

ENTREPRENEURSHIP EDUCATION: A PANACEA FOR STEMMING THE TIDE OF POVERTY AND YOUTH MIGRATION

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Abstract

This study centered on entrepreneurship education as a panacea for stemming the tide of poverty and youth migration in Nigeria. Two research questions guided the study. The study used survey research design and was carried out in South-East States of Nigeria. The population was 134 entrepreneurship experts. Questionnaire was used for data collection. The instrument was validated by three experts. Cronbach Alpha reliability method was used and an overall reliability coefficient of .87 was obtained. Data were analyzed using mean and standard deviation. Generally, the study found out that adequate entrepreneurship education when acquired has the capacity to reduce poverty and youth migration. The paper recommended among others that entrepreneurship education programme at all levels of education should be made encompassing to provide youths and other recipients with the needed entrepreneurial abilities that will emancipate them from the shackle of poverty and unwarranted migration.

Keywords: Entrepreneurship, Entrepreneurship Education, Poverty, Youth, Youth Migration

Introduction

The need to be employed and earn a living has pushed many youths to the drive of where to make it quick and big. Unemployment crisis pushes millions of people, especially youths (women and men) toward the decision to migrate with the purpose of seeking alternative job prospects. Many of them migrate to urban areas and big cities within their countries or seek new opportunities in foreign countries. According to the statistics of African Research Review (2009), millions leave their countries of birth in search of employment in international countries which lead to international migration. International migration can bring new opportunities in terms of employment and training though young men and women and those in irregular situations face challenges and vulnerabilities. Migration is the movement of people from

one place to another International Labour Organization (ILO, 2013). To the author, migration can be permanent, temporary, volunteer or forced.

Permanent migration is when someone moves from one country to another and has no plan to return to his/her original home. Temporary migration is limited by time. This could be for seasonal employment or other reasons. Similarly, Forced migration involves compulsory movement where the individual involved have no choice of his or her leaving while voluntary migration is done by self-need without force, (ILO 2013). Migration is a complex process that has been a feature of human societies for many centuries. There are many reasons why people choose to migrate which include and not limited to; poverty, armed conflict, social strife, political turmoil, economic hardships among others, (United Nations 2011). People have moved from their home countries, for all sorts of reasons. Some are drawn to new places by `pull` factors, others find it difficult to remain where they are and migrate because of `push` factors. These have contributed in recent time to the movement of people which is also the reason why people have emigrant to other countries. The labour migration experiences has ended up representing either an opportunity or a risk to youths which may lead them to either decent work or dehumanizing work which in turn accelerates their poverty.

Poverty means different things to different people. It has aspects, faces and causes. What poverty means to a child orphaned by AIDS or abandoned by his father maybe different to the widowed grandmother unable to work and take care of five grandchildren, or to a youth who has just graduated with nobody to turn to for help, (United Nations 2011). Poverty means fear for survival, sponsorship, fear that the family would not survive; fear that someone may take the children away, extreme vulnerability and greater risk of exploitation Poverty is hunger, lack of shelter, being sick and not being able to see a doctor, not having access to school, not having a job; in fact, it is fear for the future, living one day at a time (Adejo 2006). To the author, poverty is losing a child to illness brought about by unclean water; it is powerlessness, lack of representation and freedom. Generally, poverty encompasses living conditions, inability to meet basic needs like food, clean drinking water, proper sanitation, education, health care and other social services. Poverty starts with the fear for the future and broadens to include dependence, oppression and exploitation. Poverty is a global problem as such World Bank developed indicators to assess the non-income dimensions of poverty to include poor access to education, health, social services, vulnerability, social

exclusion, and poor access to social capital which can only be curbed through employment of the unemployed. (World Youth Report, 2013).

The concern of unemployment over time has been one of the most discoursed of nations in recent years. Institutions has been turning out graduates that clog up the labour-market without job, thereby increasing the growth rate of unemployed youths in nations. Unemployment is viewed as an economic condition in which individuals seeking for jobs remain un-hired, (Nwosu and John 2017). It is the share of the labour force that is without a job/work but is available for employment. The rising incidence of unemployment results in loss of income for individuals, reduces revenue for governments, hinders economic growth, and increases pressure on youths to migrate for better option in advanced countries. According to Nnazor (2005), the complexity of modern society calls for the services of a multiplicity of diverse occupations, which demands the preparation of our youth for different occupation or skill through education.

