

**YOUTH ENTREPRENEURSHIP AND POVERTY REDUCTION IN TUDUN WADA
LOCAL GOVERNMENT-KANO STATE, NIGERIA**

BY

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MEC/46030/151/DF

**A THESIS REPORT SUBMITTED TO THE COLLEGE OF HIGHER DEGREES
AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF MASTERS OF ARTS
IN ECONOMICS OF KAMPALA INTERNATIONAL
UNIVERSITY**

FEBRUARY 2017

DECLARATION

I declare that this thesis report is my original work and has not been submitted for any other award of a degree and published at any institution of higher learning.

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Signed

Date

APPROVAL

This thesis report has been submitted for further examination to the internal and external examiners with my approval as supervisor.

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Signed

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Date

DEDICATION

I dedicate this thesis report to my wife, my children and colleagues.

ACKNOWLEDGEMENT

This thesis could not have been a successful work the contributions, of several individuals in helping or supporting me either materially, financially or morally, but mention have been made of few individuals for their special contributions.

I must first of all praise Allah who made me to accomplish this good and complete the thesis. I am indepted to my wife Hauwa Mohammed Adam and my children Yahaya Umar Farouk and Yusuf Umar Farouk whose greatest sacrifices cannot be forgotten in these two years in Kampala international university.

Special thanks and gratitude goes to my supervisor Dr Abuga Mokono Isaac whom without his academic guidance this work could not have been a success story. My gratitude messages cannot be completed without recognizing Dr. Stanley Kinyatta for his contribution academically in the production of this thesis also the Head of department Dr. Nafiu and my Lecturers Prof Dez Dr Kibuuka, Dr Derick and departmental secretary Miss Anna.

I am also indepted to my in law, Alhaji Kajiru Mahammad Adam, Salisu Lawan Indabawa and my mother in law Hajiya Sadiya Mohanmed Adam whom have contributed in one way or the other financially to see me through this Masters programme successfull.

Lastly, my colleagues Ayaan Said, Hassein Anwalu Sunisi, Yasuf, Macheal; Suraj, Dr.Badamasi my house members and my typist Rebecca.

May the Almighty Allah bless you, guide you, protect you and sustain you, now and forever, Amen.

LISTS OF ACRONYMS AND ABBREVIATIONS

ADP	Agricultural Development Programmes
DFRI	Directorate for food, roads and rural infrastructure –
HDI	human Development Index
ILO	International Labour Organization
NAPEP	National Poverty Alleviation Programme
NDE	National Directorate of Employment
NEEDS	National Economic and Empowerment Development Strategy –
NRDCS	Natural Resources Development and Conservation Scheme
ODI	Overseas Development Institute
PHC	Primary Health Care
PRSPs	poverty Reduction Strategies Papers
SAP	Structural Adjustment Programme
SMEDAN	Small and Medium Enterprise Development Agency
SPSS	Statistical Package for Social Sciences
SSA	Sub Saharan Africa
UN	United Nations
US	United States
YES	Youth Empowerment Scheme

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
LISTS OF ACRONYMS AND ABBREVIATIONS	vi
LIST OF TABLES	xi
ABSTRACT	xii
CHAPTER ONE	1
1.0 Introduction.....	1
1.1 Background of the study.....	1
1.1.1 Historical Perspective	1
1.1.2 Theoretical Perspective.....	3
1.1.3 Conceptual Perspective.....	3
1.1.4 Contextual Perspective	4
1.2 Problem Statement.....	5
1.3 Purpose of the Study.....	5
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	6
1.6 Hypothesis	6
1.7 Scope of the Study.....	6
1.7.1 Geographical Scope	6
1.7.2 Theoretical Scope	6
1.7.3 Content Scope.....	7
1.7.3 Time Scope	7
1.8 Significance of the Study.....	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.0 Introduction.....	8

2.1 Theoretical Review	8
2.2 Conceptual Framework.....	10
2.3 Review of Literature	10
2.3.1 Youth Entrepreneurship.....	10
2.3.1.1 Youth Entrepreneurship Education.....	15
2.3.1.2 Youth Technical Skills	17
2.3.1.3 Youth Business Management Skills	17
2.3.1.4 Youth Innovation	19
2.3.2 Poverty Reduction	20
2.3.2.1 Increase in Income for youth	23
2.3.2.2 Reduced Vulnerability of youth.....	23
2.3.2.3 Employment and Productivity for youth	26
2.3.3 The Relationship between Youth Entrepreneurship and Poverty Reduction in Tudun Wada Local Government, Kano State, Nigeria.....	27
2.3.4 Research Gaps	29
CHAPTER THREE.....	30
METHODOLOGY	30
3.0 Introduction.....	30
3.1 Model Specification.....	30
3.2 Research Design	31
3.3 Research Population	31
3.4 Sample Size	31
3.5 Sampling Procedure.....	32
3.6 Data Collection Instruments	32
3.6.1 Questionnaires	32
3.7 Validity and Reliability.....	33
3.7.1 Validity	33
3.7.2 Reliability	34
3.8 Data Collection Procedures	34
3.9 Data Analysis.....	34

3.10 Ethical Considerations	35
3.11 Limitation of the Study.....	35
CHAPTER FOUR	37
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	37
4.0 Introduction.....	37
4.1 Response Rate.....	37
4.2 Demographic Characteristics of the Respondents	38
4.3 Youth Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria	40
4.4 The Level of Poverty Reduction among Youth Due To Their Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria	44
4.5 The Relationship Between Youth Entrepreneurship and Poverty Reduction in Tudun Wada Local Government, Kano State, Nigeria.....	47
CHAPTER FIVE	51
DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	51
5.0 Introduction.....	51
5.1 Discussion of the Findings.....	51
5.1.1 Youth Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria	51
5.1.2 The Level of Poverty Reduction among Youth Due To Their Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria	53
5.1.3 The Relationship Between Youth Entrepreneurship and Poverty Reduction in Tudun Wada Local Government, Kano State, Nigeria.....	55
5.2 Conclusion	55
5.3 Recommendations.....	57
5.3.1 Youth Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria	57
5.3.2 The Level of Poverty Reduction among Youth Due To Their Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria	57

5.3.3 The Relationship Between Youth Entrepreneurship and Poverty Reduction in Tudun Wada Local Government, Kano State, Nigeria.....	58
5.4 Areas for Further Studies.....	58
References.....	60
APPENDIX I: QUESTIONNAIRES.....	70
APPENDIX II: SAMPLE SIZE DETERMINATION	73

LIST OF TABLES

Table		Page
3.1	Study Population and Sample Size	32
3.2	Validity of the Study Variables	33
3.3	Reliability of the Study Variables	34
4.1	Response Rate	37
4.2	Demographic Characteristics of the Respondents	39
4.3	Entrepreneurship Education	41
4.4	The Level of Poverty Reduction	45
4.5	The Relationship Between Youth Entrepreneurship And Poverty Reduction In Tudun Wada Local Government, Kano State, Nigeria	48
4.6	Linear Regression Model	48
4.7	Final Regression Model	49

ABSTRACT

This study investigated about youth entrepreneurship and poverty reduction in Tudun Wada Local Government, Kano State, Nigeria. the study was guided by the following research objectives: i) to establish youth involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria; ii) to assess the level of poverty reduction among youth due to their involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria; and iii) to determine the relationship between youth entrepreneurship and poverty reduction in Tudun Wada local government, Kano State, Nigeria. The study used cross-sectional survey design on a sample size of 292 respondents, however, only 272 participated in the study. Furthermore, only questionnaire was used as the main research instrument. Data was analyzed using frequency and percentage tables, mean and standard deviations; and Pearson correlation and Regression analysis. The study found that the overall level of youth involvement in entrepreneurship in Tudun Wada local government was very satisfactory (overall average mean=4.14, Std=1.424). The study revealed that the overall level of poverty reduction among the youth due to their involvement in entrepreneurial activities was satisfactory (overall average mean=3.28, Std=1.309). The study also found a positive and strong relationship between youth entrepreneurship and poverty reduction ($r=0.711^*$, $p<0.01$). The study concluded that when youth involve themselves in entrepreneurship, there is a high likelihood of poverty reduction and vice versa. The study recommended the need for the government of Nigeria to emphasize innovation among the youth, the need for the government of Nigeria to emphasize youth participation in entrepreneurship to reduce their level of vulnerability and help them to be more productive in life and the need for the government of Nigeria to keep supporting the youth by providing them with grants, loans, entrepreneurial education and training which would enhance their capacity to self-sustenance and eventual poverty reduction in their households.

CHAPTER ONE

1.0 Introduction

This chapter covered background of the study, problem statement, purpose of the study, objectives of the study, research questions, scope of the study and significance of the study.

1.1 Background of the study

This section covers the historical perspective, theoretical perspective, conceptual perspective and conceptual perspective.

1.1.1 Historical Perspective

Studies have shown that enterprises contribute positively to an economy locally and globally, especially to GDP and employment at the grassroots (Mahmood & Hanafi, 2013; Subramaniam, 2010). In Malaysia, for example, there were 2.2 million entrepreneurs in 2014, and micro-enterprises accounted for 79.4% of the total SMEs and almost 78.7% of business establishments; and Micro and SMEs contributed about 64% of total employment and generated RM 159,411 million of value added in 2012 (Nawai & Shariff, 2013). Entrepreneurship development, therefore, is considered a vital link to an overall economic growth of a nation through its positive impact on economic development especially at the grassroots (Barringer & Ireland, 201). Entrepreneurships help to create wealth and reduce unemployment, produce creativity and innovation, and increase the total production of a country (Ikegwu, 2014).

Many countries in Africa recognise entrepreneurship as a separate discipline and, as a consequence, have taken steps to improve the measurement of entrepreneurship at the national level. At an international level, programs by the World Bank, Eurostat and private organisations such as the Global Entrepreneurship Monitor, have also started to develop internationally comparable data. But it is fair to say that very few, probably none, of these efforts capture or embody entrepreneurship, neither conceptually, nor empirically, in a comprehensive manner, and, in fairness, none explicitly claim to, since all recognise that entrepreneurship is a multi-faceted phenomenon of which they measure one or some aspects. Moreover, it is important to note that developments at the national level rarely provide for international comparability.

The problem of poverty in Africa has over the years engaged the attention of the international community, governmental and non-governmental agencies, including African scholars. Indeed, poverty and poverty reduction have been the focus of numerous researches, discussions, debates and implementation programmes for as long as these African states have been in existence. In 1989, the World Bank issued a report on the crisis of poverty in Africa in which it highlighted the gravity of the economic situation on the continent, and specifically proffered advice on the economic strategy needed to bring about some improvement in the economic conditions of the people of the continent. Again, there is the declaration of 1996 by the United Nations as the international year for the eradication of poverty.

This was soon followed by the proclamation of the first United Nations Decade for the Eradication of Poverty, which was adopted by the General Assembly in its fifty-first session in the autumn of the same year. The theme for the Decade is that eradicating poverty is ethical, social, political and economic imperative of humankind. The inspiration for the proclamation of the Decade has come from the World Summit on Social Development held in Copenhagen; Denmark, in 1995 which committed all countries to the goal of poverty. Since then, several studies have ensued on the economic plight of Africa, including a call on African governments to introduce major economic reforms in their countries to alleviate poverty among the youth.

In response to the above, many African countries, including Nigeria, have committed themselves to carrying out extensive economic reform programmes. The results have been somewhat mixed (Ogboru & Abiniku, 2011). In some cases a modest growth has been achieved through the transition from a centrally - planned economic system to a market based strategy. But in virtually all cases, the modest growth achieved has not translated into any significant improvement in poverty. For instance, between 1986 and 1992, Nigeria introduced a structural adjustment programme (SAP) which by large, has halted the decline in the national economy, and achieved an average growth rate of one percent (Adeleke, 2012). Again, this has not brought any significant reduction in poverty in Nigeria. The so-called trickledown effect of the structural adjustment programme has not materialized. In fact, today it is clearly evident that the poor are not better off than they were in the past, and there is no reasonable hope even for the future if things continue the way they are presently.

For example in Nigeria, most of the poverty alleviation measures or initiatives are embedded in entrepreneurship but have suffered several challenges culminating into their failure. Some of the schemes include National Poverty Alleviation Programme (NAPEP), Youth Empowerment Scheme (YES), Rural Infrastructural Development Scheme (RIDS), and Natural Resources Development and Conservation Scheme (NRDCS) (Ogundele, Akingbade & Akinlabi, 2012). In the attempt of the Lagos State government to alleviate poverty, entrepreneurship training and education has been geared by including the education in the curriculum design and development in university. Similarly, training centers such as technical and vocational schools, and apprenticeship centers for all were established to absolve the unemployed and intending public to eradicate poverty in the state. For example, the Lagos State government has developed Vocational and Acquisition Training Centers in all the 20 Local Governments and 37 Local Council Development Areas in the State. Therefore, the impact of entrepreneurship in alleviating poverty by providing jobs and adequate skills in Tudun Wada Local Government, Kano State cannot be over emphasized.

