

NEXUS BETWEEN ENTREPRENEURSHIP AND POVERTY IN NIGERIA

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ABSTRACT

Entrepreneurship education is considered as an alternative way to tackle the socio-economic problems that bedeviled a country including high unemployment and poverty. It encompasses enhancement of entrepreneurial knowledge, skills and attitudes through structured training and institutional building programmes focused on individuals who wish to start or expand a business. The objective of the paper is to examine the nexus between entrepreneurship education and poverty alleviation in Nigeria. Using a stratified random sampling technique, 285 respondents from Metropolitan areas of Kano state were selected and the data gathered through a questionnaire survey was analyzed using smart PLS software to determine the nexus between entrepreneurship education and poverty alleviation in the study area. The paper found that entrepreneurship education vis-à-vis knowledge, skills and attitudes is a key tool for poverty reduction; stimulating employment and economic growth. The paper concludes that are significantly related to poverty alleviation. The paper ends with recommendations on how to improve the quality of entrepreneurship education as a tool of poverty alleviation among the teaming youths in Nigeria

Key words: Entrepreneurship, education, poverty, entrepreneurship education, poverty alleviation

INTRODUCTION

Entrepreneurship Education has long been regarded as one of the primary components of poverty reduction efforts and overall social development. International Labour Organization (ILO) report (2006) states that, the economic investment of governments in education and training will be wasted if young people do not move into productive jobs that enable them to pay taxes and support public services. Similarly, the European Commission on Entrepreneurship

Education (ECEE) opines that, “entrepreneurship education and training are the two driving forces behind the small business development that generates the relevant entrepreneurial attitude, competencies and skills”.

Entrepreneurship education is globally regarded as a tool of poverty reduction as seen in countries such as China. Thus, the need for imparting entrepreneurship education in Nigeria cannot be over-emphasized. Innovations in the areas like

marketing, finance, logistics are common phenomenon across the globe that Nigeria can acquire through entrepreneurship education with a view to reducing poverty. Students exchanging programs, adoption of curriculum from Western Universities, international mobility of human resource etc. are the part of the tenets of entrepreneurship education that can be used to fight the scourges of poverty among youth in Nigerian society. Obtaining entrepreneurship education and training methods are the primary conditions to become a successful entrepreneur (ILO, 2006).

The poor functioning of different sectors of Nigeria's economy has resulted in growth not being translated into sustained poverty reduction. Entrepreneurship education if given the required attention in terms of funding would deliver the desired employment outcomes to Nigerian populace. Through entrepreneurship education and development Nigeria, like many other Asian countries, is going through five labour market transitions: farm to non-farm, rural to urban, unorganized to organized, subsistence self-employment to decent wage employment and school to work. Nigeria's population, long considered a curse, has turned into a desirable demographic dividend. But a demographic dividend does not mean just people; it means skilled, educated or employed people.

Entrepreneurship education can help to mitigate the scourge of poverty in Nigeria and drive the nation towards economic self-reliance. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially 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. Many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will reduce the poverty rates in a nation. Entrepreneurship education helps to disseminate new methods and technology. It is on this premise that, this paper reviews a number of studies with a view to explore ways to mitigate the threat of poverty through entrepreneurship education in Nigeria.

The role of entrepreneurship is to promote prosperity by establishing new jobs, decreasing the level of unemployment and increase economic growth and development of a region (Kareem2015). Entrepreneurship education improves people's source of livelihood in an economy and in the modern world; it provides a new approach for fighting poverty and stimulating economic growth in developing countries (Ifeoma, Purity and Yusif, 2018). One line of thinking about poverty reduction has developed around the idea of entrepreneurial activities in the form of new venture formation, innovation and high-growth firms. In Nigeria most of the poverty alleviation measures or initiatives are embedded in entrepreneurship but have suffer several challenges culminating into their failure. This was as a result of political and policy instability, poor mechanisms of sustainability, lack of transparency and accountability, inadequate coordination of various programmes, inefficient budgetary management, absence of effective collaboration and complementation, absence of agreed poverty reduction agenda and failure of policy mechanism targets (Arogundade, Adebisi, & Ogunro, 2011; Hussaini, 2014). Despite the colossal amount of resources committed to those programmes, the poverty situation aggravates, and more and more

people fall into the poverty region instead of escaping. This paper intends to examine the effect of entrepreneurship education on poverty alleviation in Nigeria.

