

ENTREPRENEURSHIP EDUCATION: A PANACEA FOR POVERTY REDUCTION IN KOGI STATE, NIGERIA.

By

Idoko C. U. and Agenyi E.

**Department of Economics and Educational
Administration/Management.**

Kogi State College of Education, Ankpa

Abstract

The study was carried out to determine the relationship between entrepreneurship education and entrepreneurship development and examine the effects of entrepreneurship on poverty reduction in Kogi state. To carry out the study, three research question and three hypotheses were formulated and tested. Data collection was done using structured questionnaire with the 4 -point Likert- scale method of Strongly Agreed, Agreed, Disagreed, and Strongly Disagreed. The questionnaire was used to collect information from 500 students from two higher institutions and 500 entrepreneurs in 16 local government areas in Kogi State. The questionnaire was pilot tested using 100 respondents each with split –half method and the reliable result of 0.85 obtained shows that the questionnaire was reliable and consistent. The information collected was analyzed using the summated mean score of 2.5 for acceptance mean and one sample t-test analysis. The summated mean score of 2.7, 3.2, and 2.5 for objective one indicates that entrepreneurship education is important in the development of entrepreneurs among the youths in Kogi State. From the result of one sample t- test analysis, it was discovered that one sample t-calculated of 91.68, 19.80, and 91.68 are greater than t-critical of 1.94, 2.02, and 2.50 at 0.05 levels of significant. Based on these, the entire null hypotheses as stated of the three objectives were rejected and their alternative accepted. It was recommended that government should encourage all the tertiary institutions in the State by providing them with necessary material needed for effective teaching and learning especially on practical aspect of entrepreneurial development..it is also recommended that effort should be made to provide the trainees right skills and entrepreneurship trait to manage their own businesses. This will help to reduce the urge for government employment. Government should also establish more vocational and technical training centers in all the local

International Journal Of Agricultural Economics, Management and Development (IJAEMD)
government areas of the state to make entrepreneurship training available to youths especially those from rural and poor families who cannot afford the cost of tertiary education training and also support them to establish their businesses after graduation were proffered

Introduction

For the past two or three decades, poverty and unemployment have been identified as major problems confronting Nigeria economy. This led to formation of policies and programmes in the country to help reduce the ugly trend. such policies and programmes according to Arogundade (2011), includes; Green revolution, Operation feed the nation, lower and upper river Benue development authorities, Back to land programme, peoples bank, National poverty eradication programmes, National Directorate of employment, youth and women empowerment, National Economic Empowerment and Development Strategy, to mention but a few. All these policies and programmes were meant to reduce unemployment, bridge the gap of income inequality and reduce poverty in the country. However, despite these approaches, the rate of unemployment and poverty are still at alarming rate. The question here is what is wrong with Nigeria economy and its policy formation? Is it that the policy formation does not match with the prevailing economic problems or that the policies are wrongly implemented? From the above scenario therefore, it is important to note that the National Directorate of Employment according to Osemeke, (2012) seems to be the only policy and programme in this country that have recorded some remarkable achievements in terms of training of the youths for skill acquisition, employment generation and self-employment. Unfortunately, the impact of these multifarious programme and policy has been rather insufficient due to poor funding, poor coordination, mismanagement of funds, and lack of transparency and inadequate target of beneficences (Arogundade 2011). These loop holes can be corrected or reduced through entrepreneurship education (Gana 2001).

