills and to the knowledge about business and about the role of entrepreneurs in the society. Also, education can contribute to encouraging entrepreneurial initiative and to the development of the entrepreneurial attitude. Entrepreneurship is considered a key competence for all and promoting entrepreneurship is a central objective of the European Union for job creation and competitive growth (Nwankwo, 2008)

Baruten is a local government area in the North Central district of Kwara State, Nigeria, sharing a long border with the Republic of Benin. The local government begins in Ilesha Ibaruba and ends in Chikanda, the border town. Its headquarters is in the town of Kosubosu. The main language of the Baruten people is Ibaruba. Its other languages include Yoruba, French, Pidgin, Hausa and Fulani. It has an area of 9.749 meter squared and a population of 209,459 according to 2006 population census. The major pre-occupation of the people is farming and crops such as rice, cotton, yams, cassava, millet soya bean, maize, palm produce and guinea corn are in commercial quantity.

The entrepreneurship education will enhance poverty alleviation and ultimately engender economic development at both micro and macro levels. The entrepreneurial definitions associate entrepreneurship with innovation, risk and the exploitation of opportunities (Pirich, 2001). People are seeking to find optimal solutions that easily attest to the specifics of the current socio-economic environment and the challenges facing the labour market by developing the skills and abilities that they have. The success in entrepreneurship involves a lot of knowledge, tenacity, ambition, responsibility, entrepreneurial skills (Pentiuc & Lis, 2013). The encouragement to start or take over existing business and the entrepreneurial skills development should be important targets for each country and for each educational system.

In the past decades, there has been a growing interest in the concepts of economic development and entrepreneurship education. There are several studies in the literature related to these two important notions (Akhaemokhan, *et al*, 2012; Sajuyigbe, *et al*. 2015; Sofoluwe, *et al*. 2013; Ani, *et al*. 2009; and Moshood & Sunday, 2011). However, less scholarly efforts has been recorded on how entrepreneurship education has impacted on the lives of rural dwellers especially as it affects remote areas as captured in this study.

1.1 Objective of the Study

The major objective of this study is to examine the impact of entrepreneurship education on poverty reduction among the rural dwellers in Baruten local government area of Kwara state. However, the specific objective is to examine the combined effect of mentorship and financial literacy on poverty reduction among rural dwellers in the study area.

1.2 Hypothesis

The following hypothesis was used to pilot this study:
Ho: The combined effect of mentorship and financial literacy does not have a significant effect on poverty reduction among rural dwellers in the study area.

2. LITERATURE REVIEW

2.1 Conceptual Review

2.1.1 Entrepreneurship Education

Entrepreneurship education is a lifelong process; starting early at elementary school and progressing through all levels of education, including adult education (Udo, 2012). The standards and their supporting performance indicators are a framework for education facilitators to use in building appropriate objectives, learning activities, and assessments for their target audience, in this case, rural dwellers through their associations and local clubs as the case may be. In this direction, Entrepreneurship education aims to equip learners with skills, knowledge and dispositions that can help them develop or implement innovative social or business plans. Akande (2011) viewed entrepreneurship education as creativity and innovation applied to business, governmental and social enterprises. The scholar is of the opinion that, entrepreneurship education could aid in the reduction of high rate of unemployment witnessed today in both urban and rural areas of Nigeria, by equipping old and young adults with the knowledge and skills for setting up and running small businesses effectively. Entrepreneurship education involves all the functions, activities and actions associated with perceiving opportunities and the creation of new organizations to pursue them. According to Azubuike and Ugwuoke (2011) entrepreneurship education is a science and an art. It is the process of instilling in people the capacity for creating, establishing organizing and managing venture(s) with a view to satisfying human needs and desires.

However, Entrepreneurship education does not focus only on pursuing economic ends. It also helps learners to develop entrepreneurial or problem-solving skills that could be used in addressing personal and social challenges (Shefi, 2013). In support of this, Abdulkadir (2011) emphasize that entrepreneurship education proactively prepare learners for an unpredictable world, not only to overcome dependence and hopelessness, but also stimulate the emergence of an enterprising culture that values creativity, flexibility, self-efficacy, self-employment and self-sufficiency. Entrepreneurship education seeks to prepare people to be responsible, enterprising individual who become entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome. Often Entrepreneurship education exposes people to the fact that they can either take or create a job to enable them be self-employed and not relying on other job security (Ladzani, 2012). Entrepreneurship education could be given to interested individuals both adults and youths through workshops, classes, and conferences thereby learning basic ideas of starting their own businesses and keeping it running. In his own view, Osuala (2010) see entrepreneurship education as a programme or part of a programme that prepares individuals to undertake the formation and or operation of small business enterprises. This also includes franchise operations for the purpose of performing all business functions relating to a product or service with emphasis on social responsibilities, legal requirement and risks for the sake of profit involved in the conduct of private business enterprises.