Concept of Entrepreneurship

The term entrepreneurship originated from French word 'entreprendre' which means one who undertakes or one who is a go-between. National Knowledge Commission (NKC) 2008 report defines entrepreneurship education as "the professional application of knowledge, skills and competencies and/or of monetizing a new idea, by an individual or a set of people by launching an enterprise or diversifying from an existing one." Say (1803) defines an entrepreneur is an economic agent who unites all means of production. Drucker (1964) defines an entrepreneurship is a systematic innovation, which consists in the purposeful and organized search for changes, and it is the systematic analysis of the opportunities such changes might offer for economic and social innovation. Hill and McGowan (1999) defined entrepreneurship as a process which involves the effort of an individual (s) in identifying viable business opportunities in an environment and obtaining and managing the resources needed to exploit those opportunities. Similarly, Timmons and Spinelli (2004) see entrepreneurship as the function of being creative and responsive within and to the environment. Ogundele (2005) defined entrepreneurship as the processes of emergence, behaviour and performance of entrepreneurs. In the words of Aina and Salako (2008) entrepreneurship is the willingness and ability of an individual to seek out investment opportunities and takes advantage of scarce resources to exploits the opportunities profitably.

Entrepreneurship Education in Nigeria

Entrepreneurship education and development in Nigeria has a long history. Based on the need for integration of the vocational education, training and general education in all types of education and training, entrepreneurship education was introduced in Nigeria so as to promote skill-based education in the post-secondary phase. Entrepreneurship education motivates and strengthens the entrepreneurial and business skills, qualities and capabilities among the youths in order to take up business units on their own with a view to fighting poverty and unemployment. Courses in entrepreneurship are the core activity of Entrepreneurial education in Nigeria. Over 100 different departments of universities offer courses in entrepreneurship. Similarly, many entrepreneurship centers have been founded to coordinate the broad array of activities, programs, and resources within these educational institutions. These centers have equipped people and students with the skills, knowledge, and mind-set to run their family business.

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. Mullins (2010) defines it as the process of systematically acquiring job related knowledge, skill and attitude in order to perform with effectiveness and efficiency specific tasks in an organization. Alberti, Sciascia and Poli (2004) define entrepreneurship education as "the structured formal conveyance of entrepreneurship competencies which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth oriented ventures".

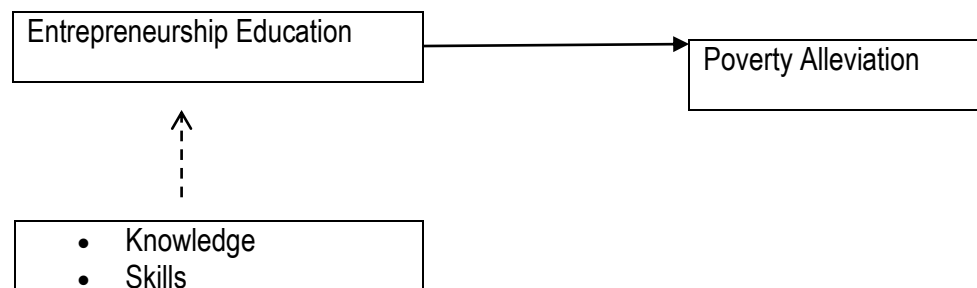
Entrepreneurial training and education encourage Nigerian to become jobs creators rather than job seekers. It also equips them with skills for constant improvement and innovations in their undertaken. Entrepreneurship education is imperative because it improves the entrepreneurial orientation of the people. Wiklund (1999) postulates that entrepreneurial orientation consist two components, namely, action orientation, which results in actual entrepreneurial behaviour; and mental orientation or way of thinking of the small business manager, which is not necessarily put into action. According to Alberti et al. (2004), for effective Entrepreneurship education there should be a relationship between the goals of Entrepreneurship Programme, the audiences to which the programme is delivered, the contents of the Entrepreneurship courses or modules, the method of delivery or pedagogy, and finally, the assessment that will be used.