Entrepreneurship education is the type of education which is expected to equip individuals and groups with creative problem solving and innovation. This involves implementing educational programme that can equip youths and adults with saleable skills which can transform them into becoming

gainfully employed (Ahiauzu 2010). In the same vein, Gana (2001) opines that entrepreneurship education is different approaches that can be applied to prepare youths and adults to be responsible and enterprising. Thus, entrepreneurship education entails teaching people how to be enterprising and how they can create jobs instead of depending on others. Sanda, (2010) is of the view that entrepreneurship education is the specialized training given to students at different educational institutions to help them acquire different skills, ideas, and managerial abilities and capacities necessary for self-employment. Accordingly, Osuala (2010) states that entrepreneurship education is an educational programme that prepares individuals to undertake the formation and operation of business enterprises with the aim of taking risks to make profit. Following the above assertions therefore, Entrepreneurship education helps the learners think innovatively about the future career they want to embark upon. It also inspires the learner to understand the relevance of this education and plan for financial independence to undertake a venture. Entrepreneurship education identifies investment opportunities to produce the goods and services needed in any society. Usually, acquiring knowledge and skill is exhibited by putting together the most essential elements in these theories learnt and then specializes in taking judgmental decisions about the coordination of scarce resources that can be used for the business (Suleiman, 2010).

From the foregoing, it is pertinent to note that entrepreneurship education is long life training/ learning opportunities which can start from primary through tertiary education levels and adult education programmes. It is the process of inculcating into the students the trait of sportsmanship especially as job creators instead of job seekers. In this case therefore, the study is aimed at establishing the relationship between entrepreneurship education and entrepreneurship development, the role of entrepreneurship development in national development and the effects of entrepreneurship on poverty reduction in Kogi state.

Literature Review

Entrepreneurship development occurs when there is creation and adoption of new goods and services, skills and knowledge. It involves the mobilization of factors of production such as land, labour, capital and technology which

are imperfectly marketed to the production and marketing of goods and services produced by the entrepreneur. According to Igbo (2004), entrepreneurship development helps in training of entrepreneurs which enable them possess some entrepreneurial traits that can make them bold, confident, and acquire personal leadership suitable for running a business. Hence, entrepreneurship education gives room to entrepreneurship development in any country. Entrepreneurship development according to Hisrich and Peter (2002) is the process of making individuals and group entrepreneurs takes initiative, organizes some social and economic mechanisms and accepts risks and failure in the business. It establishes on them the willingness and ability to seek out investment opportunities in an environment and be able to establish and run such enterprise successfully. The entrepreneur who is a business leader looks for idea and puts them into effect in fostering economic growth and development. The entrepreneur acts as a trigger head to give spark to economic activities by his entrepreneurial decisions. He then plays a pivotal role not only in the development of industrial sectors of the country but also in the development of goods and services sectors. Entrepreneurs help to remove regional disparities by setting up industries in less develop and backward areas in the country. In this case, Owoseni (2009) noted that entrepreneurial education is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capacities for self-employment rather than being employed for payment. It is known as a specialized knowledge that inculcates in learners the traits of risk-taking, innovation, arbitrage and co-ordination of factors of production for the purpose of creating new products or services for new and existing users within human communities. Entrepreneurship education increases entrepreneurial self-efficacy, self-employment, and risk-taking attitude of the entrepreneur (Igbo 2004). In support, osuala (2010) admonished that the entrepreneur possesses some traits which includes; boldness, confidence, personal leadership and force. An entrepreneur is also seen as a person who has foresight in pursuit of profit rather than bringing about a change in the economy. Brown (2003) added that an entrepreneur is someone who is alert to opportunities for profit. Sanda, (2010) brought together the most essential elements in these theories and thus stated that an entrepreneur is someone who specializes in taking judgmental decisions about the coordination of scarce recourses.