Emeruwa (2011) asserts that entrepreneurship education is the process of or series of activities which aims to enable an individual to assimilate and develop knowledge, skills, abilities, values and understanding that are not simply related to a narrow field of activity but which allow a broad range of problems to be defined, analyzed and solved. It emphasizes on teaching people or citizens with the passion and desired skills needed to create an entrepreneurial firm and guide the firm successfully via its initial stage to maturity stage. It seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. With the knowledge of entrepreneurial action, these students or potential entrepreneurs are able to understand how, what it means and takes to own a business, create ideas towards the achievement of desired goals and objectives.

From the foregoing, it is widely believed that, entrepreneurship education is a necessary ingredient for stimulating economic growth and empowerment and employment opportunities in all societies. In the developing world, successful small businesses are the primary engines of job creation, income growth and poverty reduction. Entrepreneurship education has been promoted to encourage entrepreneurial behavior in works and life. Literature review on entrepreneurship education programme suggested that these programmes are successful in encouraging entrepreneurs to start a business, or improve the performance of a business. Entrepreneurship education programmes provide social experience, such as opportunities to exercise significant responsibilities, to start one's own business and to observe relevant role models. Entrepreneurship plays an important role in the economic growth and development of nations. It is a purposeful activity that includes an initiation, promotion and distribution of wealth and service. An entrepreneur is a critical factor in economic development and an integral part of the socio-economic transformation. According to Abdulkadir (2011), through entrepreneurship education, success and innovation habits are imparted as the person develops entrepreneurial integrity and skills in the process. Indeed, entrepreneurship education will enable potential entrepreneurs to create businesses, manage, market and sustain them into the future.

2.1.2 Financial Literacy

According to Jason (2022) financial literacy is the cognitive understanding of financial components and skills such as budgeting, investing, borrowing, taxation, and personal financial management. The absence of such skills is referred to as being financially illiterate. Financial literacy consists of several financial components and skills that allow an individual to gain knowledge regarding the effective management of money and debt. To be financially literate is to know how to manage money, pay bills borrow and save money responsibly, and how and why to invest and plan for retirement. Financial literacy is all about, taking the initiative to self-educate and grow one's financial knowledge by beginning with the basics of money management and maturing into a smart spender, improved saving and investing decisions. Jason, (2022) listed some of the components of financial literacy to include; budgeting, investing, borrowing and taxation

2.1.3 Mentorship

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person (Davison, 2014). Mentorship includes a 'mentor' – an experienced person, who is meant to guide a 'mentee' – a less experienced person. Mentorship does not necessarily need to be between a manager and an intern, it may also be between a junior engineer and a student or a senior art director with ten years of experience mentoring a designer with three years of experience. It may also be between peers who want to learn from each other's specialization.

Mentorship can be formal or informal. Formal mentorship happens when there are commitments that set and define this relationship. In this case, mentors offer their services on a public platform, often for a small payment. This is the first way to keep the mentees accountable. Otherwise, mentees can often sign up for mentorship and never actually end up reaching their goals. Informal mentorship is a relationship that is formed between two individuals who are already familiar with each other. More often than not, informal mentorship can be quite hard to form, because it involves active engagement from the mentor and the mentee. Without setting commitments, mentorship tends to fail (Davison, 2014).

2.1.4 Entrepreneurship Training and Education on Poverty Alleviation.

Entrepreneurship training and education entails philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges (Arogundade, 2011). Okereke and Okorafor (2011) assert that entrepreneurship education is a potent and viable tool for self-empowerment, job and wealth creation.