1.1.2 Theoretical Perspective

This study was guided by the Individual/Opportunity Nexus Theory by Shane (2003). The theory suggests that opportunities are objective, individuals are unique, and that entrepreneurs are risk bearing. In the individual/opportunity nexus view, opportunities have an objective component and these opportunities exist whether or not an individual recognizes them (Shane & Venkataraman, 2000; Shane, 2003). The second assumption of the individual/opportunity nexus is that entrepreneurship requires differences in people and these differences manifest themselves in the ability to recognize opportunities (Shane, 2003). Individuals in this view are “alert” to existing opportunities. The third assumption of this theory is that, risk-bearing is a necessary part of the entrepreneurial process (Shane, 2003). An analysis of assumptions one and two further supports the conclusion that the individual/opportunity nexus assumes conditions of risk.

1.1.3 Conceptual Perspective

Entrepreneurship is the phenomena associated with the mindset, planning and activities that create and exchange value through the identification and employment of changes in resources, opportunities and/or innovation (Ogundele, 2012).

Youth entrepreneurship is a term that refers to children who are also business people (Madison, 2015). Youth entrepreneurship can refer to any type of business a child or adolescent chooses to start (Ige, 2012). In this study, youth entrepreneurship was operationalised as entrepreneurship Education, technical Skill, and business Management Skill.

The United Nations (UN) considers individuals under the age group of 15 – 24 years as youth (Awogbenle & Iwuamadi, 2010). In Uganda, a youth is any individual between the ages of 12 and 30 years (ILO, 2005). In Nigeria however, a youth is defined by the National Policy on Youth Development as any individual who is a citizen of the Federal Republic of Nigeria, between the ages of 18 and 35 years (Youth Policy, 2007). In the context of this study, the definition provided by the United Nations (UN) is hereby adopted. This is because the definition has international recognition and wider acceptability.

Poverty reduction is a term that describes the promotion of various measures, both economic and humanitarian, that will permanently lift people out of poverty (Garry, 2010). In this study poverty reduction was measured using increase in income, reduced vulnerability, and employment and productivity.

1.1.4 Contextual Perspective

According to the ‘Socio-Economic Profile of Nigeria (1996) published by the Federal Office of Statistics, Kano State is noted for the prevalence of absolute poverty in all its characteristic features (Aluko, 2013). Poverty in Kano State is massive, pervasive and chronic, engulfing a large proportion of the society. The concern about poverty in Kano State has been very tremendous. Resulting from large-scale poverty, human conditions in Kano State have greatly deteriorated, particularly in the last decade. Real disposable incomes have dwindled while malnutrition rates are on the increase. The concern for poverty is two-dimensional. Over time, a sizeable reduction in poverty is important, both in its own right and as a first step to providing the means for the self-improvement of the most disadvantaged group in the society (Aliyu, 2012).

In Tudun Wada local government, government efforts at poverty reduction have not succeeded in reducing poverty among the youth. Some of the factors responsible for this lie in the nature of the socio-political and economic structures, which alienate and exclude the youth from decisions

affecting their welfare. Programmes are imposed from the top, with huge overheads, which favour contractors, consultants and the cronies of those in power. The politicization of policies aimed at poverty reduction and the interplay of corrupt practices has often led to the displacement of goals and the objectives of programmes designed to reduce the incidence of poverty in Tudun Wada local government. Coupled with this is the problem of political instability, the rapid turnover of programmes of action and office holders, leading to the truncation of programmes midstream and unnecessary duplication and waste (Aluko, 2013).

1.2 Problem Statement

There is a high level of poverty in Tudun Wada local government. The demographic household survey by the National Bureau of Statistics (2012) indicated that in Tudun Wada, the poverty rate stood at 53%. Furthermore, Tudun Wada also registers one of the highest illiteracy rates in Kano State, standing at 44%. This means that majority of these youth cannot get better jobs since they are not educated. However, in order for the youth to get out of poverty, entrepreneurship should be brought on board where the youth are trained with entrepreneurial skills and supported by the government financially to start small scale businesses.

Over the years, the Tudun Wada local government in order to fight unemployment and poverty in the local government, established entrepreneurship development centres, established small and medium scale resources centres, established entrepreneurship clubs in the tertiary schools, organized business plan competitions, and identified entrepreneurship business opportunities for the youth (Undiyaundeye & Out, 2015). This study investigated to establish if youth entrepreneurship through entrepreneurship education and entrepreneurship training can empower the youth and eventually reduce poverty level among them.

1.3 Purpose of the Study

To determine the impact of youth entrepreneurship and poverty reduction in terms of income, vulnerability and employment or productivity in Tudun Wada Local Government, Kano State, Nigeria.

1.4 Objectives of the Study

- i. To assess youth entrepreneurship in Tudun Wada local government, Kano State, Nigeria.
- ii. To assess the level of poverty reduction among youth due to their involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria.
- iii. To determine the relationship between youth entrepreneurship and poverty reduction in Tudun Wada local government, Kano State, Nigeria.

1.5 Research Questions

- i. What is the level of youth involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria?
- ii. What is the level of poverty reduction among youth due to their involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria?
- iii. What is the relationship between youth entrepreneurship and poverty reduction in Tudun Wada local government, Kano State, Nigeria?

1.6 Hypothesis

There is no significant relationship between youth entrepreneurship and poverty reduction in Kano State, Nigeria.

1.7 Scope of the Study

1.7.1 Geographical Scope

This study was carried out in Tudun Wada Local Government within its 10 constituencies. Which include: Yaryasa, Tudun Wada, Yarmaraya, Wuna, Naya'ala, Burum-burum, Gazobi, Sayasaya, Janduste, Faskar Ma'aji.

1.7.2 Theoretical Scope

This study was guided by the Individual/Opportunity Nexus Theory advanced by (Shane, 2003). The theory suggests that opportunities are objective, individuals are unique, and that entrepreneurs are risk bearing (Shane, 2003). The theory shows that entrepreneurship focuses on how new knowledge can influence the cognitive decision making process inherent in the entrepreneurial decision of the youth to start a new business.

1.7.3 Content Scope

This study was limited to youth involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria; the level of poverty reduction among youth due to their involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria; and the relationship between youth entrepreneurship and poverty reduction in Tudun Wada local government, Kano State, Nigeria.

1.7.3 Time Scope

The study took a period of 9 months, that is, from January, 2016 to September, 2016.

1.8 Significance of the Study

The Government

It is hoped that the results of this can help the federal government of Nigeria to intervene at all levels in postulating good policies to reduce the problems of entrepreneurs through the supply of needed technological and business information and advices for the young entrepreneurs.

Furthermore, the results of this study can help the federal government of Nigeria to provide securities of life and properties, provision of infrastructural facilities like constant power supply, good road, good health care services, and drinkable water among others for better performance of entrepreneurs at reduced cost.

Policy Makers

In addition to the above, this study can help policy makers to come up with policies that address the challenges faced by the youths when practicing entrepreneurship. This can help to provide the youth with a secure business environment and eventually business growth.

Academicians

It is also hoped that the results of this study can help future researchers to carry out related studies in youth entrepreneurship and poverty reduction in Nigeria.

Contribution to Knowledge

The findings of this study can contribute to new knowledge regarding youth entrepreneurship and poverty reduction. This can help the government and stakeholders to come up with better strategies of eradicating poverty among the Nigerian Youths.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature from different scholars and authors in accordance to the objectives of the study. The chapter is sub-sectioned in the following: theoretical review, conceptual framework and review of related studies.

2.1 Theoretical Review

This study was guided by the Individual/Opportunity Nexus Theory by Shane (2003). The theory suggests that opportunities are objective, individuals are unique, and that entrepreneurs are risk bearing. In the individual/opportunity nexus view, opportunities have an objective component and these opportunities exist whether or not an individual recognizes them (Shane & Venkataraman, 2000; Shane, 2003). Opportunities are derived from the attributes of the industries (or markets) within which an entrepreneur is contemplating action. Thus, if an entrepreneur understands the attributes/structure of an industry, he or she will be able to anticipate the kinds of opportunities that exist in that industry. For example, the primary opportunity in fragmented industries is to exploit economies of scale in order to consolidate these industries. The primary opportunities in mature industries are to refine products and engage in process innovations to improve quality and lower costs. This view contends that understanding entrepreneurial opportunities is important because the characteristics of an opportunity influence the very value that the opportunities might create.

The second assumption of the individual/opportunity nexus is that entrepreneurship requires differences in people and these differences manifest themselves in the ability to recognize opportunities (Shane, 2003). Individuals in this view are “alert” to existing opportunities. Entrepreneurial alertness is an attitude (emotional state with a pre-disposition for action) of receptiveness to available – but currently overlooked by human actors - opportunities in a market (Kirzner, 1997). From Kirzner, this assumption recognizes that the entrepreneurial nature of human action refers to more than just the action taken, but additionally refers to the human agent that is at all times spontaneously on the lookout for unnoticed market imperfections that might inspire new activity. Entrepreneurial alertness is not a deliberate search, but the constant

scanning of the environment by an entrepreneur who notices market imperfections. The recognition of these market imperfections are accompanied by a sense of “surprise” that the imperfection had not previously been recognized.

These alert individuals are on the lookout for imperfectly distributed information about potentially miss-priced resources that they may have access to before others. However, while these opportunities may exist independent of economic actors, an economic actor must act on the opportunity since the opportunity lacks agency, and individuals can only earn profits if they recognize the opportunity and its value.

The third assumption of this theory is that, risk-bearing is a necessary part of the entrepreneurial process (Shane, 2003). An analysis of assumptions one and two further supports the conclusion that the individual/opportunity nexus assumes conditions of risk. The notion that opportunities are objective by definition assumes risk. In order for the assumption that an opportunity is objective to hold true the existence of the opportunity is merely a matter of some economic actors having differential information. The assumption of imperfectly distributed information is based in neo-classical economics and assumes all relevant information about technologies, demand, and other determinants of market competition are known to be available, but may be costly to acquire. The economic actor in this view is simply able to acquire the information at a lower cost than other economic actors and this becomes the source of profit.

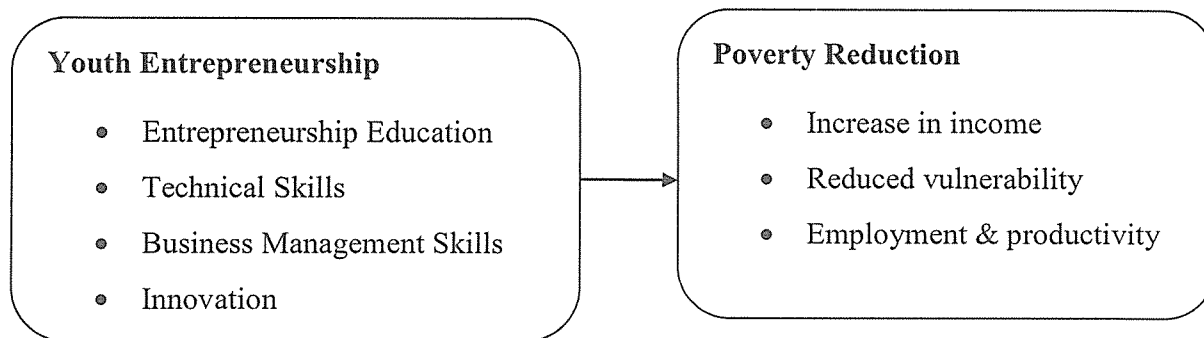
The reason for choosing the Individual/Opportunity Nexus Theory is that it shows that entrepreneurship focuses on how new knowledge can influence the cognitive decision making process inherent in the entrepreneurial decision of the youth to start a new business. This is because entrepreneurship is motivated by the opportunity afforded by new knowledge acquired and yet not completely exploited for commercialization in an incumbent business context. Because knowledge is inherently uncertain, asymmetric and associated with high costs of transactions, divergences emerge concerning the expected value of new ideas.