Entrepreneurship education according to Owoseni (2009) is one way of addressing poverty reduction. Poverty reduction on the other hand is the term used to describe the promotion of economic growth that will permanently lift up many people from poverty line. Poverty line on the other hand, is the line separating the poor from non-poor people in any society. Poverty portrays the state of being poor without competence and subsistence needs. It is the state of human persons being poor. This means that they have little or no material means of survival. Poverty can be seen from two different dimensions, that is, relative and absolute poverty. Relative poverty can simply be seen as the situation where group of people or area in relation to economic status lack resources to achieve standard of living required for people to live life above their subsistence level in the society. Absolute poverty on the other hand, is described as the situation where people lack resources to meet their basic needs in the society. Poverty therefore exists when people lack adequate necessities in life such as food, shelter, clothing, healthcare, education, to mention but a few. The poor are the most vulnerable to low income, low consumption, and faces the challenges of social and economic deprivation in the society. The poor lack adequate security, infrastructural development, and other social and economic empowerment that will bring them out of poverty. Poverty reduction according to Adegun and Akomolafe (2013), applied to situation where poor people in the society are technically lifted up out of poverty through different economic empowerment. Economic empowerment according to Mohammad, et, al. (2014), means assisting people to overcome obstacles which might prevent them from achieving their potentials in life. Empowerment also arises as a result of individuals and group being able to actualize their dreams to reach their greatest potential because of artificial barrier created by some other individuals or group in the society. Entrepreneurship education in this case is regarded as the principle promoter through which economic empowerment and poverty reduction in any economy is attained. Following the above scenario therefore, there have been concerted efforts by the youths through different youth empowerment to reduce unemployment in Nigeria. Such efforts according to Anyadike *et.al* (2012) resulted to numerous business and investment potentials due to the abundant, vibrant and dynamic human and natural resources it possesses. Usually, tapping of these resources require the ability of proficient

entrepreneur who are well educated. These achievement according to Ali and Ali (2013) have been recorded in the areas of Agricultural/agro-allied activities where a lot of entrepreneurs engage in foodstuffs, restaurants, fast food vending to mention but a few. In the area of information and telecom business, there are manufacturing and repairs of GSM accessories and the printing and selling of Recharge cards. In hospitality and tourism business, there are hotels, accommodation, resorts centres, film and home video production. Despite these efforts, there have not been any improvements on unemployment and poverty reduction in Kogi State.

Research Questions

The following researches Questions guide the study and were tested at 0.05 levels of significance.

- I. What is the need for entrepreneurship education in Kogi State?
- II. What is the effect of entrepreneurship education on development of entrepreneur in Kogi State
- III. What is the effect of entrepreneurship development on poverty reduction in Kogi State?

Objective of the Study

The study intends to find out the followings.

- i. To determine the need for entrepreneurship education in Kogi State.
- ii. To determine the effect of entrepreneurship education on entrepreneurship development in Kogi State?
- iii. To determine the effect of entrepreneurship empowerment on poverty reduction in the State

Research Hypothesis:

The following research hypotheses will guide the study.

- H₀₁: Entrepreneurship education has no effect on entrepreneurship development in the State.
- H₀₁: entrepreneurship Training has no effect on entrepreneurial development in Kogi State.

H₀₁: entrepreneurship development has no effect on poverty reduction in Kogi State.

Methodology

Instrument

Structured questionnaire containing four items each for students and entrepreneurs were developed by the researcher with the experts in measurement and evaluation and economics. The study was carried out in two Tertiary Institutions and 16 Local Government Areas of Kogi State. The respondents comprises of the students in Colleges of Education and university in Kogi State who have the desire to become entrepreneur in future. Other categories of the Respondents are farmers, artisans, craftsmen and Women and petty traders’.

Sampling Procedure

The population of the study comprises of 500 students and 500 entrepreneurs in the State. 250 students each were selected from two tertiary institutions in the state for study. While 500 entrepreneurs made up of 32 respondents each were randomly selected from 10 local government Areas at the first instance, while 30 respondents each were selected from the reaming 6 local government Areas for the study. A random sampling of ballot by replacement method was used to select the respondents in both the 16 Local Government Areas and two tertiary institutions in the State. This means that both students and the entrepreneurs in the have equal chance of being selected. The questionnaire was pilot tested with split-half method using 100 samples each from students and entrepreneurs and the reliable test result of 0.85 obtained shows the questionnaire was reliable and consistent..

Method of Data collection

Copies of the questionnaire were distributed to 500 student and 500 entrepreneurs in the state. All the questionnaires distributed were collected by the researcher at spot. This represents 100% returns.