Entrepreneurship education entrails teaching students, learners and would-be business men, equipping the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees (Ezeani, 2012). In the view of Olawolu and Kaegon (2012), entrepreneurship education prepares youths to be responsible and entering individuals who become entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Entrepreneurship Training will equip the people with skills for constant improvement and innovation in their undertaken. The entrepreneurship development program in Nigeria is designed to Help an individual in strengthening his/her entrepreneurial motivation and in acquiring skills and capabilities necessary for playing his/her entrepreneurial role effectively. Oviawe, (2010) noted that entrepreneurship is acquisition of skills and ideas for creating employment for oneself and others. It is the act of starting a company, arranging business ideas and taking risks in order to make a profit through the skills one acquired through education (Omolayo, 2006).

According to Ogundele, Akingbade and Akinlabi, (2012), the contribution of entrepreneurship training and education on poverty reduction through youth empowerment and social welfare service improvement will be much significant if entrepreneurship is encouraged at all the level in the state especially at local and community level. Entrepreneurial studies are inter-displinary training that focuses on the tools needed to start a new business or vocation. Nigeria is fast becoming a predominantly youthful society with high rate of unemployment requires training the youth in entrepreneurship skills in technical vocational education and training to tackle the unemployment and poverty which has reached alarming proportions (Adofu & Ocheja 2013). The success of entrepreneur in business depends on many factors including training and education, but these are often negligible. Entrepreneurial activities have been found to be capable of making positive impacts on the economy of a nation and the quality of life of the people (Adejumo, 2000). In fact, there are streams of benefits associated with entrepreneurship education such as poverty reduction, self-employment, self-reliance, self-confidence etc. Scholars have advocated that entrepreneurship training and education are the permanent cure for extreme hunger and poverty necessitated by unemployment. An entrepreneurship education remains the gateway to sustainable wealth creation in Nigeria (Ogundele, 2000). Matanmi & Awodun (2005), if Nigeria desires to move out of the disturbing high level of unemployment and ravaging level of poverty, adequate attention must be given to the growth of entrepreneurship.

Entrepreneurship education is one way of addressing poverty reduction, as there is strong empirical evidence suggesting that economic growth over time is necessary for poverty reduction. Entrepreneurship boosts economic growth, enhances educational attainment and increases the rate of economic growth (Mitra &. Abubakar 2011). Entrepreneurship education creates enormous business opportunities and trains people with innovative enterprise skills to grasp the opportunities for starting new entrepreneurial activities [Cheng & Chan 2009]. Entrepreneurship education has to increase entrepreneurial self-efficacy, self-employment, and risk-taking attitude of the entrepreneur (Mohammad, 2014). Entrepreneurship education creates enormous business opportunities and trains people with innovative enterprise skills to grasp the opportunities for starting new entrepreneurial activities (Mohammad, 2014).

2.2 Empirical Review

Arash *et al* (2018) undertook a study on the effect of entrepreneurship education on the economic growth of fifteen (15) selected countries using a panel-data method between 2001 and 2015. The result showed that entrepreneurship education had a significant and positive effect on economic growth. The findings showed further that a unit increase in the independent variables developed for the study resulted into 21% increase in economic growth of those countries captured in the study within the period.

Igoma *et al* (2018) conducted a research on the impact of entrepreneurship education on the economic growth in Benue state between 2007 and 2016. Descriptive survey design was used for the study. The data collected was through a validated questionnaire structured on a 5-point rating scale. The analysis was done through the help of SPSS, version 20. Findings revealed that entrepreneurship education is insignificantly correlated with the standard of living of people in the study area.

Agwu (2017) carried out a research work on the impact of entrepreneurship education on new ventures creation in Nigeria. a quantitative method was employed using semi-structured interview as data collection tools. A total of fifteen (15) students who own startups in the selected universities were sampled and interviewed. Results showed that there was a positive and significant relationship between entrepreneurship education and new ventures creation.

Akhuemonkhan *et al* (2018) conducted a research work on the effect of entrepreneurship education on employment generation. The author employed systematic collection of questionnaire data and subjected them to econometric analysis on the basis of which informed conclusion was made. It was discovered that entrepreneurship education was an effective tool for poverty alleviation.

In the study carried out by Okafor (2010), on the effect of Entrepreneurship Education on Training of Out-of-School Youths in Anambra state. The researcher utilized descriptive survey research design. Well-structured questionnaire was used for data collection .Mean and percentage was used for data analysis. The researcher found out that entrepreneurship education helps to ensure that youths possess the knowledge and skills they needed to perform their job effectively, taken on new responsibilities, and adapt to changing conditions.