Concept of Poverty

World Bank (2008) defines poverty in terms of basic needs. It implies a state whereby resources at the disposal of an individual are insufficient to meet his basic needs; food, shelter, clothing etc. Technically speaking, poverty means lack of basic needs and services such as food, clothing, bedding, shelter, basic healthcare and education (Rano, 2008). Lendenfeld (1973), Haralambos(1980) and Giddens(1981) posited that poverty simply means lack of minimum

standards of living. It is also translated to mean powerlessness, indicating lack of ability to express one's view locally and nationally. Ayorinde (1999) identifies three different criteria that can be utilized to conceptualize poverty, which are; lack of access to basic needs/goods, lack of access to productive resources and inefficient use of common resources.

Causes of poverty in Nigeria include lopsided entrepreneurship education, lack of inclusive economic growth, sluggish agricultural performance, non-implementation of land reforms, rapid population growth, unemployment, shortage of capital and able entrepreneurship, slow growth of employment, inflation and food prices, under-utilized resources, unequal distribution of income and problem of distribution. This paper specifically pays attention to Nigeria's lopsided entrepreneurship education, shortage of capital for able entrepreneurship so as to explore policy measures aimed at poverty reduction through entrepreneurship education. Figure 1 depicts the theoretical framework of the paper.



- Attitudes

Figure 1: Theoretical Framework of poverty alleviation through entrepreneurship education

Theoretical framework in figure 1.1 signifies that entrepreneurship development results in poverty elevation as it will assist in the creation and development of entrepreneurs knowledge, skills and attitudes.

Hypotheses

H₁: Knowledge is not positively related to poverty alleviation among the respondents in the study area.

H₂: Skills are not positively related to poverty alleviation among the respondents in the study area.

H₃: Attitudes is not positively related to poverty alleviation among the respondents in the study area.

Literature review

Bruton, Ahlstrom & Si (2015) in their paper entitled "Entrepreneurship, poverty, and Asia: Moving beyond subsistence entrepreneurship". The paper shows that approximately 1.7 billion people in Asia live in poverty today. To date, efforts to address poverty in Asia have largely focused on subsistence entrepreneurship rather than on creating ventures that empower them to break out of poverty. That is, the mechanisms that have been used, such as micro lending, generally lead entrepreneurs to create businesses providing basic life essentials rather than helping them build businesses that generate capital to improve the

entrepreneur's standard of living. This article initially reviews what we know about entrepreneurship as a solution to poverty in Asia. The paper then examines other major tools to address poverty in Asia. Next, the paper proposes a research agenda on poverty in Asia.

Ogundele, Akingbade and Akinlabi (2012) investigate the intensity 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. 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. Two hypotheses were postulated to determine the relationship between technical skill and youth empowerment and between personal entrepreneurial skill and social welfare services. Their findings revealed that entrepreneurship training and education are significantly related to the youth empowerment and social welfare services. The study concluded that youth empowerment are influenced by their acquired technical skill. The study recommends effective technical education, youth empowerment, and

social welfare service as a catalyst for poverty alleviation.

Wiklund and Shepherd (2003), Luthje and Frank (2002), Charney and Liecap (2000) all put forward that a positive correlation exists between education and business creation. Based on Timmons and Spinelli (2004) and others who are of the opinion that entrepreneurship can be learnt, Kuratko (2003) observes the decision by many tertiary institutions in Nigeria to design and implement relevant entrepreneurship teaching programme. Hessel (2010) evaluates the impact of entrepreneurship education on entrepreneurship skills and motivation & examined that the program does not have the intended effect. The effect on student's self-assessed entrepreneurial skills is insignificant and the effect on the intention to become an entrepreneur is even negative. Further the results mentioned the fact that students have obtained more realistic perspectives both on themselves as well as on what it takes to be an entrepreneur. A more realistic self-perception may have caused the insignificant decreases in the traits measures among students in the treatment group relative to the control group.

Cecchini & Scott (2003) investigate how information and communications technology applications contribute to poverty reduction in rural India. It is clear that in rural India -as well as in much of the developing world- realization of this potential is not guaranteed. This paper outlines a simple model to explain why a digital divide may exist between rich and poor. Low-cost access to information infrastructure is a necessary prerequisite for the successful use of ICT by the

poor, but it is not sufficient. The implementation of ICT projects needs to be performed by organizations and individuals who have the appropriate incentives to work with marginalized groups. Furthermore, grassroots intermediaries and the involvement of the community are identified as the key factors that foster local ownership and the availability of content and services that respond to the most pressing needs of the poor.