Method of Data Analysis

The Data collected were analyzed by the use of a 4 point Likert Scale method or summated rating scale, of Strongly Agreed (4), Agreed (3), Strongly disagreed (3), Disagreed (1) . Using mean value of $X = \frac{\sum xy}{x}$ where X is the mean value of the rating, x the value of each summated rating, and xy the summated rating times the value of each respondents. Hence, a cutoff point was set at 2.5 for the acceptance of mean. Also, one sample test analysis was used to test the hypothesis using SPSS software package.

Result and Discussion

Table 1: Likert scale operation on needs for Entrepreneurship Education in Kogi State
No. =1000

S/NO.	Items	SA 4	A 3	D 2	SD 1	MEAN $\bar{X}=2.5$	Decision
1	Tertiary institutions and national directorate of employment have be used to train youths to be self reliance in Kogi State	200	100	3000	400	2.1	Not accepted
2	Entrepreneurship education creates an excitement on youths towards entrepreneurship career	400	200	100	300	2.7	Accepted
3	Entrepreneurship education provides vocational skills to the youths and unemployed graduates in the state	500	300	100	100	3.2	Accepted

4	Entrepreneurship educations provide youths and graduates needed entrepreneurial skills towards starting a business as a career option	500	300	100	100	3.2	Accepted
5	Entrepreneurship education stimulate graduates towards venture and wealth creation	300	200	200	300	2.5	Accepted
6	Entrepreneurship education inspires in the youths the spirit of sportsmanship especially as job creator instead of job seeker in the State.	100	200	400	300	2.1	Not accepted
7	Entrepreneurs in the State receive financial and material support from the government to encourage their growth.	100	200	300	400	2.0	Not accepted

From the table 1, 400 respondents representing 40 percent of the respondents strongly Agreed that tertiary institutions and national directorate of employment have been used to train youths to be self reliance, 100 respondents representing 10percent Agreed, while 300 or 30 percent Disagreed, and 400 representing 40 percent Strongly Disagreed. However, the mean of the respondents in item 1 is less than the cutoff point of the acceptance mean of 2.5. Also, the mean value of items 2, 3, 4, and 5 of 2.7, 3.2, 3.2, 2.5, is more than the cutoff point of acceptance mean. But in items 6, and 7, the mean value of 2.1and 2.0 indicates that the mean values were less than the mean cutoff point of 2.5. From the analysis therefore, it means

International Journal Of Agricultural Economics, Management and Development (IJAEMD)
that entrepreneurship education in tertiary institutions and NDE in Kogi State is of great importance in development of entrepreneurs among the youths in the State.

Table 2: likert Scale operation on the perceived effect of entrepreneurship education on development of entrepreneurs in Kogi State

S/NO.	Items	SA 4	A 3	D 2	SD 1	Mean $\overline{X}=2.5$	Decision
1	Entrepreneurship education encourages youth's interest on entrepreneurship activities in the state	200	200	100	500	2.1	Not accepted
2	Entrepreneurship education contributes toward the growth of youth own enterprise in the state	300	200	300	200	2.6	accepted
3	Entrepreneurship education improves the capacity of youths to develop positive attitude and mind set on entrepreneurship businesses	200	300	300	200	2.5	accepted
4	Most entrepreneurs in the State acquired entrepreneurship knowledge through entrepreneurship education	100	200	500	200	2.2	Not accepted
5	Entrepreneurship education leads to the growth of entrepreneurs in the state.	100	300	500	100	2.4	Not accepted
6	Efficient management of entrepreneurial businesses in the State	100	200	300	400	2.0	Not accepted

has resulted to its growth.