Arinzechukwu (2019) did a research work on the role of entrepreneurship education as a panacea to poverty alleviation in Jos North local government area, Plateau state.. a sample of two hundred and forty (240) students were selected at random from the respondents. The questionnaire administered were analysed using frequencies and percentages. SPSS test analysis was used to test the hypotheses. Findings from the study showed that teaching entrepreneurship goes beyond the theory, it's practice promote entrepreneurship culture among the students in the local government.

Ogundele *et al* (2012) conducted a research on the effect of entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. Using a stratified random sampling technique, 250 entrepreneurs and apprenticeships from five recognized local government areas in Lagos state, South Western Nigeria were selected respondents. Data were gathered through a self-monitored questionnaire survey. Simple regression analysis was used to test the relationship between the entrepreneurship training and education and poverty alleviation. This study confirmed that entrepreneurship training and education are significantly related to the youth empowerment and social welfare services.

3. MATERIAL AND METHOD

This study adopts the survey research design. The study area was Baruten Local Government area of Kwara state, Nigeria. The local government was chosen because it is a border area of the state and a big volume of commercial activities go on in the axis. Different people from neighbouring countries of Benin Republic, Togo, Mali, Burkina Faso live in the area and engage in commerce. The study was to find out the impact of entrepreneurship education on poverty reduction among the rural dwellers in the study area. Structured questionnaire was used for data collection for this study. The questionnaire requested information concerning mentorship and financial literacy as it affects their quality of life and poverty reduction. It was designed in close ended pattern and was administered directly on the selected members through their local associations and clubs, such as the farmers' association, Artisans, teachers' union and traders (See Table 1 below). This list was gotten from the

office of the Head of Department, Agriculture and co-operatives office of the Local government. The questionnaire is divided into two sections. Section A was designed to capture the bio-data of the respondents while sections B was designed to address the research objectives. All variables in this study were measured using a 5-point Rensis Likert's scale of 5= Strongly Agree, 4= Agree, 3=Agree to some extent, 2= Disagree and 1= Strongly Disagree. Out of the three hundred and eighty (380) questionnaires administered, two hundred and ninety six (296) were properly filled, returned and eventually used for the analysis, representing 78% response rate. The data collected from the respondents were coded and analyzed using regression analysis through the aid of Statistical Package for Social Sciences (SPSS) version 25.

3.1 Model Specification

Pr = f (Entrepreneurship Education)

Model 1a: Pr = f (Mentorships, financial literacy)

$Y_t = a + \beta_1 Xt_1 + \beta_2 Xt_2 + \beta_3 Xt_3 + \beta_4 Xt_4 + \mu$ ..... e

Where Y_t = Poverty reduction

Xt_1 = Mentorship

Xt_2 = Financial literacy

a = Intercept

β = Beta co-efficient of the independent variable

e = Standard error of the estimate.

μ = Stochastic error term.

4. RESULT AND DISCUSSIONS

4.1Data Analysis

Table 1: Bio data of Respondents

Variable	No. of Respondents	Frequency	Cum. Frequency
SEX			
Male	165	56	56
Female	131	44	100
Total	296	100	
AGE			
30-39	78	26	26
40-49	95	32	58
50-59	22	08	66
60-69	101	34	100
Total	296	100	
VOCATIONS			
Artisans	102	34	34
Farmers Association	38	13	47
Teachers' Union	86	29	76
Traders	70	24	100
Total	296	100	

\Source: Field survey, 2021

The preliminary findings from the study as contained in the table 1 above shows that out of the distributed copies of the questionnaires, three hundred and one copies were filled and returned but five (5) were discarded for picking more than one options from the questions. Two hundred and ninety six (296) copies were eventually used for analysis representing seventy eight (78%) response rate. From the findings, one hundred and sixty five respondents were male representing 56% while the female were 131 representing 44%, the age distribution of the respondents shows 78 (26%)

were between 30-39 years, 95 (32%) were between 40-49 years, 22(8%) were between 50-59 years while 101 (34%) were between 50-59 years. One hundred and two (102) respondents were artisans representing 34%, eight six (86) respondents were farmers associations representing 29%, thirty eight (38) respondents came from the teachers' union representing 13% while the rest seventy (70)were traders representing 24%.

4.2 Test of Hypothesis

The major objective of this study was to examine the effect of entrepreneurship education on the Poverty reduction of rural dwellers in Baruten area of Kwara state. The related hypothesis was tested using linear regression analysis.