Fayolle et al. (2006) examine the impact of entrepreneurship education programmes: a new methodology and revealed that the Entrepreneurial Education Programmes (EEP) evaluated had a powerful quantifiable impact on the entrepreneurial intent of the students, while it had a constructive but not very major, impact on their perceived behavioral control. Similarly, Henry & Leitch (2005) assess entrepreneurship education and training and revealed that in spite of the growth in entrepreneurship education and training programmes, attention is drawn to the art and the science of entrepreneurship, with the consensus that at least some aspects of entrepreneurship can successfully be taught.

Ogundele, Akingbade, & Akinlabi (2012) investigate the intensity 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 as our 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. Two hypotheses were postulated to determine the relationship between technical skill and youth empowerment and between personal entrepreneurial skill and social welfare services. This study confirmed that entrepreneurship training and education are significantly related to the youth empowerment and social welfare services. Findings revealed that youth empowerment are influenced by their acquired technical skill. The study recommends effective technical education, youth empowerment, and social welfare service as a catalyst for poverty alleviation.

Mensah & Benedict (2010) investigate the major long-term role that hands-on entrepreneurship training could play in poverty alleviation and job creation in one of the poorest regions of South Africa – the Eastern Free State (EFS). The findings show that training in entrepreneurship and provision of other facilities could give poor owners of micro and small enterprises (MSEs) opportunities to grow their businesses and get themselves and other out of poverty. Furthermore, as a result of a huge communication gap, MSE operators in Phuthaditjhaba, the commercial hub of Qwaqwa, do not even know of government agencies charged with the responsible of assisting small business operators in the area. Though they lack the finance and other endowments required to grow their businesses, the experience has given MSE operators some ideas about the kind of assistance that may help in this regard and even make it possible for them to provide employment for others – finance, government support, infrastructure and premises, training, etc. The practical

implication of this study is that, there is potential for growth of small businesses in many areas of the EFS economy. Training of survivalist entrepreneurs and other poor persons with potential could open their eyes to opportunities around them which they could take advantage of to improve their economic situation and that of other poor persons in the area through job creation.

Agupusi (2007) critically assesses the role of the small business sector in poverty alleviation in Alexandra, South Africa. It also examines both government and private sector initiatives for supporting small business development for poverty alleviation. It is observed that small businesses are not playing the expected role due to number of constraints including a lack of policy that deals adequately with the semi-formal and informal business sectors, the predominant sectors in Alexandra. There is also a shortage of small business development agencies that would help in developing a culture of entrepreneurship and business management skills. The overall finding indicates that with positive interaction between development agencies, and small businesses in Alexandra, predominantly informal and semi-formal SMMEs in Alexandra could not only alleviate poverty but could also contribute to the general transformation process.

Hussain, Bhuiyan & Bakar (2014) investigate the relationship between entrepreneurship development and poverty alleviation constructed on empirical reviews. After comprehensive review of several empirical literature they found that innovation, entrepreneurship training & education, family background, government support program, social entrepreneurship, women participation, individual entrepreneurial characteristics, participation of micro, small & medium

enterprises, youth empowerment, collaboration of government-university-industry is the key tool for entrepreneurship development which is stimulating employment are eventually alleviating poverty.

The Report of National Knowledge Commission on Entrepreneurship (2008), Government of India observed on the reasons for motivational factors to become entrepreneur discloses that independence and family backgrounds play dominant role (21% each) followed by idea driven (18%), and lastly dream desire (10%). The Region-wise factors states that The most significant motivating trigger for Entrepreneurship was found to be wide ranging across regions – from ‘family background’ being the prime trigger in Ahmadabad and Kolkata (38% & 28% respectively) to ‘market opportunity’ serving as the most important motivator in Bangalore (26%). The study found that ‘independence’ is the most powerful motivator for the first-generation entrepreneur. The NKC study found that ‘market opportunity’ has become an increasingly significant motivating trigger since the economic liberalization gathered momentum. Predictably, ‘family background’ is the prime motivating factor among the second generation, whether in the same family business (74%) or in a different one (34%), though the extent to which it serves as a motivation trigger varies significantly. An overwhelming 99.4% of the entrepreneurs said they do not want to be in a routine job, signifying that they are satisfied with their vocation and do not regret their initial decision to become entrepreneurs. In NKC (2008) study has found that entrepreneurship flourishes as a result of a combined input of some triggers such as favorable

Business Environment, access to Early Stage Finance, education and individual Motivation.