2.2 Conceptual Framework

Figure 1 Shows the Relationship between Youth Entrepreneurship and Poverty Reduction in Tudun Wada Local Government, Kano State, Nigeria

Independent Variable

Dependent Variable



Source: (ILO, 2010), Bygrave and Zaccharakis (2008) and modified by the researcher, 2016

Figure 1: Conceptual Framework of the Study

Figure 1 measures entrepreneurship which is the independent variable using entrepreneurship education, technical skills, business management skills and innovation while poverty reduction which is the dependent variable is measured in this study using increase in income, reduced vulnerability, and employment and productivity. The relationship between the independent and dependent variable is that when the youth have good business management skills, or technical skills, they will be able to reduce poverty in their household. This is because good business management skill will enable the youth to get employment and increase their productivity and income hence reducing their vulnerability to poverty.

2.3 Review of Literature

2.3.1 Youth Entrepreneurship

Youth entrepreneurship is a vital stage in life for building the human capital that allows young people to avoid unemployment and possibly have a more fulfilling life (Awogbenle & Iwuamadi, 2010). The human capital formed in Youth is an important determinant of long-term growth that a nation can invest on. The promotion of youth entrepreneurship is seen as an important means

of creating employment and ensuring that nations are able to benefit from the socio-economic potentials of their young people. Youth Entrepreneurship programme is increasingly seen as an important means of improving the capacity of young people and putting them onto the path of economic independence, thereby tackling the global unemployment challenge as observed by ILO (2006) an important argument for investment in youth entrepreneurship is to turn “necessity” entrepreneurship into “opportunity” entrepreneurship by instilling an entrepreneurial culture in young men and women, such that young people become entrepreneurs by choice rather than by chance or necessity.

Bygrave and Zaccharakis (2008) described entrepreneur as innovators who recognize business opportunities and mobilizes resources in order to create an enterprise around the identified opportunities. Thus an entrepreneur is someone who perceives and opportunity; mobilizes the needful resources and create an organization with or without the intention of making profit. For the purpose of this research, this definition of entrepreneur is adopted. On the other hand, Gartner (1989) describes “entrepreneurship” as the process of identifying new opportunities and transferring them into marketable ideas, products and services to the creation of an organization. He (Gartner) purported that exploring what entrepreneurs do when embarking on the creation of organizations, not only adds greatly to our knowledge of entrepreneurship but to comprehending the individual behind this behaviour.

Lazear (2005) defines entrepreneurship as "the process of assembling necessary factors of production consisting of human, physical, and information resources and doing so in an efficient manner" and entrepreneurs as those who "put people together in particular ways and combine them with physical capital and ideas to create a new product or to produce an existing. Montanye (2006) describes entrepreneurship as a factor of production, linked to innovation and risk taking, where entrepreneurial compensations are tied to uncertainty and profits. In this study, entrepreneurship will be limited to entrepreneurship education, technical skills and business management skill.

Mensah and Benedict (2010) conducted desk research and quantitative analysis from the poorest regions of South Africa and found out the impact of government initiative for alleviating poverty through entrepreneurship development. They found out that the training in entrepreneurship and

provision of other facilities could give poor owners of micro and small enterprises opportunities to grow their businesses and get themselves out of poverty.

Mohd and Peou (2010) examined government policy and its moderating effect on the relationship with entrepreneurial values, firm financing, management, market practices and growth performance of SMEs in Cambodia. They used survey questionnaires from 220 SME owner-managers in the City of Phnom Penh in Cambodia and used hierarchical multiple regression method for analyzing the data. They found that there was a positive relationship between entrepreneurial values, firm financing, management, market practices and SME growth performance as hypothesized. They also found that government policy have an important role as full moderator in such relationships.

Mitra and Abubakar (2011) by using an illustrative case study they examined the participation of graduate entrepreneurship in perspective of human capital development – education, training and research to meet the Millennium Development Goals (MDGs) in Nigeria. They found that knowledge creation lies at the heart of entrepreneurship development in developing economies and is based on human capital development.

Jones and Matlay (2011) developed a conceptual framework based on Gartner's 1985 conceptual framework for understanding the complexity of entrepreneurship education. Also, they tried to ascertain two questions that were why entrepreneurship education is important and how such importance can be prolonged. They proposed an alternative framework based on the logic of Gartner's framework to advance the understanding of entrepreneurship education where dialogic relationships exist between students, educators, educational process, institutions and the communities they exist in.

Mohamed and Rezai (2011) assessed the state and effectiveness of informal entrepreneurship extension education among Malaysian farmers especially the members of Farmers' Organization Authority (FOA). They interviewed four hundred farmers who were the members of FOA with a structured questionnaire. They found that informal entrepreneurship education is not able to provide the entrepreneurship skills acquisition as expected. They also found that the level of understanding on "what is entrepreneurship" was still low among the FOA members.

Nasution and Mavondo (2011) examined the effects of entrepreneurship with learning orientation, integrated market orientation, human resource practices on innovation and customer value. They collected data from small and medium size hotels in Indonesia and analyzed by using the structural equation model. They found that interaction of entrepreneurship and integrated market orientation as well as human resource practices has significant impact on customer value and innovation respectively.

Ogundele and Akingbade (2012) investigated the intensity of entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. They select 250 entrepreneurs from five recognized local government areas Lagos state of South Western Nigeria. They used stratified random sampling technique through a self-monitored questionnaire survey and simple regression analysis was used to test the relationship between the entrepreneurship training and education and poverty alleviation. They found that entrepreneurship training and education were significantly related to the youth empowerment and social welfare services. They also found that youth empowerment was influenced by their acquired technical skill. They recommend that effective technical education, youth empowerment, and social welfare service as a catalyst for poverty alleviation.

Tende (2013) examined government initiatives toward entrepreneurship development in Nigeria and evaluated the job creation capacity of the entrepreneurship development programs on Nigerians. Random samples of 1,159 beneficiaries were selected from six geo-political zone and structured questionnaires were used to obtain information from the selected beneficiaries. He found that government credit policies had no significant effect on the development of entrepreneurial activities in the country and mostly the beneficiaries did not derive maximum satisfaction from government programs and policies.

Adofu and Akoji (2013) assessed the impact of entrepreneurship skill acquisition on poverty in Kogi State of Nigeria. They used structured questioners for collecting primary data from six Local Government Area of the state and used descriptive statistics like frequencies and percentages. They found that 65% of the respondents accepted that lack of entrepreneurship skills among youth is responsible for the high rate of poverty in Nigeria. The result also revealed

that at least 60% of the people that benefitted from the skill acquisition programme could afford the basic necessity of life.

Ali and Ali (2013) identified the relationship between entrepreneurship development and poverty reduction at Benadir region in Somalia. They use Correlation research design comprised of 80 participants of micro and small enterprises in Benadir region. The study found that Sig. or P-value was less enough, suggesting that the two variables indicated that the computed R-value was -0.195; this indicates that there was weak positive correlation between entrepreneurship development and poverty reduction.

Ndedi (2013) investigated the South African Government support to youth entrepreneurship program through various agencies. They conducted desk research on the impact made by the various Sector Education Training Authorities in the area of entrepreneurship education and training. They found that there were no inter-disciplinary approaches in entrepreneurship training that make entrepreneurship education accessible to all students, and where appropriate, create teams for the development and exploitation of business ideas.

Akhuemonkhan and Raimi (2013) examined the plausibility of deploying entrepreneurship education as mechanism for employment stimulation in Nigeria. They adopt quantitative research method, specifically linear multiple regression model (LMRM) for analyzing the data. They found that entrepreneurship development is a key tool for poverty reduction; stimulating employment as well as fast-tracking realization of universal primary education and promoting gender equality. They recommended that institutions must intensify the integration of entrepreneurship in education systems.

Al-Dajani and Marlow (2013) developed an empirically informed conceptual framework to analyze the gendered relationship between empowerment and entrepreneurship contextualized within the lives of displaced Palestinian migrant women operating home-based enterprises in Amman, Jordan. A longitudinal qualitative study was undertaken during which semi-structured indepth interviews were regularly conducted with 43 women producing high-quality traditional embroidered goods within home-based enterprises. They found that marginalized subordinated women were empowered through their home-based enterprises.

Misango and Ongiti (2013) examined the economic role of women entrepreneurs in poverty reduction in Kenya. A case study was carried out among women entrepreneurs at the Maasai market within Nairobi City's Central Business District. From the target population of 664, 15% were sampled for this study, through stratified and purposive sampling techniques. Quantitative and qualitative data were collected by use of questionnaires and interviews, hence analyzed concurrently. The study showed that the economic activities carried out by the respondents were similar in nature and included selling of African artifacts, clothing and ornaments. Most respondents (95%) used readily available raw materials to make their products for sale. Majority of the respondents (83%) agreed that the businesses had made them improve their economic status. The businesses contributed to the promotion of tourism, employment and export trade. The study concluded that women entrepreneurs play a major role in poverty reduction in Kenya.

2.3.1.1 Youth Entrepreneurship Education

Entrepreneurship Education means many things to many people. Nwabuama (2014) view entrepreneurship education as the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time survival of an organization after the acquisition of occupational skills. Olawolu and Kaegon (2012) confirms that entrepreneurship education prepares youths to be responsible and entering individuals who become entrepreneurs or entrepreneurial thinkers by exposing them in real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Ememe (2010) observes that entrepreneurship education enables youths to seek for success in ventures through one's effort.

To Ebele (2013) entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. In the view of Swarland (2008), entrepreneurship education aims to stimulate creativity in students, enables them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities whether in a social, cultural or economic context. Amusan (2014) agrees that entrepreneurship education will provide opportunities for students to access their attitude, aptitude and skills relating to those necessary for developing and running business.

Entrepreneurship education entails teaching youths, learners and would-be businessmen, the essential skills required to build viable enterprises, equipping the trainees with skills needed for taking responsibility and developing initiatives of prospective trainees (Ezeani, 2012). According to Abefe (2012), Entrepreneurship education involve a dynamic process of creating wealth through the process of creating something new and in the process assumes both attendant risks and rewards. Izedonmi (2011) states categorically that it is a process of preparing trainees for self-employment.

Okereke and Okorofor (2011) assert that entrepreneurship education has been acknowledged world wide as a potent and viable tool for self-empowerment, job and wealth creation. To Atakpa (2011) Entrepreneurship education is an aspect of education which equips an individual and create in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. Also to Fashua (2014) entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. Hence, the overall purpose of entrepreneurship education is to develop expertise as an entrepreneur. Entrepreneurship 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 (Ogundele, et al., 2012).

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). The World Economic Forum in 2009 claims that the three relationships are suggestive of productive outcomes emanating from education provision (Mitra & Abubakar, 2011). For example, in eradicating extreme hunger and poverty even if developing countries focus on innovation, creativity, talent and resources to overcome poverty, they lack the infrastructure and the expertise to support such an objective (Mitra & Abubakar, 2011). These deficiencies could be overcome through capacity building through entrepreneurship education to transform these assets into products and services, thereby creating more jobs, enhancing their global trade opportunities and reducing the incidence of poverty (Mitra & Abubakar, 2011).

2.3.1.2 Youth Technical Skills

Technical skills involve such things as writing, listening, oral presentation, organizing, coaching, being a team player, and technical know-how. Technical skills also refer to the talent and expertise a person possesses to perform a certain job or task. Technical skills are those abilities acquired through learning and practice. They are often job or task specific; in other words, a particular skill set or proficiency required to perform a specific job or task (Mullins, 2010).

Successful entrepreneurs these days all seem to have at least decent technical skills. At the most basic level, if you can't figure out the concepts behind ecommerce well enough to hire the right person to work on your website, starting up a new business that will grow is virtually impossible. But the skills that seem to make a difference — make it much easier to succeed these days with a new business — go a lot deeper (Alberti, et al., 2014).

2.3.1.3 Youth Business Management Skills

Business management skills include those areas involved in starting, developing and managing an enterprise. Being an entrepreneur means you are your own manager, as well as a manager of others. Your skills need to be extensive in order for you to be successful. An entrepreneur should be able to effectively manage people, a budget, operations and in some instances, investors. This requires someone with a multi-tasking work style who can plan for both the short- and long-term goals of his business (McQuerrey, 2015).

A successful entrepreneur must be able to make wise decisions about how he uses his time, continually evaluating and prioritizing tasks according to relevance and importance. This type of time management includes short- and long-range planning and the ability to participate in economic forecasting and market research. Entrepreneurs must also manage their professional life in conjunction with their family life, striking a balance between work and home (Arogundade, 2011).

Furthermore, a successful entrepreneur has management skills to accurately research his market and develop a comprehensive, multi-year business plan. This includes accounting for growth and development, taking on employees, financing operations and marketing and running or overseeing the day-to-day business functions. This type of business planning includes the ability to manage economic forecasting (McQuerrey, 2015).