Ho: The combined effect of mentorship and financial literacy does not have a significant effect on poverty reduction among rural dwellers in the study area.

The analysis is presented in the tables below:

Table 2: Model of fit of Entrepreneurship education and Poverty reduction.

MODEL	R	R^2	ADJ. R^2	Standard error of Estimate
1	0.386[a]	- 0.441	-.0.415	1.3050

Predictors: (constant): Mentorship, Financial literacy
Source: Data Analysis (2021) SPSS Version 2021

Table 2 above shows that the model had an R^2 co-efficient of determination of – 0.415 which implies that less than 41.5% of the poverty reduction is based on the identified entrepreneurship education included in the models, which means that entrepreneurship education has no significant effect on the poverty reduction of people in the study area.

Table 3: ANOVA of Entrepreneurship education

MODEL	Sum of square	Df	Mean Squares	F- Stat.	Sig.
Regression	148.346	5	62.205	- 17.118	0.000[b]
Residual	315.128	61	17.312		
Total	563.474	66			

a. Dependent variable: Poverty reduction
b. Predictors: (Constant): Mentorship, Financial literacy

Source: Data Analysis (2021) SPSS version 20

Table 3 above shows the ANOVA results that at 5% confident limit, F – statistics indicates that the overall regression model is significantly not significant in terms of its goodness of fit to determine the joint effect of the identified entrepreneurship education variables on poverty reduction of rural dwellers as evidenced by (F = - 17.118, p = 000<0.05). We therefore accept the null hypothesis that says that *the combined effect of mentorship and financial literacy does not have a significant effect on poverty reduction among rural dwellers in the study area.*

From the result of the analysis, mentorship and financial literacy are both conditions in which a more experienced or more knowledgeable person helps to guide a less knowledgeable person. It does not need to be between a manager and an intern, it can be between lecturers and students but in this case, it was between a specialist agency of the state government and the rural dwellers.

It is observed from this study that each of the identified variable of mentorship and financial literacy has a negative coefficient as shown in the table 4 above. The findings summarily reveals that, holding entrepreneurship education constant at zero, the level of poverty reduction of the rural

dwellers in the study area would be -13.826. A unit change in mentorship would lead to -0.135 change in poverty reduction and a unit change in financial literacy would lead to -0.441 change in poverty reduction. This shows that all the predictor variables are not significant, therefore, the null hypothesis is accepted. The findings validates the conclusion of Igoma et al (2018) and Ani (2018) that entrepreneurship education does not and it is insignificantly correlated with the standard of living of people in the study area especially if not backed by financial resources.

Table 4: Co-efficient of Entrepreneurship education and Poverty reduction

MODEL	Unstandardized co-efficient		Standardized co-efficient	t	Sig.
	B	Std. Error	Beta		
Constant	-13.826	5.212		7.154	0.021
Mentorship	-0.135	0.145	-211	4.240	0.000
Financ ial literacy	-0.411	0.113	-108	3.512	0.025

Dependent variable: Poverty reduction
Source: Data analysis (2021) SPSS version 20

The above table (Table 4) shows a multiple linear regression of entrepreneurship education and poverty reduction. The table reveals that holding entrepreneurship education constant at zero, the level of poverty reduction of the rural dwellers in the study area would be at -13.826. a unit change in mentorship would lead to -0.135 change in poverty reduction and a unit change in financial literacy would lead to -0.441 change in poverty reduction This shows that all the predictor variables are not significant, therefore, the null hypothesis is accepted.

CONCLUSION AND RECOMMENDATIONS

Based on the results of the regression analysis on entrepreneurship education and poverty reduction among people in the rural areas, the study was able to draw a conclusion that all the identified predictor variables of mentorship and financial literacy do not have any significant effect on the poverty reduction among the rural dwellers within the period covered in this study. It is observed from the findings that mentorship as one of the predictors of poverty reduction was not effective enough, the real beneficiaries of the programme was not properly targeted and this needs to be improved upon. The same thing goes for the financial literacy because findings showed that the agency was biased in the area of educating the beneficiaries on how to gain access to cheap sources of finance and how to manage it.

It is therefore recommended that the concerned agencies at the local government level should embark on campaigns to keep the rural dwellers abreast of mentoring and financial education programmes intended to assist entrepreneurs at the grassroots level.