Table 2 indicate that 200 respondents representing 20 percent Strongly Agreed that entrepreneurship education encourages youth interest on entrepreneurship activities in the State, 200 respondents representing 20 percent also Agreed, while 100 respondents representing 10 percent Disagreed, and 500 respondents representing 50 percent Strongly Disagreed. Also, in item 2, 200 representing 20 percent Strongly Agreed that entrepreneurship education contributes towards the growth of youths own enterprise in the State, 200 respondents representing 20 percent Agreed, and 300 respondents representing 30 percent Disagreed, while 100 representing 20 percent Disagreed. The mean values of items in 2, 3, and 4 are more than the cutoff point of 2.5. While in items 1, 4, 5, and 6 the mean values of 2.1, 2.2, 2.4, and 2.0 are less than the cutoff point of 2.5.

Table 3. likert scale operation of the perceived effect of entrepreneurship development on poverty reduction in Kogi State

S/NO	Items	SA 4	A 3	D 2	SD 1	Mean X=2.5	Decision
1	Entrepreneurship development in the state has brought about increase in employment opportunity among the youth	100	200	400	500	2.1	Not accepted
2	Entrepreneurship development has helped to reduce high rate of poverty and rural-urban migration	100	100	500	200	2.0	Not accepted
3	Entrepreneurship development in the State has help the youths develop different talents to be self reliant and self dependent	200	100	300	400	2.1	Not accepted

4	Entrepreneurship development in the state has helped to instinct in the youths ways of survival without government assistance	200	100	200	500	2.0	Not accepted
5	Many unemployed in the state are provided with many incentives to increase their income	200	200	100	500	2.1	Not accepted

The analysis on the table 5, indicates that 100 respondents representing 10 percent strongly agreed that has brought about increase in employment opportunities in the State, 200 respondents representing 20 percent agreed, while 400 representing 40 percent Disagreed and 300 respondents representing 30 percent Strongly Disagreed. From the analysis, it was discovered that items 1, 2, 3, 4, 5, and 6 has mean of 2.1, 2.0, 2.1, 2.0, 2.0 respectively which is less than the cutoff point of 2.5 acceptance region. So the entire decisions are rejected.

Hypothesis 1

Entrepreneurship education has no effect on entrepreneurship development in the State

T-Test analysis was conducted one sample Test as shown below.

Table 4. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
relationship between entrepreneurship education and entrepreneurship development	6	2.2667	.28048	.11450

The sample statistics shows that the mean of the sample was 2.2667, standard deviation .28048, while standard Error mean is .11450.

Table 5 One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
relationship between entrepreneurship development and povertyt reduction	91.679	5	.000	2.05000	1.9925	2.1075

From the result of the analysis, it was discovered that t-statistics of 91.679 against 1.94 at 0.05 level significance is significant. From the result of the analysis therefore, the men difference is 2.05000 given 95% confidence interval of difference of lower 1.9925 and higher 2.1075. We therefore, reject the null hypothesis and accept the alternative that entrepreneur education has positive effect on entrepreneurship development in Kogi State.

Test of hypothesis 2

Table 6. Entrepreneurship Training has no effect on entrepreneurship development in the State.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
relationship between entrepreneur education and entrepreneurship development	6	2.2667	.28048	.11450

From the table above, one sample statistics shows that the mean of the sample is 2.2667 and standard deviation of .28048, while the standard Error is 0.11450.

Table 7. One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
relationship between entrepreneur education and entrepreneurship development	19.796	5	.000	2.26667	1.9723	2.5610

Also, from one sample –test conducted on table 7, t-statistics is 19.796 as against t-critical of 2.015 at 0.05 level of significance. We also discovered that mean difference of the sample is 2.2667 and 95% confident interval of the difference of lower is 1.9723 as against upper of 2.5610. So, we reject the Null hypothesis and accept the alternative that entrepreneurship training and development in the state is very important.

Testing of Hypothesis3

Entrepreneurship development has no effect on poverty reduction in Kogi State.

Table 8. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
relationship between entrepreneurship development and poverty reduction	6	2.0500	.05477	.02236

From the table above, the result of the analysis shows that the mean value of the sample was 2.0500, while the standard deviation was 0.05477 and the standard Error mean is 0.02236.