In addition to the above successful entrepreneurs must have the managerial skills necessary to evaluate potential employees, hire and train workers and put them in appropriate positions in their company. This means being a good judge of character, finding people who will work well together, and ensuring that staffers are qualified for their jobs. Once employees are on the job, a successful entrepreneur needs to have the ability to manage teams, oversee conflict and dispute resolution and provide ongoing training to encourage high-quality performance (Mullins, 2010).

On the other hand, finding and keeping customers is one of the entrepreneur's most important management undertakings because revenue from customers keeps the business alive. Entrepreneurs must have the management ability to juggle clients, trouble-shoot problems, oversee customer interactions with employees and ensure that customers are satisfied. Successful entrepreneurs are also continually soliciting new business and developing new business networks (Mullins, 2010).

Similarly, an entrepreneur must be able to sell himself and his products and services. The ability to turn leads into sales and sales into ongoing business is a trait important to all entrepreneurs, especially start-ups. Even if you have an exceptional sales force representing your company, customers are likely making their investment in you as much as in your business (Allawadi, 2010).

In addition to the above, even if an entrepreneur hires an accountant or finance professional to track money and other assets, he is ultimately responsible for the financial management of his company. This takes on greater significance when a company is growing rapidly or bringing on investors. A successful entrepreneur has the management skills necessary to review books and financial statements to ensure that he is always aware of his business's finances (McQuerrey, 2015).

Finally, successful entrepreneurs must have strong overall business management skills. This means understanding all aspects of how his business operates, including the regulatory requirements of his industry. Entrepreneurs must be knowledgeable about labor, employment and tax laws, and must stay abreast of industry and market trends. This will help him quickly change direction if economic conditions dictate (Ezeani, 2012).

2.3.1.4 Youth Innovation

Innovation is a new idea, more effective device or process (Maranville, 2013). Innovation can be viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. This is accomplished through more effective products, processes, services, technologies, or ideas that are readily available to markets, governments and society. The term innovation can be defined as something original and more effective and, as a consequence, new, that "breaks into" the market or society (Frankelius, 2009).

Innovation is the use of new knowledge to offer a new product or service that customers want. It is invention plus commercialization. It is according to Porter, a new way of doing things that is commercialized. The process of innovation cannot be separated from firm's strategic and competitive context (Siltala, 2010).

Innovation is fostered by information gathered from new connections; from insights gained by journeys into other disciplines or places; from active, collegial networks and fluid open boundaries. Innovation arises from organizing circles of exchange, where information is not just accumulated or stored, but created. Knowledge is generated a new from connections that were not there before (Bhide, 2012).

Innovation requires a fresh way of looking at things, an understanding of people, and an entrepreneurial willingness to take risks and to work hard. An idea doesn't become an innovation until it is widely adopted and incorporated into people's daily lives. Most people resist change, so a key part of innovating is convincing other people that your idea is a good one – by enlisting their help, and, in doing so, by helping them see the usefulness of the idea (Heyne et al. 2010).

Enterprises throughout the world are experiencing what can be legitimately described as a revolution: rising energy and material costs, fierce international competition, new technologies, increasing use of automation and computers. All these are major challenges, which demand a positive response from the entrepreneur and management if the enterprise is to survive and prosper. At a time when finance is expensive, the firm's liquidity is bordering on crisis, the need for creativity, and innovation is more pressing than ever and as competitors fall by the way side, the rewards for successful products and process are greater (Okpara, 2010).

The instigation of new development is the responsibility of the enterprises themselves, which, through experience, are aware of the difficulties created when undertaking innovative investments in a period of great uncertainty. Innovation calls for special entrepreneurial and management skills, the cooperation of a committed workforce, finance and a climate which will create the optimum overall conditions to encourage success (Shane, 2013).

Schumpeter (2011) believes that the concept of innovation, described as the use of an invention to create a new commercial product or service, is the key force in creating new demand and thus new wealth. Innovation creates new demand and entrepreneurs bring the innovations to the market. This destroys the existing markets and creates new ones, which will in turn be destroyed by even newer products or services.

Successful entrepreneurs require an edge derived from some combination of a creative idea and a superior capacity for execution. The entrepreneur's creativity may involve an innovation product or a process that changes the existing order. Or entrepreneur may have a unique insight about the course or consequence of an external change. Entrepreneurship is the vehicle that drives creativity and innovation. Innovation creates new demand and entrepreneurship brings the innovation to the market. Innovation is the successful development of competitive edge and as such, is the key to entrepreneurship (Chakravorti, 2013).

2.3.2 Poverty Reduction

There seems to be no single universally acceptable definition of poverty because scholars have ascribed various meanings to the term. Generally, poverty is the lack of basic human needs such as clean water, nutrition, health care, education, clothing, shelter and other basic needs because of the inability to afford them. The World Summit on Social Development in Copenhagen (1995) define poverty as a condition characterized by severe deprivation of basic human needs including food, sanitation facilities, education and information. It includes a lack of income and productive resources to ensure sustainable livelihood.

Utomi (2011), Obadan (2012) among others alluded to the definition given above and added that poverty is linked to hunger, and endemic malnutrition which humiliates and dehumanizes its victims. From the fore going, poverty can be described as a situation where a community of people cannot afford the basic necessities of life such as food, clothing and shelter which are

necessary for human existence. Such communities are just in existence but not living a normal human life. According to the United Nations economic and human development index (HDI) any person in a community that is living below two USD dollars a day is assumed to be poor. It is estimated that about 70% of the Nigerian population are under this situation.

Poverty in Nigeria are attributed to various causes. These include: Structural crises arising from exogenous factors such as lack of skill, location disadvantage, changes in economic policies which lead to unemployment Obadan (2012); It can also be caused by natural calamities such as wars, and environmental degradation; Negative rapid changes in macro-economic and monetary policies resulting in low economic growth rate, inflation and the continuous slide in the value of the nation's currency; Dwindling performance of the manufacturing sector of an economy resulting on loss of wage employment.

The Federal Bureau of statistics of Nigeria observed that in 1960, 15% of the Nigerian population was poor. This percentage moved to 28% by 1965. By 1985 poverty index was 46% and by 1996, poverty incidence was 66% or 76.6 million people out of 110 million were poor. In 2006, poverty incidence was estimated to have increased to 70% or 98 million people out of a population of 140 million. Consequently, the United Nations (UN) Human Poverty Index in 2006 placed Nigeria among the 25 poorest nations of the world.

Obadan (2012) and others attributed poverty in Nigeria to Structural crises and reforms; Bad (poor) management of the economy; Low productivity; Inconsistent government policy (policy summersault); Corruption at all levels; and Dwindling performance of the manufacturing sector which lead to job losses especially wage employment.

Faced with the unprecedented poverty level, the Nigerian Federal Government developed some programmes towards poverty alleviation between 1990 and 2010. These programmes among others included: 1) Establishment of Directorate for food, roads and rural infrastructure – DFRI. This directorate was changed with the responsibility to construct feeder roads which will open up the rural areas for easy transportation of goods and human beings especially agricultural products. In effect the objective was to make it easy for transportation of food items from the farms in the rural areas to the urban centres; ii) Establishment of Agricultural Development

Programmes – ADP. This is a World Bank Assisted Programme to enhance agricultural development through extension services to the farmers.

iii) Primary Health Care – PHC. This programme is to enhance health care delivery system in the rural areas which will promote healthy living and healthy workforce in those areas; iv) National Directorate of Employment – NDE. The NDE is to promote self-employment amongst the youth so as to reduce unemployment in those age group of the populace. Ozo – Eson (2007) observed that the NDE has not significantly improved job creation in the country due to a number of factors which have been highlighted and discussed in this paper; v) National Poverty Eradication Programme – NAPEP. This is perhaps the Foremost Federal Government Agency charged with the coordination and monitoring of all poverty eradication efforts at all levels of government. The programme encompasses youth Empowerment Scheme which is geared towards combating unemployment among the youth in the society. However, NAPEP has not been effective in its programme due to lack of effective coordination, political interference and insufficient funding.

vi) National Economic and Empowerment Development Strategy – NEEDS. This is a home grown strategy for accelerated economic development which places emphasis on the private sector of the economy as the key engine of development. It was envisaged that through NEEDS, a large number of new enterprises would be established and create new jobs thereby reducing unemployment in the land; vii) Small and Medium Enterprise Development Agency - SMEDAN. The major function of the agency was to ensure successful establishment and functioning of production units of business organizations especially agricultural ones across Nigeria. The agency was also to identify individuals or groups with viable business ideas and provide those prospective investors with necessary support of fund, equipment and technical advice for the ultimate goal of employment generation in the economy.

Despite all these poverty alleviation programmes, many Nigerian youth still remain largely poverty stricken. The public perception is that there has been little job creation despite the efforts to stem the rising wave of unemployment which principally leads to poverty.

Ajakaiye (2010) observed that the poor performance of the National Economic Programmes in creating jobs towards poverty alleviation is due to a number of factors among which are: Lack of proper coordination and continuity; Policy inconsistency and poor governance; Ineffective

targeting of the poor; Corruption at all levels of governance; Inadequate control mechanism for effective programme development and implementation; Poor funding; and Inappropriate sequence of implementation of the key aspects of the programmes.

2.3.2.1 Increase in Income for youth

Income is the consumption and savings opportunity gained by an entity within a specified timeframe, which is generally expressed in monetary terms (Barr, 2014). However, for households and individuals, "income is the sum of all the wages, salaries, profits, interests payments, rents, and other forms of earnings received... in a given period of time" (Case and Fair, 2012).

Income per capita has been increasing steadily in almost every country. Many factors contribute to people having a higher income such as education, globalisation and favorable political circumstances such as economic freedom and peace. Increase in income also tends to lead to people choosing to work less hours. Developed countries (defined as countries with a "developed economy") have higher incomes as opposed to developing countries tending to have lower incomes (Barr, 2014).

Initial levels of income inequality are important in determining how powerful an effect growth has in reducing poverty. For example, it has been estimated that a one per cent increase in income levels could result in a 4.3 per cent decline in poverty in countries with very low inequality or as little as a 0.6 per cent decline in poverty in highly unequal countries (Ravallion, 2013).

2.3.2.2 Reduced Vulnerability of youth

Vulnerability in this context can be defined as the diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard. The concept is relative and dynamic. Vulnerability is most often associated with poverty, but it can also arise when people are isolated, insecure and defenseless in the face of risk, shock or stress (Miller et al. 2011).

Vulnerability is interpreted in this study as the degree to which a system (such as a social-ecological system) is likely to be wounded or experience harm from a perturbation or stress in

the natural or social environment (Turner et al. 2013). Vulnerability results from a combination of processes that shape the degrees of exposure to a hazard, sensitivity to its stress and impacts, and resilience in the face of those effects. Vulnerability is considered a characteristic of all people, ecosystems, and regions confronting environmental or socioeconomic stresses and, although the level of vulnerability varies widely, it is generally higher among poorer people (Kasperson et al. 2011).

With so many people living below or just above the poverty line, there remains significant potential for vulnerability analysis to be better employed in poverty reduction strategies to determine specific measures to break the cycle of poverty. Vulnerability and vulnerability analysis can deepen our understanding of who is susceptible to environmental stresses and hazards, and why. This was the finding of a recent SEI report by Miller, Elnora, and Maria (2011) from a study that reviewed the attention given to vulnerability to environmental stresses and natural hazards in a number of poverty reduction strategies papers (PRSPs). While it found that vulnerability is increasingly acknowledged as an important dimension of poverty, there remain some challenges in turning this acknowledgement into action.

People everywhere face risks and vulnerabilities but poor people, especially those living in rural areas dependant on agriculture and in tropical ecologies face more than others. There are a number of risks and vulnerabilities that drive and maintain poverty in Sub Saharan Africa (SSA), including harvest failure, market failure and volatility, conflict, and health shocks.

Harvest failure is a key risk for rural households in SSA (Sinha & Lipton, 2014). Africa's geography and agro-ecology (prone to drought as well as intense rain) combine with inefficient agricultural technologies and inadequate agricultural support and result in environmental degradation, unmanaged pests and poor access to inputs, which increase vulnerability. Harvest failure not only affects crop dependent households, but the wider rural economy (including households dependent on non-farm income sources) as well as national well-being and stability. It also can have long-term affects as people sell assets as a coping strategy.

Market failure is a situation in which markets do not function properly. A common cause of market failure is imperfect information. For instance, the difficulty of determining which potential borrowers are creditworthy is given as a reason for badly functioning rural credit

markets and a rationale for the high interest rates charged by money lenders (Department for International Development, 2012).