Suggestion for further Research

This study considered the effect of entrepreneurship education on poverty reduction among rural dwellers in a local government only. Further research work could be carried out in a bigger geographical location to validate the findings and conclusion of this study.

REFERENCES

Abdulkadir, N. (2011). Unemployment in south Africa Descriptors and Determinants. Presentation to the commission on Growth and Development. World BanK, Washington DC.

Abubakar S. Garba (2012).Entrepreneurship, Public Policy and Poverty Reduction in Nigeria. *International Journal of Business and Social Research* (IJBSR), 2(2), 5-16.

Adeoti, C. A. (2010). Education, Economic Growth and Measured Income Inequality. *Economical*, 7(4), 493- 514.

Adejumo, G. (2010). Economic Development through promotion of SMEs. *Financial Gazette*,

Adofu N & Ocheja K (2013), Alleviating Poverty Through the use of Entrepreneurship Skill Acquisition in Kogi State, Nigeria. *International Open Journal of Economics* 1(2), 14-23

Agumba, I.B. (2003). Small and Medium Scale Enterprises and Employment Generation in Nigeria; the Role of Finance. *Kuwait Chapter of Arabian Journal of Business and Management Review*; 1(9)

Agwu, M.E (2017) Impact of entrepreneurship education on new ventures creation. *Advances in Social sciences Research Journal*, 6(25).

Ahiauzu, N. O. (2011): *Theoretical Foundations of Vocational and Technical Education.* Umunze: Apex Publishers.

Aina, O. (2000). *Nigerian Technical and vocational education in the near future.* Enugu: Macmillian Publishers.

Aiyeduso, A. O. (2011). *Principles and methods of business and computer education.* Enugu: Cheston Publishers.

Akande, J.B. (2011). *Obstacles to Entrepreneurship development in Nigeria. Lagos:* Diamond Press.

Akhuemonkhan T. et al (2018) Entrepreneurship education and employment stimulation in Nigeria. *Journal Of studies of Social sciences* 3(1).

Alex, F. O. (2004). Nigeria educational policy and entrepreneurship. *Journal of Social Sciences*. 9(2), 38 - 75.

Aluwong, W. P**.** (2010) The challenges of entrepreneurship education programme in Nigeria: The perspectives of millennium development goals (MDGs) *Sahel Journal of Teacher Education,*1(1).

Alvord, S. H. (2004). Social entrepreneurship and social transformation. *Journal or Applied Behavioural Science*, 40(3), 260-282.

Ani, O. (2000). *Nigerian Technical and vocational education in the near future*. Enugu : Macmillian Publishers.

Arash, K.B et al (2018) The effect of entrepreneurship education on the economic growth in selected countries. *Noble international Journal of Social science Research.* 3(7), 46-54

Arinzechukwu, O.J (2009). *The role of entrepreneurship education in empowering Nigerians.* Lagos: Macmillan

Aruah, B. A. (2011). Funding of SMEs: sourcing of funds and problems limiting access. *ICAN Journal*. Nigerian Accountant. 35(1),

Arogundade, B.B. (2011). Entrepreneurship Education: An Imperative for Sustainable Development in Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies* 2(1), 26-29.

Arugundade, S. A. S. (2011). The Business of Entrepreneurs; A Guide Entrepreneurial Development. *Journal of Development of Business Administration* University of Ilorin, Nigeria, 2(1), 112 – 122.

Austin, J.S. (2010). "Social Entrepreneurship and Commercial Entrepreneurship Same, Different or Both" (Working paper series. Harvard Business School.

Azubuike, E.U. & Ugwuoke, B.C. (2011). Entrepreneurship and vocational education: A contemporary challenge and the way forward. In Entrepreneurship practices in education. Umunze: Federal College of Education (Technical).

Benson, N. (2001). Entrepreneurship and business plan. *Business day*, Monday 30th July. *Africa Research Review*, 5, 213-226

Crosslink, R. L. (2002). A strategy for Evaluating Alternative Information System Designs for Business Process Reengineering. *International Journal of information Management 3(2).*

Davenport, T.H. (2006). *Process Innovation: Reengineering Work through Information Technology* Boston. MA: Harvard Business School Press.

Dawson, P. (2014). "Beyond a Definition: Toward a Framework for Designing and Specifying Mentoring Models". *Educational Researcher.* ***43*** *(3): 137–145.*

Dele, F. (2013). *Entrepreneurship education: Emerging trends and challenges for the 21st century.* Coleman Foundation White.