Education is one of the instruments needed for human and societal development; no nation can achieve an appreciable level of development beyond the level of her education (Adekola & Kumbe, 2012; Orji & Job, 2013). Education is central to the training and development of human resources of any nation, through impartation of suitable skills, knowledge, capacity building, attitude and value re-orientation employed in the transformation of individuals, communities and nations at large (Rae & Carswell, 2001 ; Boyi, 2014). Education is seen as the most important instrument of any fundamental change, particularly with regards to the achievement of economic goals such as job creation, poverty eradication and entrepreneurship development (Okoli, 2017; Olorundare & Kayode, 2014, Agi & Yellowe, 2013). The role of education in entrepreneurship development cannot be overemphasized; as such there is need for youth entrepreneurship.

Entrepreneurship as a concept has recently gained wide popularity and means different things to different individuals. Entrepreneurship means the willingness and ability of an individual to seek for investment opportunities, establish and run an enterprise successfully (Suleiman, 2006). To the author, entrepreneurship spirit which is required for the overall economic growth of any nation especially developing ones like Nigeria is a pre-requisite to an entrepreneurial society, culture and entrepreneurship education.

Entrepreneurship education to Fayolle and Gailly (2004) is any pedagogical programme, associated with inculcating entrepreneurial skills and qualities in

the learners. Similarly, Ooi, Selvarajah, and Meyer (2011) described entrepreneurship education as the scope of lectures, curricular and programmes that aimed at providing learners with the necessary entrepreneurial competencies, knowledge and skills, geared towards the pursuit of a career in entrepreneurship. Entrepreneurship education is designed to develop entrepreneurial attitudes for future entrepreneurs. It stimulates young people to think about entrepreneurship and the role of the business community in economic and social development. Students get an opportunity to analyze rapid changes taking place around them which eventually encouraged them to consider self employment and enterprise creation as a career choice. Manish (2015) stated that entrepreneurship education has the mandate to equip the youth with functional knowledge and skill to build up their character, attitude and vision. Entrepreneurship education is very important for graduates of tertiary institutions as it help them to develop into successful entrepreneurs upon graduation from school. Ordv (2010) sees entrepreneurship education as the type of education given to a set of people to be able to instill in them the principles, skills and practices required to see and evaluate business opportunities, to gather the necessary resources and the desire to take advantage of them as well as initiating appropriate action to ensure success in any chosen profession or occupation. In fact entrepreneurship education is the foundation for developing flexible skills needed to participate in knowledge economy. Most definitions of entrepreneurship education, agree that its' main goal is to inculcate entrepreneurial skills in individuals thus, reducing poverty and high youth migration.

The rate of youth poverty and migration differs in terms of educational background, level of skills, legality. Youth migrants from poorer economic backgrounds with fewer skills and educational attainment are likely to migrate. Even in circumstances that put their health and lives at risk which often end up in indecent working conditions, research has shown that youth (men and women) from poor and developing countries like Nigeria migrates to western countries in search of better job opportunities due to inadequacy in facilities like good roads, electricity, access to information, quality health care, quality education, clean water supply, training, skills acquisition among others that has bedeviled their country of origin. Also, problem relating to political instability, terrorism/insecurity, human trafficking, religious crises, corruption among the elites, and economic instability confronting the developing countries are catalyst for youth migration. It is against this backdrop that this study examined entrepreneurship education as a panacea for steaming the tide of poverty and youth migration in Nigeria.

Purpose of the Study

The major purpose of the study was to examine Entrepreneurship Education as a Panacea for Steaming the Tide of Poverty and Youth Migration in Nigeria. Specifically, the study determined:

1. How entrepreneurship education can be used to steam poverty and youth migration in Nigeria
2. Challenges faced in entrepreneurship education delivery in Nigeria

Research Questions

This research was conducted to investigate and answer the following research questions.

1. How can entrepreneurship education be used to steam poverty and youth migration in Nigeria?
2. What are the challenges facing entrepreneurship education delivery in Nigeria?

Methodology

The study adopted descriptive survey research design and was carried out in entrepreneurship centers in Public Universities in South-East States of Nigeria. The population of the study comprised of 231 entrepreneurship experts drawn from entrepreneurship centers in Public Universities in South-East, Nigeria. The entire population was used for the study. The instrument for data collection was a 23-item structured questionnaire. The questionnaire was structured on a 4 point rating scale of Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD) with corresponding values of 4, 3, 2, and 1 respectively. The instrument was validated by three (3) experts. Cronbach Alpha method was used in ascertaining the internal consistency of the instrument with overall coefficient of .72. The instrument was administered to the respondents with the aid of trained research assistants. All the 131 copies of the questionnaire administered were retrieved representing 100% return rate. Mean and standard deviation was used to answer the research questions.

Results

Research Question 1: How entrepreneurship education can be used to steam poverty and youth migration in Nigeria?