Market failure and market volatility increase the prevalence of poverty in SSA. This is because, in many instances, the poor do not possess the level of assets (both physical and human capital assets) required to protect themselves from shocks resulting from markets. Market fragmentation – inadequate institutional and infrastructural linkages (e.g. railway, roads, landline and mobile telecommunications) between local, national and international markets – means that markets are poorly integrated, over both time and space. This not only affects physical markets but reduces producers' and traders' access to information that signals price changes, which limits their ability to change their patterns of production and trade to avoid economic shocks. The advantages of rural infrastructure and markets is seen in Tanzania, where households within 100 metres of a year-around road that has a regular bus service, earn on average one-third more per capita than the rural average (Bird, 2015).

Market volatility is driven by international economic shifts or more localized market failures. International market volatility in key staples and commodities (e.g. coffee, sugar, cocoa, tea) can lead to higher prices (as in Uganda in the late 1990s) but also to low prices, which cause extreme hardship for producers. The catastrophic impact of the collapse of coffee prices in recent years in Ethiopia, Burundi and Uganda is demonstrative of this (CPRC, 2014). But price volatility can also be a poverty driver for urban and net consumer households. This is because the cost of their basket of goods increases as the price of staples, including fuel oil, rises. Such price rises have a similar impact on national budgets as well, as the 1970s oil crisis did throughout SSA, and mass importations of maize had in southern Africa in the 1990s.

A strong association is found between high levels of conflict and multidimensional poverty. For example, between 1997 and 2006, nearly 40% of low human-development states globally were found to be affected by armed conflict, compared with less than 2% of high and a third of medium human development states (Ploughshares, 2010). This is significant because African countries are prone to conflict. In 2009 Africa, with 13% of the global population, had over 40% of the world's violent conflicts; eleven countries were affected directly (Ploughshares, 2010).

Violent conflict has direct, immediate and devastating impacts, including injury, battlefield and civilian deaths, the destruction of household assets and displacement. It has indirect and long-term poverty impacts by increasing dependency ratios, resulting from an absence of men and an increase in the proportion of disabled and elderly, as well as women and children. It destroys public infrastructure and assets, disrupts livelihoods and reduces savings, undermines law and order and political processes, and causes social and cultural erosion and dislocation. It has generated millions of African refugees (over 3 million in 2006), which are costly for host countries as they put pressure on domestic resources, jobs, and services (Stewart and Fitzgerald, 2010).

Sudden or prolonged ill health often results in a downward spiral of asset loss and impoverishment as people are forced to abandon productive activities. The relationship between ill health and poverty is complex and works in both directions: illness can cause poverty and poverty can contribute to poor health (Grant, 2015).

Health statistics in SSA are alarming. The under-five mortality rate in 2005 was 166/1000 – a figure that has hardly improved in two decades and is twice the developing world’s average. Poor maternal health is a scandal, with the odds that a SSA woman will die from complications during pregnancy and childbirth at 1 in 16 – compared with a developed-world rate of 1 in 3800 (United Nations Department of Public Information, 2007). Life expectancy in SSA is today lower than it was three decades ago, with an average life expectancy of about 50 years in 2000-05 (UNDP, 2007).

2.3.2.3 Employment and Productivity for youth

Economic growth has the indirect potential to alleviate poverty, as a result of simultaneous increases in employment opportunities and labour productivity (Melamed et al. 2011). A study by researchers at the Overseas Development Institute (ODI) of 24 countries that experienced growth found that in 18 cases, poverty was alleviated. However, employment is no guarantee of escaping poverty, the International Labour Organisation (ILO) estimates that as many as 40% of workers are poor, not earning enough to keep their families above the \$2 a day poverty line. For instance, in India most of the chronically poor are wage earners in formal employment, because their jobs are insecure and low paid and offer no chance to accumulate wealth to avoid risks. This appears to be the result of a negative relationship between employment creation and

increased productivity, when a simultaneous positive increase is required to reduce poverty. According to the UNRISD, increasing labour productivity appears to have a negative impact on job creation: in the 1960s, a 1% increase in output per worker was associated with a reduction in employment growth of 0.07%, by the first decade of this century the same productivity increase implies reduced employment growth by 0.54% (Melamed et al. 2011).

Increases in employment without increases in productivity leads to a rise in the number of “working poor”, which is why some experts are now promoting the creation of “quality” and not “quantity” in labour market policies. This approach does highlight how higher productivity has helped reduce poverty in East Asia, but the negative impact is beginning to show. In Viet Nam, for example, employment growth has slowed while productivity growth has continued. Furthermore, productivity increases do not always lead to increased wages, as can be seen in the US, where the gap between productivity and wages has been rising since the 1980s. The ODI study showed that other sectors were just as important in reducing unemployment, as manufacturing. The services sector is most effective at translating productivity growth into employment growth. Agriculture provides a safety net for jobs and economic buffer when other sectors are struggling. This study suggests a more nuanced understanding of economic growth and quality of life and poverty alleviation (Klein, 2012).

2.3.3 The Relationship between Youth Entrepreneurship and Poverty Reduction in Tudun Wada Local Government, Kano State, Nigeria

A study by Ogundele et al. (2012) on entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria confirmed that entrepreneurship training and education were significantly related to the youth empowerment and social welfare services. Furthermore, youth empowerment was found to be influenced by acquired technical skill. The study recommended that effective technical education, youth empowerment, and social welfare service as a catalyst for poverty alleviation.

A study by Adebayo and Nassar (2014) on the impact of micro and small business entrepreneurship on poverty reduction in Ibadan Metropolis, South Western Nigeria revealed a significant impact on small business entrepreneurship on poverty reduction. In addition to that, the study found that the impact could have been more pronounced but for some socio-economic,

infrastructural and management challenges, poverty reduction could not be substantively achieved. The recommended strengthening of youth entrepreneurship, increased publicity of government Business Development and Support Services, liberalization of access to and usage of business premises, reduction in cost of production, improvement of infrastructural facilities among others.

Furthermore, a study by Ibitoye et al. (2015) empirically examined the impact of entrepreneurship training and education on poverty reduction in Nigeria. The result emanated from the findings suggested that there exist a positive and significant relationship between entrepreneurship and poverty reduction. The study therefore recommended that the government should be wary of encouraging entrepreneurship training in all level of government as well entrenching its primary schools, tertiary institutions and inculcating it in the National University Commission curriculum.

According to Holmes et al. (2013) study, there is a strong empirical evidence that employment creation generally increases incomes and reduces poverty in low-income countries at both micro and macro levels, and a significant body of research decomposes the effect of various factors on poverty, illustrating the critical role of unemployment as a major determinant of poverty in both middle- and low-income countries. Employment has been viewed as a key mechanism for the transmission of economic growth as well as poverty reduction both directly and indirectly by providing, incomes while also stimulating demand at both the macro and micro levels.

Maswari et al. (2013) carried out a study on the impact of micro-finance services on poverty alleviation in Kisii County, Kenya. The study employed a causal study. The population for this study consisted of six microfinance institutions registered under AMFI that were consistently operational in the Kisii County between January 2008 and December 2013. The study found out that four variables were considered relevant in explaining the effects of microfinance institutions on the poverty alleviation in Kisii County. Credit facilities had the highest impact followed by personal savings of the residents, training services and finally insurance. The study recommended that the MFIs operating in the County be empowered through provision of finances which could be advanced to the locals as credit to facilitate rapid economic growth.

Oni and Akinlo (2012) carried out a study to examine the impact of microfinance on poverty alleviation in Ondo State, Nigeria. The study was based on a survey of 240 beneficiaries of microcredit loans in Ondo State. The results of the analysis showed that most beneficiaries of micro credit loans were educated youth between the age brackets of 18 and 40 years. Many of the beneficiaries utilized their loans to procure durable equipment needed in their small scale enterprises. The results showed that loan empowerment had a significant positive effect on beneficiaries' welfare. Access to credit allowed the beneficiaries take advantage of economic opportunities by providing a fundamental basis for planning and expanding business activities.

2.3.4 Research Gaps

Several empirical studies (Ogundele et al. 2012; Adebayo and Nassar (2014); and Ibitoye et al. (2015) as cited in the above paragraphs have been done on entrepreneurship training and poverty reduction; micro and small business entrepreneurship on poverty reduction; and entrepreneurship training and education on poverty reduction in Nigeria. However, there was no study done on the relationship between entrepreneurship and poverty reduction among the youth in Tudun Wada Local Governmen-Kano State, Nigeria. This study however was intended to close the above research gap.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter dealt with the practical procedures which were used in carrying out this study. It gives details of the research design to be adopted, population of study, nature of sample, sampling procedure, data collection procedures and the final data analysis techniques that will be applied. It gives the framework within which data will be collected and analyzed.

3.1 Model Specification

This study adopted ordinary least squares (OLS) model. Ordinary least-squares (OLS) regression is a generalized linear modeling technique that may be used to model a single response variable which has been recorded on at least an interval scale (Hutcheson & Moutinho, 2008). The technique may be applied to single or multiple explanatory variables and also categorical explanatory variables that have been appropriately coded.

At a very basic level, the relationship between a continuous response variable (Y) and a continuous explanatory variable (X) may be represented using a line of best-fit, where Y is predicted, at least to some extent, by X. If this relationship is linear, it may be appropriately represented mathematically using the straight line equation 'Y = α + β X'. In our study, Poverty Reduction (PR) is predicted by Youth Entrepreneurship (YE);

Single explanatory variable

Equation: $PR = \alpha + \beta YE$ (1)

Where; α =the value of PR when YE is equal to zero (also known as the intercept)

β = the slope of the line (also known as the regression coefficient)

The regression coefficient β describes the change in PR that is associated with a unit change in YE.

Table 3.1: Study Population and Sample Size

Division	Target Population	Sample Size
Yaryasa	12,998	33
Tudun Wada A	06,247	16
Tudun Wada B	07,461	19
Karefa	12,871	32
Nata'ala	11,071	28
Burum-burum	11,840	30
Jita	12,729	32
Dalawa	09,547	24
Janduste	10,904	27
Baburi	10,554	26
Shawaki	09,890	25
Total	116,112	291

3.5 Sampling Procedure

The researcher used simple random sampling to select youth entrepreneurship groups within Tudun Wada local government. This was intended to make sure each group had equal opportunity of participating in the study. In addition to that, the researcher used purposive sampling to select representatives from the sampled youth groups as indicated in table 3.1.

3.6 Data Collection Instruments

3.6.1 Questionnaires

The study made use of closed ended questionnaire to elicit information on the study's main constructs. The questionnaire was divided into three sections, namely: the demographic characteristics of the population which comprised of age, sex, education level, business experience; while the second section looked at youth involvement in entrepreneurship in terms of entrepreneurship education (5-items), technical skills (5-items), business management skills (5-items) and innovation (5-items). On the other hand, the level of poverty reduction was looked at in terms of increase in income (5-items), reduced vulnerability (5-items) and employment and productivity (5-items). The closed ended questionnaires were distributed to only the youth who

were involved in entrepreneurial activities and who had benefited from government funding programme targeted at poverty reduction among the youth. The closed ended questionnaires used a five likert scale, where 5=strongly agree, 4=agree, 3=not sure, 2=disagree, and 1=strongly disagree. The researcher preferred to use the five likert scale because it captures all the opinions of the respondents without leaving any suggestion out.

3.7 Validity and Reliability

3.7.1 Validity

This study notes that validity precipitates the concern of whether the findings are a true and correct representation of what it purports to measure and how accurately it represents what will be happening in the situation under observation (Collins & Hussey, 2003). This contribution is incorporated in this study and forms a cornerstone of the research. In view of the above, factor analysis (Kaiser-Meiyer Okin (KMO) validity test) was performed to confirm the construct validity of the instrument. According to the accepted rule of thumb for measuring construct validity using KMO values as suggested by DeCoster (2004), value of 0.900 and above is superb, 0.800 – 0.899 is great, 0.700 – 0.799 is good, 0.600 – 0.699 is mediocre, 0.500 – 0.599 is acceptable, while below 0.500 is unacceptable. As regard the findings of this study, the validity of youth entrepreneurship was 0.794 and was interpreted as Good (DeCoster, 2004), while the validity of poverty reduction was 0.871 and was interpreted as Great (DeCoster, 2004). Table 3.2 gives the details of the findings.