Table 9. One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
relationship between entrepreneurship development and poverty reduction	91.679	5	.000	2.05000	1.9925	2.1075

The result of the analysis of one –sample Test indicate that the t-statistics of 91.679 as against t-critical is 2.51. Also, the mean difference is 2.05000 and the 95% confidence interval of the Difference for lower is 1.9925 and upper

International Journal Of Agricultural Economics, Management and Development (IIAEMD)
is 2.1075. Therefore from the result we reject the Null hypothesis and accept the alternative that there is relationship between entrepreneurship development and poverty reduction in Kogi State.

Discussion of Findings

The Data was tested using t-test analysis to find out the perception of the respondents on the contribution of entrepreneurship training and development in Kogi State, Nigeria.

The analysis on table one indicated that support for entrepreneurship education and entrepreneurship development in the state. From the analysis, up to 40% of the respondent strongly agreed, and 10% Agreed that entrepreneurship education and entrepreneurship development are variable instrument for economic development which can result to poverty reduction and increase in welfare of individuals in the society. Also, from the test of analysis on tables 4, 5, 6, 7, and 8, it was discovered that t-calculated of 91.68, 19.80, and 91.68 are greater t-critical of 1.94, 2.02, and 2,511 at 0.05 levels of significant. So, we reject the null hypotheses and accept their alternative that the overall effect was significant. That means that entrepreneurship development; entrepreneurship education and poverty reduction are correlated and should be pursued with vigour in Kogi State. It equally means that entrepreneurship education is a new approach for fighting poverty which stimulates growth and development..

Conclusion

The study was carried out to find out the effect of entrepreneurship education of poverty reduction in Kogi State. Data collection was done using structured questionnaire with Likert-scale method of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. Three research questions and three research hypotheses were formulated to guide the study. The study among other things revealed that entrepreneurship education is very important in development of entrepreneurs in Kogi State. It was recommended that government should encourage all the tertiary institutions in the State by providing them with necessary material needed for effective teaching and learning especially on practical aspect of entrepreneurial development and should provide the trainees right skills and entrepreneurship trait to manage their own businesses among others were made.

Recommendations

From the result of the findings the following recommendations were made.

Firstly, it was discovered from the results of the analysis that entrepreneurship education is an important factor in the development of entrepreneurship in Kogi State. Following this assertion therefore, government should encourage all the tertiary institutions in the State by providing them with necessary material needed for effective teaching and learning especially on practical aspect of entrepreneurial development. This if implemented will be able to provide the trainees right skills and entrepreneurship trait to manage their own businesses.

Secondly, government should try to take census of trained personnel and provide them with financial incentives to enable them establish their own businesses. This will help them to reduce the urge for government employment.

Thirdly, government should establish more vocational and technical training centres in all the local government areas of the state to make entrepreneurship training available to youths especially those from rural and poor families who cannot afford the cost of tertiary education training and also support them to establish their businesses after graduation to be self reliance and self-dependent. More qualified teachers should be made available to teach vocational, innovative entrepreneurship and job skills. Teaching resources and models should be developed to ensure students centred learning and teachers should be adequately prepared to administer lessons on entrepreneurship and innovation

Fourthly, it was also discovered from the findings that entrepreneurship education has positive relationship with poverty reduction. These call for youth empowerment strategies especially creative empowerment that will enable them to be creative in initiating the right trade that will maximize their welfare and bring them out of poverty.

Fifthly, parents should also try to help their wards to embrace government policies and programmes that can foster progress in their future instead of rooming about in major streets doing nothing. Government should also enact a law that can restrict the youth from rooming about in the street. In this case, anybody find rooming about during office or working hour without any cogent reasons should be prosecuted in law court. This will help to reduce idleness among the youths which is the major menace in our society today.

Finally, different enlightenment campaign programmes such as radios, television, and town caries should be used to create awareness campaign to entice the youths to be proactive in all aspect of their lives for better tomorrow. Parents of any the youths find misbehaving without any handwork should also be prosecuted to act as deterrent to others in the society.