Ebringa, S, C. (2012). *The contribution of entrepreneurship choices.* New York: Oxford University Press.

Edmond B, W. (2010). *What are Small Scale Enterprises? Entrepreneurship and Small Business Enterprise*. Makerere University Business School. Accessed at http://evancarmicheal.com/Afica-Account/1639/40.

Ekekwe, F.A. (2006). *Entrepreneurship Education in Home Economics: Problems and Prospects*. A Paper Presented at the Annual National Conference of Association for Encouraging Qualitative Education held at Federal College of Education, Nasarawa, 11-15 May.

Emeruwa, D. P. (2011). *Determinants of entrepreneurial intentions.* Paper presented at the RENT IX Workshop, Piacenza, Italy.

Ene-Obong, O. E. (2006). *Building Nigeria's Entrepreneurship: What Stakeholders say about essential ingredients*. Sunday Vanguard, July 3.

Ezeani, N.S (2012). The teacher and skills acquisition at Business Education Curriculum at University level in Nigeria. International *Journal of Ghana* 3(1), 30 – 33

Ezema, J.G. (2007). An overview of Nigeria's Economic reforms. Central bank of Nigeria; *Economic and financial review*, 42 (4).

Fletcher, C.M. (2010). *Basic Small Business Management;* Prentice Hall, Inc; Englewood Cliffs, N. J.

Fasola, B.W (2010). *Leadership as empowering others.* Srivastra, S., Executive Power, Jossey-Bass: San Francisco.

Gana, S. A. (2001). Entrepreneurship Education In Nigeria: A Panacea For Youth Unemployment, *Journal of Education and Practice* 5(2) 2222-1735.

Giwa, B. F. (2008). *Investment and Trade Opportunities:* A Sectoral Approach. A Paper at a Seminar on Nigeria at 40; Towards Economic. Review, Sep. 27 —

Hassan, B. (2005). Financing Small and Medium Enterprises (SMEs): the small and medium industries equity investment scheme (SMIEIS) option. Paper delivered at e-week 2002 seminar. MUSON Centre, Lagos, Nigeria, 11-14

Jason, F. (2022). Financial Literacy: Definition and Concepts. Investopedia. Retrieved on 21st September, 2022.

Igoma, J.A (2018) Entrepreneurship education and economic growth in Benue state (2007-2016) IOSR *Journal of business and management* 20(5), 62-75

Kanothi, N. C.(2011). Competing models of entrepreneurial intentions. *Journal of Business Venturing, 15*(5), 411-432.

Lemchi S.N. (2005). Opportunities for Entrepreneurship in Home Economics Related Business Implications for survival. *Journal of home- economics research* 6(1), 54-59.

Magbagbola, I. J (2004). "The poverty of empowerment? A critical case study. Personnel Review, 28 (3): 192-207.

Matanmi, S., and Awodun, M. (2005). An Assessment of Competitive Strategies and Growth Patterns of New Enterprises in Nigeria using the Developing Economy Model. Lagos Organization Review, 1(1), 26-32.

Mitra J and Abubakar, Y (2011)."Knowledge Creation and Human Capital for Development: The Role of Graduate Entrepreneurship," Education and Training, 5(3), 462-479.

Mohammed, D. (2011): A case for teaching entrepreneurship in higher education**,** http://www.heacademy.ac.uk/resources.asp.

Nwachukwu, L.C. (2010). Entrepreneurship Development for Sustainable Livelihood among Youths in Imo State: Implication for Counseling, Conference Proceedings, CASSON.

Nwaeze C, F (2012). Empowerment: a matter of degree. Academy of Management Executive, 9 (3), 21-31.

Nwagwu, I. O. (2007). *Higher Education for Self-Reliance: an Imperative for the Nigerian Economy,* NEAP Publication.

Nwani, S. Y. (2012). Entrepreneurship education and the development of Nigeria in the 21st century: Implication for history pedagogy. *International Journal of Education Studies,* 1(2), 31-34.

Nwankwo, U. O. (2008). Vocational education and productivity: A case study of the Beijing General Auto Industry Company. *Economics of Education Review 9* (4):, 351-364.

Nweke, J.O. (2010). Options for sustaining Small and Medium Enterprises in Nigeria; emphasis on Ondo State. African Research Review; *An International Multi-Disciplinary Journal,* Ethiopia. 4 (3).