Table 3.2: Validity of the Study Variables

Youth Entrepreneurship		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.794
Bartlett's Test of Sphericity	Approx. Chi-Square	1485.046
	Df	190
	Sig.	.000
Poverty reduction		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.871
Bartlett's Test of Sphericity	Approx. Chi-Square	1277.904
	Df	105
	Sig.	.000

3.7.2 Reliability

In order to ensure that the questionnaire was reliable and can consistently produce reliable data when administered, the researcher determined its reliability by measuring the internal consistency of the instrument. This reliability analysis was conducted on a piloted survey prior to official data collection so as to ensure that the questionnaire provide reliable data for the study. This was achieved using test- retest method of measuring reliability using ten different samples in a time interval of two weeks. The results from the two occasions were compared and were found to be consisted. Furthermore, the researcher also worked hand in hand with his supervisor and other experts in the field of economics to adjust the questionnaires accordingly. Lastly, the study employed Cronbach's alpha to determine the reliability of the questionnaire. The items of the questionnaire were considered to represent a measure of high internal consistency if the total alpha value was more than 0.70 (Amin, 2005). According to table 3.3, all items had high internal consistency of more than 0.70.

Table 3.3: Reliability of the Study Variables

Variables tested	Cronbach's alpha	N of Items
Youth Entrepreneurship	0.794	20
Poverty Reduction	0.835	15

3.8 Data Collection Procedures

An introduction letter was obtained from the College of Higher Degrees and Research of Kampala International University after the approval of the validity of the questionnaires. The researcher briefed the respondents about his intentions to carry out a study about their businesses. The researcher then asked the respondents/business owners to sign the informed consent form. The researcher asked the respondents to answer all the questions in the questionnaires. After retrieval of the questionnaires, the researcher then arranged for data analysis.

3.9 Data Analysis

Data from the field was compiled, sorted, edited and coded to have the required quality, accuracy and completeness. Then it was entered into the computer using the Statistical Package for Social Sciences (SPSS v. 22.0) for analysis. During the analysis of the data, frequencies and percentage

distribution were used to analyze data on the profile of the respondents. The descriptive statistics involved the measure of central tendency (weighted mean) and measures of dispersion (standard deviation) to establish youth involvement in entrepreneurship and the level of poverty reduction. Furthermore, Pearson Correlation Coefficient and Regression Analysis were done to determine if there is a significant relationship between youth entrepreneurship and poverty reduction. The level of significance was measured at 0.01.

3.10 Ethical Considerations

The following strategies were adapted to ensure the moral justification of the investigation.

The researcher got authorization letter from the University before conducting any research. Furthermore, consent of the respondents was got by giving the respondents consent forms to fill in. In addition, the names or identifications of the respondents were anonymous and information collected from them was treated with utmost confidentiality. In addition to that, the researcher acted honestly, fairly and respectfully to all other stakeholders that were involved in this study. Not only that, the researcher accurately attributed to the sources of information in an effort to celebrate the works of past scholars or researchers. This ensured that no plagiarism occurred. Last but not least, the researcher worked according to generally acceptable norms of research.

3.11 Limitation of the Study

- i. Uncooperative behavior of some respondents, un-approachable respondents and those who were reluctant to give information limited the researcher in this study. However the researcher mitigated this by assuring the respondents that the study was for academic intentions only and he showed them his university identity card and university letter permitting him to carry out the research.
- ii. Furthermore, the researcher was limited by extraneous variables such as honesty of the respondents where some of them did not say the truth. The researcher mitigated this by encouraging the respondents to be truthful since the results of the study if released would help them understand why their businesses have been poorly performing and then take the recommendations from the study to benefit their business performances.

- iii. Some respondents viewed the study as aiming at victimizing their businesses but the researcher explained to them that the research was purely academic and would be confidential for academic purposes only.
- iv. Some respondents were not able to respond to the questionnaire in a timely manner but the researcher carried out constant calls and visitations to the sampled population to ensure that all questionnaires were responded to and collected.
- v. Some respondents wanted to be paid for their participation thinking it was a government programme that had allowances for participation. The researcher explained to them that it was not a government programme.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis of the data gathered and interpretation thereof. It gives the demographic characteristics of the respondents and variables used.

4.1 Response Rate

The researcher distributed 291 questionnaires but was able to retrieve only 272 questionnaires that were correctly filled and answered. This gave a retrieval rate of 93%, according to Amin (2005), if the response rate is more than 70%, this is enough to carry on and continue with data analysis. Table 4.1 gives the summary of the response rate of each of the divisions in Tudun Wada local government.

Table 4.1: Response Rate

Division	Distributed questionnaires	Retrieved questionnaires	Response rate (%)
Yaryasa	33	31	94
Tudun Wada A	16	15	94
Tudun Wada B	19	17	89
Karefa	32	31	97
Nata'ala	28	26	93
Burum-burum	30	29	97
Jita	32	30	94
Dalawa	24	20	83
Janduste	27	26	96
Baburi	26	23	88
Shawaki	25	24	96
Total	291	272	93

Source: primary data, 2016

4.2 Demographic Characteristics of the Respondents

This section determines the demographic characteristics of the respondents. To achieve it, questionnaires were distributed to capture these responses. Frequencies and percentage distribution tables were employed to summarize the demographic characteristics of the respondents in terms of age, gender, education level, and business experience. Table 4.1 gives the summary of the findings.

Table 4.2: Demographic Characteristics of the Respondents

Gender	Frequency	Percent (%)
Female	148	54.4
Male	124	45.6
Total	272	100.0
Age		
Less than 20years	1	0.4
20-29years	205	75.4
30-39years	60	22.1
40-49years	6	2.2
Total	272	100.0
Educational Level		
Primary	8	2.9
Secondary	154	56.6
Vocational training institute	78	28.7
University graduate	32	11.8
Total	272	100.0
Business Experience		
1-2years	31	11.4
2-4years	204	75.0
4-6years	37	13.6
Total	272	100.0

Source: primary data, 2016

Table 4.2 revealed that majority, 54.4% of the respondents were female, while 45.6% were male. The dominance of the female in the study implies that they are at the forefront of the fight against poverty in Tudun Wada Local Government.

Furthermore, table 4.2 revealed that majority, 75.4% of the respondents were within the age group of 20-29 years, followed by 22.1% who were within the age group of 30-39 years, while those within the age group of 40-49 years and less than 20 years were represented by 2.2% and 0.4% respectively. The dominance of the youth within the age group of 20-29 years imply that this age group are more active in entrepreneurship because they have the desire to get out of poverty and unemployment.

In addition to that, table 4.2 revealed that majority, 56.6% of the respondents were educated up to secondary level, followed by 28.7% who had vocational training certificates, while those with university and primary level of education were represented by 11.8% and 2.9% respectively. The dominance of secondary dropouts in this study implies that because of poverty, they could not further their education hence could not get decent employment. This means that the only way of survival was to start micro businesses under government support and programmes in the fight against poverty.

Similarly, table 4.2 revealed that majority, 75% of the respondents had business experience of 2-4 years, followed by 13.6% who had business experience of 4-6 years and only 11.4% who had business experience of 1-2 years. The dominance of the youth with business experience of 2-4 years implies that most of them have just benefited from entrepreneurship education that inspired them to start small businesses.

4.3 Youth Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria

Objective one: the first objective of this study was to establish youth involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria. In order to achieve this objective, the questionnaires were distributed to the youth and the summary of their responses were presented on table 4.3.

Table 4.3: Entrepreneurship Education

N=272

Youth Entrepreneurship	Mean	Std. Deviation	Interpretation
Entrepreneurship education			
i benefited from government programme of youth entrepreneurship education	4.49	1.076	Very satisfactory
youth entrepreneurship training helped me to realize my business potentials	4.47	1.152	Very satisfactory
Youth entrepreneurship education improved my personal skills	4.21	1.426	Very satisfactory
Youth entrepreneurship education improved my business knowledge	4.20	1.400	Very satisfactory
personal entrepreneurial skills improved my economic/social welfare	4.15	1.387	Very satisfactory
Average mean	4.30	1.288	Very satisfactory
Technical Skills			
I have the much needed skills in running my nature of business	4.90	.390	Very satisfactory
I understand the business i am doing very well	4.47	.994	Very satisfactory
technical education enhanced my empowerment	4.04	1.372	Very satisfactory
my technical skills improved after each training program i attended	3.95	1.344	Satisfactory
I do not spend a lot to repair and maintain my machinery, i do it myself	3.93	1.389	Satisfactory
Average mean	4.26	1.098	Very satisfactory
Business management skills			
I am always aware of my business's finances.	4.22	1.520	Very satisfactory
I always invent new ways of doing my business	4.15	1.585	Very satisfactory
I keep records of all the transactions made in my business	4.14	1.565	Very satisfactory

I have good customer relation	3.88	1.675	Satisfactory
I can balance time between my business and my family time.	3.75	1.822	Satisfactory
Average mean	4.03	1.633	Very satisfactory
Innovation			
I witness new product innovation.	4.15	1.459	Very satisfactory
My business created more business opportunities.	4.06	1.637	Very satisfactory
My creativity makes me to be distinctive from other competitors.	3.93	1.719	Satisfactory
I have innovated new ways of attracting new customers.	3.84	1.780	Satisfactory
My creativity positively increases my revenue.	3.78	1.787	Satisfactory
Average mean	3.95	1.676	Satisfactory
Overall average mean	4.14	1.424	Very satisfactory

Source: primary data, 2016

#	Mean Range	Response Mode	Interpretation
5	4.01-4.75	Strongly Agree	Very satisfactory
4	3.26-4.00	Agree	Satisfactory
3	2.51-3.25	Undecided	Fairly satisfactory
2	1.76-2.50	Disagree	Unsatisfactory
1	1.00-1.75	Strongly Disagree	Very Unsatisfactory

The results presented in table 4.3 revealed that *entrepreneurship education* was assessed by the respondents as very satisfactory (average mean=4.30). This was attributed to the fact that majority of the respondents strongly agreed that entrepreneurship education helped them to realize their business potentials (mean=4.47, Std=1.152), improve their personal skills (mean=4.21, Std=1.426), improve their business knowledge (mean=4.20, Std=1.400) and improve their economic/social welfare (mean=4.15, Std=1.387). All the above results were interpreted as very satisfactory. This implies that the benefit of youth entrepreneurship education as a government programme in this study included among others: improvement in business potential, knowledge, skills, and welfare. This is because, most of the entrepreneurship education

provided by the government range from financial management, customer management to product/service management. This kind of education helps to equip both the educated and the less educated youth mentally and psychologically before they can engage in any business venture.

Furthermore, table 4.3 revealed that *technical skills* was assessed by respondents as very satisfactory (average mean=4.26). This was attributed to the fact that majority of the respondents strongly agreed that they have the much needed skills in running their nature of business (mean=4.90, Std=0.390), and that they understand the business they are doing very well (mean=4.47, Std=0.994), while others also strongly agreed that technical education enhanced their empowerment (mean=4.04, Std=1.372). All the above results were interpreted as very satisfactory. The results imply that due to youth entrepreneurship education, most of them acquired technical skills which enabled them to successfully operate their business by reducing unnecessary expenditures. In other words, without such technical skills, the youth would not be in position to operate or manage their small businesses. The technical skills in question include among others, ability to repair and maintain business equipments, customer and supplier relations, expenditure management, saving culture and financial discipline, business to business networking etc.

Similarly, table 4.3 revealed that *business management skills* was assessed by respondents as very satisfactory (average mean=4.03). This was attributed to the fact that majority of the respondents strongly agreed that they are always aware of their business's finances (mean=4.22, Std=1.520), always invent new ways of doing their business (mean=4.15, Std=1.585) and keep records of all the transactions made in their businesses (mean=4.14, Std=1.565). The above results were interpreted as very satisfactory. In addition to that, respondents also agreed that they have good customer relation (mean=3.88, Std=1.675) and can balance time between their business and their family time (mean=3.75, Std=1.822). This result was interpreted as satisfactory. The above results imply that the business skills of the youth have been very outstanding given the fact that they are aware of their business finances, record keeping and customer relations; such practices is a life jacket for small businesses of such kind.

In addition to the above results, table 4.3 revealed that *innovation* was assessed by respondents as satisfactory (average mean=3.95). This was attributed to the fact that majority of the

respondents strongly agreed that they have witnessed new product innovation (mean=4.15, Std=1.459) and that their business created more business opportunities (mean=4.06, Std=1.637). The above results were interpreted as very satisfactory. Furthermore, respondents agreed that their creativity makes them to be distinctive from other competitors (mean=3.93, Std=1.719), positively increases their revenue (mean=3.78, Std=1.787) and have since then innovated new ways of attracting new customers (mean=3.84, Std=1.780). The above results were interpreted as satisfactory. The above results imply that youth innovation has been able to create new businesses opportunities for them, and helped them to out-compete their competitors, attract new customers and increase their revenue.

Last but not least, table 4.3 revealed that the overall level of youth involvement in entrepreneurship in Tudun Wada local government was very satisfactory (overall average mean=4.14, Std=1.424). This was attributed to the fact that entrepreneurship education was assessed by respondents as very satisfactory (average mean=4.30, Std=1.288), followed by technical skills (average mean=4.26, Std=1.098), business management skills (average mean=4.03, Std=1.633), and lastly innovation (average mean=3.95, Std=1.676).