Table 1: Mean Responses on how entrepreneurship education can be used to steam poverty and youth migration in Nigeria

S/N	Item Statements on how entrepreneurship education can be used to steam poverty and youth migration through:	\bar{X}	SD	Remarks

1	Creation of willingness in individual to seek for investment opportunities	3.54	.58	SA
2	Creation of willingness and ability of innovativeness and creativity on youth	3.59	.55	SA
3	Creation of willingness to undertake personal and financial risks	3.52	.43	SA
4	Creation of skill for seeing an opportunity where others fail do so	3.58	.62	SA
5	Creation of pedagogical programme, associated with inculcating entrepreneurial skills and qualities in the learners.	3.56	.37	SA
6	Creation of programmes that provide learners with the necessary entrepreneurial competencies	3.59	.51	SA
7	Designing and developing entrepreneurial attitudes for future entrepreneurs.	3.54	.56	SA
8	Stimulating young people to think about entrepreneurship and the role of the business community in economic and social development.	3.54	.48	SA
9	Creation of opportunity to analyze rapid changes taking place in entrepreneurial environment.	3.58	.35	SA
10	Encouraging youth to consider self employment and enterprise creation as a career choice.	3.54	.28	SA
11	Exposing youth to practices/skills required in evaluating business opportunities	3.55	.38	SA
12	Encouraging youth to engage in vocational training	3.93	.31	SA
13	Provision of foundations for developing the flexible skills needed to participate in knowledge intensive economic activity.	3.54	.14	SA
14	Creation of ability in having a vision matched with focus and determination of building an enterprise.	3.97	.36	SA
Grand Mean		3.35	.44	
SA				

Table 1 reveals the mean rating and standard deviation of the respondents on 14 identified items ranges 3.52-3.97 are within the boundary limit of 3.49 -4.00. This indicated that the respondents strongly agreed that the 14 identified items are means by which entrepreneurship education can be used to steam poverty and youth migration in Nigeria.

Research Question 2: What are the challenges facing entrepreneurship education delivery in

Nigeria?

Table 2: Data on the challenges facing entrepreneurship education delivery in Nigeria

S/N	Item Statements on challenges facing entrepreneurship education delivery in Nigeria	\bar{X}	SD	Remarks
1	Poor capacity of lecturers and instructors that anchors entrepreneurial studies in most Universities lead poor quality delivery	3.06	.39	A
2	Dearth of lecturers and instructors with practical training in entrepreneurship education	3.13	.42	A
3	Lack/absence of a curricular guide that inform a pedagogical delivery in the methodology of entrepreneurship education	3.58	.59	SA
4	Huge capital required to procure infrastructures needed to deliver quality and practical oriented entrepreneurship education	3.27	.58	A
5	Inadequate funding in entrepreneurship education programmes	3.43	.51	A
6	Poor infrastructural support needed to deliver quality entrepreneurship education.	3.64	.42	SA
7	Lack of adequate policy framework that serve as facilitator for the entrepreneurial skills acquired	3.35	.54	A
8	Mechanical delivery method of entrepreneurship education	3.37	.58	A
9	Absence of research support and linkages	3.50	.59	SA

Grand Mean	3.37	.51
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A

Table 2 shows the mean ratings and standard deviation of the respondents on 3 out of 9 items in the Table with mean value range of 3.58, 3.64 and 3.50. This indicated that the respondents strongly agreed that the identified items are challenges facing entrepreneurship education delivery in Nigeria. On the other hand, the mean ratings of the remaining 6 items are 3.06, 3.13, 3.27, 3.43, 3.35, and 3.37 respectively and fall within the boundary limit of 3.00 - 3.49. This indicated that the remaining 6 items were agreed challenges facing entrepreneurship education delivery in Nigeria.

Discussion

The findings of this study with respect to the first research question revealed how entrepreneurship education can be used to steam poverty and youth migration to include; Creation of willingness in individual to seek for investment opportunities, Creation of willingness and ability of innovativeness and creativity on youth, Creation of willingness to undertake personal and financial risks, Creation of skill for seeing an opportunity where others fail do so, Creation of pedagogical programme, associated with inculcating entrepreneurial skills and qualities in the learners, Creation of programmes that provide learners with the necessary entrepreneurial competencies, Designing and developing entrepreneurial attitudes for future entrepreneurs, Stimulating young people to think about entrepreneurship and the role of the business community in economic and social development, Creation of opportunity to analyze rapid changes taking place in entrepreneurial environment, Encouraging youth to consider self employment and enterprise creation as a career choice, Exposing youth to practices/skills required in evaluating business opportunities, Exposing youth to practices/skills required in evaluating business opportunities, Provision of foundations for developing the flexible skills needed to participate in knowledge intensive economic activity and Creation of ability in having a vision matched with focus and determination of building an enterprise.