The absence of an appropriate entrepreneurial climate, the lack of required infrastructure facilities, and the lack of access to relevant technology hinder rapid entrepreneurship development in India. Most of the time, Indian entrepreneurs have to tackle electricity, transportation, water, and licensing problems. A survey done by the Entrepreneurship Development Institute, India (EDII) in 2003 shows that young people are afraid to start their own business because they are not confident, not capable, and lack knowledge in starting a business. Many people have the opportunity to change jobs or become an entrepreneur if they are properly trained. The students in India are not satisfied with the —hands-on support of their university in the founding process. The findings of a survey on business owners in India suggest that management education is not an important driver of entrepreneurial attitudes (Gupta 1992).

METHODOLOGY

285 questionnaires were distributed and 269 representing 94% response rate. After data screening for missing value and incomplete data, the total number of questionnaires valid to be analyzed were 255. Descriptive statistics was used to describe the demography of the respondents while Structural Equation Modeling guided the test of hypotheses in the study.

The demographic result shows that 64% of the respondents are male and 36% are female. In conjunction with age distribution, only 8% were less than 29 years old, 39% fall between 30 to 40 years old, 24% between 41 to 50 years old and the rest of 20% fall between 51 to 65 years old. Regarding the level of education, 43% hold tertiary education certificates while 57% senior secondary school leaving certificates.

RESULTS

The study employed smart PLS software to analyze the data, and according to Hair, Sarstedt, Hopkins and Kuppelwieser (2014), there are two primary steps in PLS i.e. measurement and structural model.

Tests of Hypotheses

The first step prior to test of hypotheses 1 to 3 using structural model (inner model) is to determine the R Squared (Q²) and Predictive relevance (Q²). The result of R² is 0.48 which means that entrepreneurship education has explained variation in poverty alleviation by 48 percent. According to Chin (2010), this value is at a moderate level. The purpose of Q² is an estimate of the predictive ability or predictive relevance of the model. Q² result obtained was 0.298 which was above zero, and positive, meaning that the model has predictive relevance of impact of entrepreneurship education on poverty alleviation (Henseler, Ringle and Sinkovics (2009). To test the hypotheses by PLS, we run the bootstrapping with 5000 subsamples as recommended and the purpose behind the large subsamples is to ensure the stability of results (Hair et al., 2016). Table 3 illustrates the structural model results hypotheses should accept in the level of T- statistics (T-value) > 1.96 due to the error 5% and confidence 95% and P-value should be < 0.05.

The nexus between knowledge and poverty alleviation is tested using hypothesis one and the Table 3: Summary of the results hypotheses 1 to 3

Hypotheses	Path	β	T-values	P-values	Decision
Ho ₁	KWL-> PA	0.227	3.462	0.001	Rejected
Ho ₂	SKS-> PA	0.577	9.368	0.000	Rejected

result reported in table 3 shows that since $P < 0.00$, there is sufficient evidence to reject the null hypothesis and conclude that knowledge has positive and significant relationship with poverty alleviation in the study area. The path coefficient (β) 0.222 shows that for every unit change in knowledge, poverty will reduce by 0.222 (222%) among the respondents in the study area.

The relationship between skills and poverty alleviation in the study area is tested using hypothesis and the result as shown in table 3 reveals that $\beta = 0.577$, t-value =9.368 and p-value =0.000. Since the probability value of 0.000 is less than the 0.05 level of significance ($P < 0.05$), the null hypothesis which stated that skills has no positive and significant impact on poverty alleviation is rejected, and concluded that skills have positive and significant relationship with poverty alleviation among the respondents in the study area. The path coefficient (β) 0.577 shows that for every unit change in skills, poverty will reduce by 0.577 (577%) among academic staff in the study area.