4.4 The Level of Poverty Reduction among Youth Due To Their Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria

Objective two: the second objective of this study is to assess the level of poverty reduction among youth due to their involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria. In order to achieve this objective, the questionnaires were distributed to the youth and the summary of their responses were presented on table 4.4.

Table 4.4: The Level of Poverty Reduction

N=272

Poverty Reduction	Mean	Std. Deviation	Interpretation
Increase in Income			
I am in position to pay school fees for my younger brothers and sisters.	4.01	1.410	Very satisfactory
I can pay utility bills for my household.	3.99	1.639	Satisfactory
I can afford to pay hospital bills for my household members better than before.	3.91	1.597	Satisfactory
I can afford basic needs for my family members.	3.85	1.571	Satisfactory
I have started a new business besides the one I have.	3.84	1.687	Satisfactory
Average mean	3.92	1.581	Satisfactory
Reduced vulnerability			
I can afford enough food for my family.	4.05	1.625	Very satisfactory
I no longer depend on my parents to assist me financially.	3.94	1.681	Satisfactory
My family is no longer a shame in the community.	3.87	1.637	Satisfactory
I have managed to build a small house with iron sheets for my family.	1.61	.489	Very unsatisfactory
I have managed to open for my relatives small business for self-sustainability.	1.79	.821	Very unsatisfactory
Average mean	3.05	1.251	Fairly satisfactory
Employment and productivity			
I am now more productive than before.	4.21	1.370	Very satisfactory
My business earns me reasonable profit every month.	3.94	1.643	Satisfactory
My business capital increased in the last 3 years.	3.93	1.483	Satisfactory

My business has employed other people.	1.15	.494	Very unsatisfactory
My business is financially stable.	1.17	.492	Very unsatisfactory
Average mean	2.88	1.096	Fairly satisfactory
Overall average mean	3.28	1.309	Satisfactory

Source: primary data, 2016

The results presented in table 4.4 revealed that *increase in income* was assessed by respondents as satisfactory (average mean=3.92, Std=1.581). This was because majority of the respondents strongly agreed that they are in position to pay school fees for their younger brothers and sisters (mean=4.01, Std=1.410) and was interpreted as very satisfactory. In addition to that, respondents agreed that they can pay utility bills (mean=3.99, Std=1.639), hospital bills (mean=3.91, Std=1.597) and also afford basic needs for their households (mean=3.85, Std=1.571). This implies that due to youth involvement in entrepreneurship, the youth livelihood have positively changed due to increase in the level of income which has enabled them to be able to afford basic needs, pay utility and hospital bills respectively. This means that such households are no longer living below poverty line.

The findings in table 4.4 revealed that *reduced vulnerability* was assessed by respondents as fairly satisfactory (average mean=3.05, Std=1.251). This was attributed to the fact that majority of the respondents strongly agreed that they can afford enough food for their family (mean=4.05, Std=1.625). This was interpreted as very satisfactory. Furthermore, respondents also agreed that they no longer depend on their parents to assist them financially (mean=3.94, Std=1.681) and that their family is no longer a shamed in the community (mean=3.87, Std=1.637). However, respondents strongly disagreed that they had have managed to build a small house with iron sheets for their family (mean=1.61, Std=0.489) or open for their relatives small business for self-sustainability (mean=1.79, Std=0.821). The results above shows that youth are not so much vulnerable as should have been expected. This is because due to increase in income, they have been able to afford enough food for themselves and their families, and also assist their parents financially.

Furthermore, table 4.4 revealed that *employment and productivity* was assessed by respondents as fairly satisfactory (average mean=2.88, Std=1.096). This was attributed to the fact that majority of the respondents strongly agreed that they are more productive than before

(mean=4.21, Std=1.370) and that their business earns them reasonable profit every month (mean=3.94, Std=1.643) hence causing an increase in their capital in the last 3 years (mean=3.93, Std=1.483). The above results imply that due to entrepreneurship education and attainment of both technical and business management skills, the youth have become more productive, and their productivity has been able to make them venture into entrepreneurial activities that earned them profits and consequent capital increase in the last three years.

However, respondents strongly disagreed that their businesses had employed other people (mean=1.15, Std=0.94). They also strongly disagreed that their businesses were financially stable (mean=1.17, Std=0.492). The results imply that much as the small businesses being operated by the youth are thriving, they have not yet grown and expanded enough to allow room for employing more people. Most of the businesses run by the youth are group businesses that are still at micro level and have not yet grown enough both in capital and assets to allow further expansion or employment of non-members within the different youth groups.

The study revealed that the overall level of poverty reduction among the youth due to their involvement in entrepreneurial activities was satisfactory (overall average mean=3.28, Std=1.309). This was attributed to the fact the level of increase in income among the youth was assessed as satisfactory (average mean=3.92). However, reduced vulnerability (average mean=3.05), and employment and productivity (average mean=2.88) were assessed as fairly satisfactory.

4.5 The Relationship Between Youth Entrepreneurship and Poverty Reduction in Tudun Wada Local Government, Kano State, Nigeria

Objective three: the third objective of this study was to determine the relationship between youth entrepreneurship and poverty reduction in Tudun Wada local government, Kano State, Nigeria. The summary of the findings were summarized in table 4.5.

Table 4.5: The Relationship Between Youth Entrepreneurship And Poverty Reduction In Tudun Wada Local Government, Kano State, Nigeria

Variables	Pearson correlation	Significance	Decision on hypothesis
Youth entrepreneurship Vs poverty reduction	.711**	.003	Rejected

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

The results presented in table 4.5 reveal a positive and strong relationship between youth involvement in entrepreneurship and the level of poverty reduction in Tudun Wada at 0.01 level of significance ($r=0.711^{**}$, $p<0.01$). The null hypothesis is therefore rejected and the alternative hypothesis upheld that there is a positive and significant relationship between youth entrepreneurship and poverty reduction in Tudun Wada Local Government. This implies that if youth get involved in entrepreneurship activities, there is a high likelihood of poverty reduction in their households. However, if youth do not participate in entrepreneurial activities, it becomes difficult to reduce poverty in their households.

Table 4.6: Linear Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.711 ^a	.505	.467	.85401	.505	13.284	1	13	.003
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.			
	B	Std. Error	Beta						
1 (Constant)	2.351	.660			3.561	.014			
Innovation	.561	.329	.175		.204	.048			
Entrepreneurship education	.285	.284	.375		.124	.003			
Technical skills	.200	.327	.289		.311	.021			
Business management skills	.203	.291	.330		.698	.003			

a. Dependent Variable: poverty reduction

Table 4.6 revealed that all the variables that measured youth entrepreneurship (i.e. entrepreneurship education, technical skills, and business management skill) together can predict up to 46.7% variation in the level of poverty reduction among the youth in Tudun Wada Local Government (Adjusted R Square=0.467). This implies that youth entrepreneurship should be encouraged since it contributes close to 50% poverty reduction among the youth. However, the results may also mean that apart from youth entrepreneurship, other efforts by the government of Nigeria to reduce poverty among the youth have also contributed substantive level of poverty reduction among the youth. Such efforts include among others National Directorate of Employment (NDE), National Economic Empowerment and Development Strategy (NEEDS), State Economic Empowerment and Development Strategy (SEEDS), Local Government Economic Empowerment and Development Strategy (LEEDs), Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) etc.

Furthermore, table 4.6 revealed that among the variables that measured youth level of involvement in entrepreneurship; entrepreneurship education was the highest predictor of the variance in the level of poverty reduction 37.5% (Beta=0.375), followed by business management skills 33% (Beta=0.330), followed by technical skills 28.9% (Beta=0.289) and lastly innovation was 17.5% (Beta=0.175).

Table 4.7: Final Regression Model

Variable	Coefficient (β)	P-Value
Constant	2.351	1.000
Entrepreneurship education (EE)	.175	.048*
Business management skills (BMS)	.375	.003*
Technical Skills (TS)	.289	.021*
Innovation (IN)	.330	.003*
Prob>F=0.000		
R-Square=1.000		

Constant: poverty reduction

*. Correlation is significant at the 0.05 level (2-tailed).

Source: *primary data, 2016*

From the table above, we confirm that the model is fit since the F, value is 0.000 which is less than 0.05 level of significance. This implies that all variables comfortably fit in the model.

Linearly our model becomes:

$$PR = \alpha + YE (\beta_1 EE + \beta_2 BMS + \beta_3 TS + \beta_4 IN) \dots \dots \dots (2)$$

$$PR = 6.478 + 1 (0.048 EE + 0.003 BMS + 0.021 TS + 0.003 IN) \dots \dots \dots (3)$$

The results in table 4.7 shows that entrepreneurship education, business management skills, technical skills and innovation are significantly associated with poverty reduction ($p < 0.05$).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the study guided by the study objectives. The discussion was done by exploring the research findings relative to what other researchers in the fields that pertain to the variables have confirmed. The study was later concluded and appropriate recommendations accruing from the findings were made.

5.1 Discussion of the Findings

5.1.1 Youth Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria

Objective one: the first objective of this study was to establish youth involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria. The study found that the overall level of youth involvement in entrepreneurship in Tudun Wada local government was very satisfactory (overall average mean=4.14, Std=1.424). This was attributed to the fact that entrepreneurship education was assessed by respondents as very satisfactory (average mean=4.30, Std=1.288), followed by technical skills (average mean=4.26, Std=1.098), business management skills (average mean=4.03, Std=1.633), and lastly innovation (average mean=3.95, Std=1.676).

In relation to the above, the study found that entrepreneurship education was assessed by the respondents as very satisfactory (average mean=4.30). This was attributed to the fact that respondents pointed out that entrepreneurship education helped them to realize their business potentials, improve their personal skills, improve their business knowledge, and improve their economic/social welfare. All the above results were interpreted as very satisfactory.

The above findings agree with that of Olawolu and Kaegon (2012) who confirms that entrepreneurship education prepares youths to be responsible and entering individuals who become entrepreneurs or entrepreneurial thinkers by exposing them in real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Ezeani (2012) also agrees that entrepreneurship education entails teaching youths, learners and would-be businessmen, the essential skills required to build

viable enterprises, equipping the trainees with skills needed for taking responsibility and developing initiatives of prospective trainees.

This implies that the benefit of youth entrepreneurship education as a government programme in Tudun Wada Local Government include among others: improvement in business potential, knowledge, skills, and welfare. This is because, most of the entrepreneurship education provided by the government range from financial management, customer management to product/service management. This kind of education helps to equip both the educated and the less educated youth mentally and psychologically before they can engage in any business venture.

Furthermore, the study found out that technical skills among the youth was very satisfactory (average mean=4.26). The results imply that due to youth entrepreneurship education, most of them acquired technical skills which enabled them to successfully operate their business by reducing unnecessary expenditures. This study agrees with that of Alberti et al. (2014) who says successful entrepreneurs these days all seem to have at least decent technical skills.

This implies that without such technical skills, the youth would not be in position to operate or manage their small businesses. The technical skills in question include among others, ability to repair and maintain business equipments, customer and supplier relations, expenditure management, saving culture and financial discipline, business to business networking etc.

Similarly, the study found that business management skills was very satisfactory (average mean=4.03). The results imply that the business skills of the youth have been very outstanding given the fact that they are aware of their business finances, record keeping and customer relations; such practices are a life jacket for small businesses of such kind. This study agrees with that of (McQuerrey, 2015) who found that a successful entrepreneur has management skills to accurately research his market and develop a comprehensive, multi-year business plan. This includes accounting for growth and development, taking on employees, financing operations and marketing and running or overseeing the day-to-day business functions.

Mullins (2010) also found that finding and keeping customers is one of the entrepreneur's most important management undertakings because revenue from customers keeps the business alive. Mullins (2010) advices that entrepreneurs must have the management ability to juggle clients, trouble-shoot problems, oversee customer interactions with employees and ensure that customers

are satisfied. Successful entrepreneurs are also continually soliciting new business and developing new business networks.

In addition to the above results, the study found that innovation was satisfactory (average mean=3.95). The above results imply that youth innovation has been able to create new businesses opportunities for them, and helped them to out-compete their competitors, attract new customers and increase their revenue. The findings of this study agree with that of Chakravorti, (2013) found that successful entrepreneurs require an edge derived from some combination of a creative idea and a superior capacity for execution. The entrepreneur's creativity may involve an innovation product or a process that changes the existing order. Heyne et al. (2010) also found that innovation requires a fresh way of looking at things, an understanding of people, and an entrepreneurial willingness to take risks and to work hard. An idea doesn't become an innovation until it is widely adopted and incorporated into people's daily lives.