Nworgu, B.G. (2006). *Educational Research, Basic Issues and Methodology*. Nsukka: University Trust Publishers.

Ogundele, O.J.K., Akingbade, W.A. and Akinlabi, H.B. (2012), Entrepreneurship Training and Education as Strategic Tools for Poverty Alleviation in Nigeria. *America International Journal of Contemporary Research.* 2(1) , 148-156.

Ogugua, G.K. (2010). The challenges of Entrepreneurship Development in Nigeria and way forward, *Journal of Business and Organizational Development,* 5(1), 54 – 64.

Ogundele, O.J. K. (2006) "Entrepreneurship Studies and Development in Nigeria; A Major Omission" .Lagos Journal of Entrepreneurship and Technology (1)1.

Ogunyom, M.O. (2011). Small and Medium Scale Enterprises Development in Nigeria. Seminar paper on Economic Policy Research for Policy Design and Management in Nigeria.

Ojeifo, S.A. (2013). Entrepreneurship Education in Nigeria. A Panacea for Youth Unemployment. *Journal of Education and Practice*, 4(6), 61 – 67.

Ojo O.D. (2006). Distant Education as a Women empowerment strategy in Africa. Turkey on-line *Journal of distance Education* 1(7), 149-154.

Okafor, A. O. (2010). *Principles and methods of business and computer education.* Enugu: Cheston Agency Ltd Pub.

Okeke, A, S. (2010). SMEs and the tough terrain of Business, Personal Finance and Entrepreneurship. *Publication of the Nation Newspaper* 5(2).

Okereke H K and Okorafor M.O (2011) Entrepreneurship in Education Concepts and Constraints. *African Journal of Education and Development Studies* 4(1) 196 – 207

Okorie, B. (2003). *Entrepreneurship in theory and practice* in Onsotosho, Aluko, Wale Awe & Adaramola (eds). Introduction to Entrepreneurship development in Nigeria. Ado-Ekiti: UMAD Press.

Olaleye, F. (2007) Youth Livelihoods and Enterprise Activities in Zambia. Report to IDRC, Canada.

Olawolu, O.E & Kaegon, L.E.S (2015). Poverty, Unemployment and Growth in Nigeria: the Role of Entrepreneurship. *International Research Journal of Finance and Economics* 2(5).

Olayemi, J. K. 2012. A Survey of Approaches to Poverty Alleviation. A Paper presented at the NCEMA National Workshop on Integration of Poverty Alleviation Statistics into Plans and Programmes in Nigeria. Ibadan, 27 November – 1st December [30]

Omolayo B. (2006). *Entrepreneurship in Theory and Practice.* In F. Omotosho, T.K.O. Aluko, O.I. Wale Awe and G. Adaramola (eds). Introduction to Entrepreneurship development in Nigeria. Ado-Ekiti: UNAD Press. O

Onwubiko, T.U. (2011) *The Basics of Business Success: An Entrepreneurship Practical Approach.* Lagos: Toplin.

Onwukwugha, P.C. (2013). The use of activity oriented instruction for the acquiring of life coping skills in primary schools. *Journal of Curriculum Organization of Nigeria*, 9(2), 34-41.

Osuala, E.C. (2010). Principles and methods of business and computer education. Enugu: Cheston Agency Ltd Pub. Review and evaluation - Part 2. *Journal of European Industrial Training,* 18 (11), 13-22.

Oyedele, F.O. I. (2005). *Model of wealth creation,* Benin City: Mindex Publishing Company.

Oviawe, J.I. (2010). Repositioning Nigerian Youths for Economic Empowerment through Entrepreneurship Education. *European Journal of Educational Studies* 2(2). 113-143.

Pirich, C. (1995) *Theory and practice of career development.* Enugu: Snaap Press Limited.

Pentric & Lis (2013). *Labour Market prospects for University graduates in Nigeria,* Washington D.C. World Bank.

Shefi, B. O. (2013).Why are Nigerians Poor? *Sunday Vanguard.* 9-10.

Ude, M. O**.** (2008). *Theories on Entrepreneurship.* In Rahman A.H.M. Habibur (ed). In Bangladesh: University Grand Commission of (English version).

Udo, T. N. (2012). *Entrepreneurship education and training programmes:* Owerri: Macmillan.

Ugorji, M. (2009). Entrepreneurial development and interventionist agencies in Nigeria. *International Journal of Business and Social Sciences 3(2).*