The impact of attitudes on poverty alleviation among the respondents is tested by hypothesis 3 and the result ($\beta = 0.101$, t-value = 2.826 > 1.96 and p-value = 0.000 < 0.05) as shown in table 3 indicates that attitudes has positive and significant impact on poverty alleviation. The path coefficient (β) 0.101 further shows that for every unit change in attitudes, poverty will reduce by 0.101 (101%) among the respondents in the study area.

Ho ₃	ATT->PA	0.101	2.826	0.001	Rejected
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CONCLUSIONS AND RECOMMENDATIONS

Entrepreneurship education has relevance today, not only because it helps in poverty alleviation but rather because it enables potential entrepreneurs to fulfill their personal needs and make economic contribution of the new ventures. More than increasing national income by creating new jobs, entrepreneurship acts as a positive force in economic growth by serving as the bridge between innovation and market place. The paper concludes that Nigeria can provide good employment opportunities to its increasing population through entrepreneurship education and development. Entrepreneurial education starting right from school days will help to develop right competencies in sizable number of people. Thus, entrepreneurship education has to be a continuous lifelong learning system if India is to tackle poverty to bearest minimum.

Based on the above findings the following are recommended:

1. **Business Incubation for Entrepreneurship (BIE):** There is a need to increase Business Incubation for Entrepreneurship (BIE) by exploring policy options to improve access to financing. At the start-up stage, the entrepreneur is beset with significant challenges of marketability and resources, which successful incubation can help address. In this respect, the transformation of a business idea into a revenue-generating product requires the need to be familiar without just technology but also key market indicators such as risk,

business space, scaling-up challenges, cash flows, corporate governance, human resources as well as ethics.

2. **Vocational Education and Training (VET):** There is need to completely overhaul and modernize current institutions and practices. Reforms in VET require innovative delivery models, providing incentives for states, ensuring performance-based training and assessment, rebranding, certification, encouraging learning-by-doing, incentivizing English speaking skills, ensuring flexibility of VET alongside the higher education stream, for easier crossover and choice, as critical success factors.
3. **Content and Learning Methods:** There need to develop pedagogic methods, examination systems and curricula that encourage critical and lateral thinking. The ability to promote Entrepreneurship requires an enquiring mind that is able to make connections between theory and practice. Entrepreneurs feel that there is a need to recreate real-life situations in the classroom with the help of examples and illustrations so that students are able to get a concrete feel of various aspects of the outside world.
4. **Teaching and Entrepreneurship:** While entrepreneurship has been introduced as a course in a number of business school curricula, there needs to be a greater thrust in making entrepreneurship a priority subject. Other aspects of entrepreneurship such as business ethics, early enterprise management, aspects of scaling up, Nigerian corporate law and relevant international laws, should also be a part of such curricula.
5. **School of Entrepreneurship:** Nigerian tertiary institutions should be encourage to set School of Entrepreneurship offering undergraduate and post-graduate degrees. This initiative will help in the development of

entrepreneurship education so as to mitigate the scourge of poverty in Nigeria.

6. **Public Private Partnership:** Synergies between Education (including modern vocational education training/skill development), Innovation (converting ideas into wealth and employment) and Entrepreneurship should be encouraged.
7. **Encourage Student-led Entrepreneurial Activities on Campus:** Entrepreneurship cannot be learnt only by chalk and talk. Shared activities outside the confines of the textbooks are imperative to develop leadership and team building skills that are necessary for Entrepreneurship. It is necessary to encourage activities within educational institutions, where entrepreneurial abilities find opportunities and fertile ground to grow.
8. **Enterprise Centers in Major Educational and Research Institutions:** There is need to create special enterprise centers that can focus on translating innovation-driven ideas into viable businesses. Enterprise centers in major educational and research institutions can provide institutional support for Entrepreneurship, on a larger scale, and on a more systematic basis. The institutions could also provide extensive industry linkages on different aspects of business, law and finance. Elaborate models of profit-sharing and advisory assistance can also be provided.
9. **Financial assistance to start up students' entrepreneurs:** Financial assistance should be provided in the form of scholarship to the students to start up their own ventures on the basis of following criteria:

1. Student with new and innovative ideas.
2. Student falls in merit list based on the exam conducted in the respective domain.

3. Student who have the expertise knowledge of doing business but due to lack of financial assistance not able to start up their own business.
4. Student who come with the model that establishes a standard yardstick to evaluate the entrepreneurial skill.

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