These findings corroborated with the report of Ooi, Selvarajah, and Meyer (2011) that described entrepreneurship education as the scope of lectures, curricular and programmes that attempt to provide learners with the necessary entrepreneurial competencies, knowledge and skills, geared towards the pursuit of a career in entrepreneurship. Nwangwu (2006) viewed entrepreneurship education as the willingness and the ability of an

individual, a firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. Similarly, Ordv (2010) sees entrepreneurship education as the type of education given to a set of people to be able to instill in them the principles, skills and practices required to see and evaluate business opportunities, to gather the necessary resources and the desire to take advantage of them as well as initiating appropriate action to ensure success in any choice profession or occupation. It is the foundation for developing the flexible skills needed to participate in knowledge intensive economic activity.

The findings of research question two revealed the challenges facing entrepreneurship education delivery to include: Capacity of lecturers and instructors that anchors entrepreneurial studies in most Universities lead poor quality delivery, Dearth of lecturers and instructors with practical training in entrepreneurship education, Lack/absence of curricular guide that inform a pedagogical delivery in the methodology of entrepreneurship education, Huge capital required to procure infrastructure needed to deliver quality and practical oriented entrepreneurship education, Inadequate funding in entrepreneurship education programmes, Poor infrastructural support needed to deliver quality entrepreneurship education, Lack of adequate policy framework that serve as facilitators for the entrepreneurial skills acquired, Mechanistic delivery method of entrepreneurship education, Absence of research support and linkages.

The findings of this study is in consonance with the study of United Nations (2011) who stated that there are many reasons why people choose to migrate which include and not limited to; poverty, armed conflict, social strife, political turmoil, economic hardships among others. People have moved from their home countries, for all sorts of reasons. Some are drawn to new places by `pull` factors, others find it difficult to remain where they are and migrate because of `push` factors. These have contributed in recent time to the movement of people which is also the reason why people have emigrant to other countries. The labour migration experiences can end up representing either an opportunity or a risky to youths and can lead them to decent work or it's very opposite; depending on policies and measures supporting them in such country as poverty has always been the reason behind their action. Similarly, Nwosu and John (2017) stated that the concern of unemployment in recent time has been one of the most discoursed of nations. Institutions has been turning out graduates that clog up the labour-market without job thereby, increasing the growth rate of unemployed youths in the nation. Unemployment is viewed as an economic condition in which individuals

seeking jobs remain un-hired. It is also seen as the share of the labour force that is without work but available for seeking employment. The rising incidence of unemployment results in loss of income for individuals, reduces revenue for governments, hinders economic growth, and increases pressure on youths to migrate for better option in advanced countries.

Conclusion

Youth migrants constitute more than 40 per cent of the overall 232 million international migrants, and, being the most mobile social group; young people comprise the bulk of annual migration movements. While international migration represents an opportunity for youth to provide a better life for themselves and their families, pursue educational aspirations, improve their professional skills and prospects, or satisfy a desire for personal development through the adventures and challenges that come with living abroad, the migration of youths takes place in the context of high youth unemployment and lack of decent work creation at home. The unemployment rate among youth in almost all the countries (Nigeria inclusive), is at least twice that of the general unemployment rate (ILO 2013). Unfortunately, as a result, many young migrants frequently get trapped in exploitative and abusive jobs, including forced labour, human trafficking and prostitution among others. In the context of this study, it is expected that entrepreneurship education which has the ability to instill in its recipients the principles, skills and practices required in seeing and evaluating business opportunities, gathering necessary resources as well as initiating appropriate action to ensure success in any choice profession or occupation has the capacity to stem the tide of poverty and youth migration if embrace.

Recommendations

Based on the findings of this study and conclusions drawn from the study, the following recommendations were made:

1. Youth should be exposed to various entrepreneurship education programmes at all levels of education so as to emancipate them from the shackle of poverty and unwarranted migration.
2. There is need to create willingness in youth to seek for investment opportunities, innovativeness and creativity in business so as undertake personal and financial risks
3. Youth should be encourage to consider self employment and enterprise creation as a career choice through exposure to practices/skills required in evaluating business opportunities

4. There should be adequate infrastructural support needed to deliver quality entrepreneurship education to the youths that will provide them with teaching, research, and engagement.
5. Relevant stakeholders should provide adequate policy framework that facilitates entrepreneurial skills acquisition among youth to curb migration and create identity affinity for the youth.

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