5.1.2 The Level of Poverty Reduction among Youth Due To Their Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria

Objective two: the second objective of this study is to assess the level of poverty reduction among youth due to their involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria. The study revealed that the overall level of poverty reduction among the youth due to their involvement in entrepreneurial activities was satisfactory (overall average mean=3.28, Std=1.309). This was attributed to the fact the level of increase in income among the youth was assessed as satisfactory (average mean=3.92). However, reduced vulnerability (average mean=3.05), and employment and productivity (average mean=2.88) were assessed as fairly satisfactory.

In relation to the above, the study found that increase in income was satisfactory (average mean=3.92, Std=1.581). This implies that due to youth involvement in entrepreneurship, the youth livelihood have positively changed due to increase in the level of income which has enabled them to be able to afford basic needs, pay utility and hospital bills respectively. This means that such households are no longer living below poverty line. The finding of this study agrees with that of (Ravallion, 2013) who found that initial levels of income inequality are important in determining how powerful an effect growth has in reducing poverty. For example, it

has been estimated that a one per cent increase in income levels could result in a 4.3 per cent decline in poverty in countries with very low inequality or as little as a 0.6 per cent decline in poverty in highly unequal countries

Similarly, the study found that reduced vulnerability was fairly satisfactory (average mean=3.05, Std=1.251). The results above shows that youth are not so much vulnerable as should have been expected. This is because due to increase in income, they have been able to afford enough food for themselves and their families, and also assist their parents financially. This study is in line with that of Miller et al. (2011) who found that vulnerability is increasingly acknowledged as an important dimension of poverty. This implies that with so many people living below or just above the poverty line, there remains significant potential for vulnerability analysis to be better employed in poverty reduction strategies to determine specific measures to break the cycle of poverty. Vulnerability and vulnerability analysis can deepen our understanding of who is susceptible to environmental stresses and hazards, and why.

Furthermore, the study found that employment and productivity fairly satisfactory (average mean=2.88, Std=1.096). The above results imply that due to entrepreneurship education and attainment of both technical and business management skills, the youth have become more productive, and their productivity has been able to make them venture into entrepreneurial activities that earned them profits and consequent capital increase in the last three years. However, the study also revealed that most of the businesses run by the youth are group businesses that are still at micro level and have not yet grown enough both in capital and assets to allow further expansion or employment of non-members within the different youth groups. According to (Klein, 2012), increase in employment without increases in productivity leads to a rise in the number of "working poor", which is why some experts are now promoting the creation of "quality" and not "quantity" in labour market policies. This approach does highlight how higher productivity has helped reduce poverty in East Asia, but the negative impact is beginning to show.

5.1.3 The Relationship Between Youth Entrepreneurship and Poverty Reduction in Tudun Wada Local Government, Kano State, Nigeria

Objective three: the third objective of this study was to determine the relationship between youth entrepreneurship and poverty reduction in Tudun Wada local government, Kano State, Nigeria. The study found a positive and strong relationship between youth entrepreneurship and poverty reduction ($r=0.711^*$, $p<0.01$). This study agrees with that of Ibitoye, et al (2015) where the findings suggested that there exist a positive and significant relationship between entrepreneurship and poverty reduction. Similarly, a study by Ogundele, et al (2012) also confirmed that entrepreneurship training and education were significantly related to the youth empowerment and social welfare services. Furthermore, Holmes et al (2013) also found that there is a strong empirical evidence that employment creation generally increases incomes and reduces poverty in low-income countries at both micro and macro levels.

5.2 Conclusion

The main purpose of this study was to investigate youth involvement in entrepreneurship and the consequent effect of such venture on the level of poverty reduction in Tudun Wada Local Government, Kano State. In the first objective, the study found that the level of youth involvement in entrepreneurship was very satisfactory (average mean= 4.14, Std=1.424). This was attributed to their satisfactory involvement in entrepreneurship education that equipped them with business management skills, technical skills and innovation. Furthermore, it was also found that entrepreneurship education predicted the highest percentage (53.6%) in the variation in the level of poverty reduction; unfortunately, innovation had no effect on poverty reduction. There is need to emphasize innovation among the youth through creative and fresh ideas that affect their community positively. According to the second objective, the study found that the level of poverty reduction due to youth involvement in entrepreneurship was satisfactory (average mean=3.28, Std=1.309). However, the youth were still vulnerable and less productive to some extent. There is need for this weakness to be emphasized and redress found to eliminate it once and for all. Last but not least, in the third objective, the study found a positive and strong relationship between youth entrepreneurship and poverty reduction ($r=0.711^*$, $p<0.01$). The general conclusion here is that, given that all factors are constant; when youth involve themselves in entrepreneurship, there is a high likelihood of poverty reduction and vice versa.

The relevance of theory to the study

This study was guided by the Individual/Opportunity Nexus Theory by Shane (2003). The theory is premised on three assumptions that: opportunities are objective, individuals are unique, and that entrepreneurs are risk bearing.

The first assumption of the Individual/Opportunity Nexus Theory is that opportunities have an objective component and these opportunities exist whether or not an individual recognizes them (Shane & Venkataraman, 2000; Shane, 2003). This theory is relevant to this study because it points out the aspect of opportunities in any business venture. This implies that for youth of Tudun Wada to involve themselves in entrepreneurship, they must first discover which business opportunities exist or have not yet been widely exploited in their area. This would help them to provide the much needed product/service to the right people at the right time.

The second assumption of the individual/opportunity nexus is that entrepreneurship requires differences in people and these differences manifest themselves in the ability to recognize opportunities (Shane, 2003). This assumption inspires the aspect of innovation. This implies that the youth could involve themselves immediately in a given business venture if they cite an opportunity and viability of introducing such product/service in the market. This can be done through value addition or introducing a completely different way of handling customers or using of technology such as social media to market their products/services.

The third assumption of this theory is that, “risk-bearing is a necessary part of the entrepreneurial process” (Shane, 2003, p7). This implies that as the youth discover more opportunities and become innovative to exploit the ‘virgin’ market, they need to be risk taking in order to capture a wide customer audience. This implies that there is no room for cowardice.

In conclusion therefore, the Individual/Opportunity Nexus Theory is relevant to this study because it captures the aspect of entrepreneurship, such as innovation and risk-taking which were widely discussed in this study.

Contribution to New Knowledge

This study has demonstrated that technical skills, business management skills and entrepreneurship education are very instrumental in reducing poverty among the youth. In other words, equipping the youth with the above skills gives them the ability to fight poverty through entrepreneurial ventures that can earn them income and improve their livelihood.

5.3 Recommendations

This section covers the recommendations of the study according to their objectives and major findings.

5.3.1 Youth Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria

Objective one: the first objective of this study was to establish youth involvement in entrepreneurship in Tudun Wada local government, Kano State, Nigeria. The study revealed that the overall level of youth involvement in entrepreneurship in Tudun Wada local government was very satisfactory (average mean=4.14, Std=1.424). The following recommendations were made in regard to the findings:

There is need for the government of Nigeria to emphasize innovation among the youth. This can be done by supporting, sponsoring, and promoting innovation among the youth through competitions. This will help the youth to come up with creative ideas that are business oriented and which can benefit their community and eventually reduce poverty in their households.

Furthermore, the government should encourage continuous youth training and education on life skills; such skills could include business management skills, technical skills, and marketing skills. Such skills would help the businesses started and operated by the youth to thrive even in bad economic times.

5.3.2 The Level of Poverty Reduction among Youth Due To Their Involvement in Entrepreneurship in Tudun Wada Local Government, Kano State, Nigeria

Objective two: the second objective of this study is to assess the level of poverty reduction among youth due to their involvement in entrepreneurship in Tudun Wada local government,

Kano State, Nigeria. The study found a satisfactory level of poverty reduction among the youth (average mean=3.28, Std=1.309). The following recommendations were made in regard to the findings:

There is need for the government of Nigeria to emphasize youth participation in entrepreneurship to reduce their level of vulnerability and help them to be more productive in life. This can be done by encouraging the youth to join vocational training institutes that provide hands-on training and life skills. This will help the youth to be equipped with the necessary skills that can help them to start and manage their own businesses.

5.3.3 The Relationship Between Youth Entrepreneurship and Poverty Reduction in Tudun Wada Local Government, Kano State, Nigeria

Objective three: the third objective of this study was to determine the relationship between youth entrepreneurship and poverty reduction in Tudun Wada local government, Kano State, Nigeria. The study found a positive and strong relationship between youth entrepreneurship and poverty reduction in Tudun Wada Local Government ($r=0.711^*$, $p<0.01$). The following recommendations were made in regard to the findings:

There is need for the government of Nigeria to keep supporting the youth by providing them with grants, loans, entrepreneurial education and training which will enhance their capacity to self-sustenance and eventual poverty reduction in their households.

Furthermore, there is need for the local leaders to engage the youth in productive business oriented ventures such as participation in youth business forums, business tours and establishment of business projects which are supported and sponsored by the local leaders themselves. This will help fight unemployment and poverty vulnerability among the youth.

5.4 Areas for Further Studies

This study investigated youth entrepreneurship and poverty reduction in Tudun Wada Local Government, Kano State. There is need for future study to cover the whole of Kano State in order to cover a wider geographical area and a larger population where the results can be used for generalization purposes.

Furthermore, this study used cross-sectional survey research design that covers a very small period of time and the results cannot be substantiated. There is need to carry out a coherent study where a longitudinal research design will be used to observe the effect of youth involvement in entrepreneurship on level of poverty reduction in their households for a period expanding up 10 years. This would provide a valid finding and a solid conclusion.

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APPENDIX I: QUESTIONNAIRES

Section A: Demographic Characteristics of the Respondents

1) Gender

a) Male

b) Female

2) Age

a) Less than 20 years

b) 20-29 years

c) 30-39 years

d) 40-49 years

e) Above 50 years

3) Education Level

a) None

b) Primary

c) Secondary

d) Vocational training institute

e) University graduate

4) Business Experience

a) Less than 1 year

b) 1-2 years

c) 2-4 years

d) 4-6 years

e) More than 6 years

Section B: Entrepreneurship

Evaluate the following statements by circling the appropriate response basing on the scale below.

Please do not leave any item unanswered.

Code	1	2	3	4	5										
Status	Strongly disagree	Disagree	Not sure	Agree	Strongly agree										
#	Entrepreneurship					1	2	3	4	5					
A	Entrepreneurship Education														
1	I benefited from government program of youth entrepreneurship education														
2	Youth entrepreneurship training helped me to realize my business potential.														
3	Personal entrepreneurial skill improved my economic/social welfare.														
4	Youth entrepreneurship education improved my personal skills.														
5	Youth entrepreneurship education improved my business knowledge.														
B	Technical skills														
1	I understand the business I'm doing very well.														
2	I have the much needed skills in running my nature of business.														
3	I don't spend a lot to repair and maintain my machinery, I do it myself.														
4	Technical education enhanced my empowerment.														
5	My technical skills improved after each training program I attended.														
C	Business management skill														
1	I keep records of all the transactions made in my business														
2	I always invent new ways of doing my business.														
3	I have good customer relations.														
4	I can balance time between my business and my family time.														
5	I am always aware of my business's finances.														
D	Innovation					1	2								
1	My business created more business opportunities.														
2	I witness new product innovation.														
3	My creativity makes me to be distinctive from other competitors.														
4	My creativity positively increases my revenue.														
5	I have innovated new ways of attracting new customers.														

Section B: Poverty Reduction

Evaluate the following statements by circling the appropriate response basing on the scale below.

Please do not leave any item unanswered.

Code	1	2	3	4	5
Status	Strongly disagree	Disagree	Not sure	Agree	Strongly agree

#	Poverty reduction	1	2	3	4	5
A	Increase income					
1	I can afford to pay hospital bills for my household members better than before.					
2	I am in position to pay school fees for my younger brothers and sisters.					
3	I can pay utility bills for my household.					
4	I can afford basic needs for my family members.					
5	I have started a new business besides the one I have.					
B	Reduced vulnerability					
1	I can afford enough food for my family.					
2	My family is no longer a shame in the community.					
3	I have managed to build a small house with iron sheets for my family.					
4	I have managed to open for my relatives small business for self-sustainability.					
5	I no longer depend on my parents to assist me financially.					
C	Employment and productivity					
1	My Business has employed other people.					
2	My business is financially stable.					
3	I am now more productive than before.					
4	My business capital increased in the last 3 years.					
5	My business earns me reasonable profit every month.					

THE END

APPENDIX II: SAMPLE SIZE DETERMINATION

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

Source: Krejcie and Morgan (1970)