References

- Adegun O.A. and Akomolafe.C . (O.2013) .Entrepreneurship education and youth employment in contemporary Nigeria.*Scholarly Journal of Education*.Vol.2(5). Pp.52-56.
- Ahiauazu, A.(2010). Entrepreneurship and economic development in Nigeria.The way forward.International journal of Food, Nutrition and Public Health.6(2). Pp278-296
- Amaeshi, U.F. (2005) Entrepreneurship, Enugu. Publishers Ltd.
- Arogundade , B.B. (2011).Entrepreneurship Education: An imperative for sustainable development in Nigeria. Journal of Emerging Trends in Educational Research and Policy studies (JETERAPS). 2(1) PP278-296.
- Brown, P. (2003) *The Opportunity Trap: Education and Employment in a Global Economy,* European Education
- Egboh S,H,O. (2009). Entrepreneurship Development for Employment and Wealth Generation.Ehis Printer, Benin City. pp. 7-12
- Gana, J.S.S (2001). *Entrepreneurshi*.Kaduna Jofegan Associate Pub.
- Hisrich, R.D. and Peter, M.P. (2002).*Entrepreneurship:* Firth Edition,Singapore: McGraw-Hill Higher Education
- Igbo,C.A. (2001). *Development of Entrepreneurship: Concept, Skills Establishment of Business. New Entrepreneurship Education and Wealth Creation Strategies*.Practical Tips for Economic Empowerment and Survival.*Home Economics Research Association ijn Nigeria*.Vol1(2). Pp1-36

- Inegbenebor, A.U (2005): Education for entrepreneurship: Experience of the University of Benin, Benin City, Nigeria. *Academy of Management Journal*, pp 61-75
- Inegbenebor, A.U (2006): The fundamentals of entrepreneurship, Lagos Malthouse Press Limited
- Isaacs, E, Visser,K., Friedrich, C & Brijlal, P. (2007). Entrepreneurship education and training at the further education and training (FET) level in South Africa. *South African Journal of Education*, 27:613–629
- Izedonmi, F. and Okafor. C (2010), *The Effect of Entrepreneurship Education on Students' Entrepreneurial Intention*. Global Journal of Management and Business Research, 10(6):
- Anyadike N, Emeh I. EJ and Ukah . O.(2012). Universal Journal of Education and General Studies Vol. 1(4) pp. 088-102,
- Mohammad, D. H ,Abul, B. B. and Rosni ,B. (2014)Entrepreneurship Development and Poverty Alleviation: An Empirical Review. *Journal of Asian Scientific Research*.pp558-571
- Olorunmolu, J.O. (2010). *Entrepreneurship Education in Nigeria: Prospects and challenges*, *Journal of Management Science and Technology Education*. 4(1) 110-115.
- Osemeke, M. (2012) Entrepreneurship Development and Intervention Agencies in Nigeria.*International Journal of Business and Social Sciences*, Vol. 3, No. 8, (Special Issued – April, 2012), pp. 255-.
- Osuagwu, L., (2006) *Small Business and Entrepreneurship Management*, Lagos: 2nd Edition, Grey Resource Limited, pp. 58-56
- Osuala, E.C. (2010). *Principles and Methods of Business and Computer Education*.Enugu: Cheston Agency Ltd Pub

- Owoseni, T.A. (2009) *Entrepreneurship As A Catalyst For Wealth Creation and Employment Generation,* A Paper Presented at the 1stConference on Effective Implementation of Federal Government Seven-Point Agenda Held at NUC, Abuja, Feb, 4-6.
- Owualah S.I_(1999) *Entrepreneurship in Small Business Firms*, Lagos, GMAG Investment Ltd
- Suleiman, H. (2010). *Youth Entrepreneurship Education for National Development* International Journal of Education Studies 1 (1) 47-50.
- Sanda, Y.Y. (2010). *Entrepreneurship Education and the Development of Nigeria in the 21st Century: Implication for History Pedagogy* International Journal of Education Studies 1(2) 31-34