

Graduate Entrepreneurship Development as an Effective Strategy for Poverty Eradication: Evidence from Abuja SMEs

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Abstract

The study sought to examine the influence of entrepreneurship development on poverty eradication. The research focused on entrepreneurial skill training and education being independent variables on poverty eradication in Federal Capital Territory (FCT) Abuja, Nigeria. The study was underpinned by the Human capital theory. Further, the research employed a descriptive survey research design with a sample size of 122 graduate entrepreneurs. Primary data was collected using questionnaire as the main instrument for data collection. The study used quantitative statistical measures to describe the relationships between the study variables. Descriptive statistics was used to describe the basic features of the demographic data, using both description and table summaries of the sample characteristics. Correlations analysis was applied to examine the association between the dependent and independent variables. Data analysis was facilitated by the Statistical Product and Service Solutions (SPSS) Version 22. From the study, it was revealed that eradication of poverty is indeed due to the high entrepreneurial skills training acquired by graduate entrepreneurs operating within the FCT Abuja Nigeria. The study's findings also established that eradication of poverty is probably due to the high entrepreneurial education acquired by graduate entrepreneurs operating within FCT Abuja. The study found that the determinants of entrepreneurship development (entrepreneurial skill training and entrepreneurial education) have great positive and significant influence on poverty eradication in FCT Abuja. Entrepreneurial skill training was more significant with a correlation coefficient of (0.800) on poverty eradication in FCT, Abuja than entrepreneurial education (.533). The study concluded by identifying skill training, and education as silver lining to poverty eradication in FCT Abuja. Based on the study's findings, the research recommended that entrepreneurship skill training programme should be pursued with vigour, as the study revealed that lack of it is the most significant cause of poverty in the society.

Keywords: *Entrepreneurship development, Entrepreneurial education, Entrepreneurial skill training, Poverty eradication*

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Background to the Study

Entrepreneurship has become an immensely predominant subject in the recent past; thus, the subject matter has stimulated more individuals to turn out to be entrepreneurs. Individuals become entrepreneurs for different reasons either by push or pull factors. Olawale (2020) discussed how entrepreneurship is more than “setting up a business” He defines it as “a process through which individuals identify opportunities, allocate resources, and create value through the identification of unmet needs or through the identification of opportunities for change”. In simplest form, entrepreneurship is the willingness and the ability to seek out investment opportunities and to run an enterprise for profit (Olawale 2020). Therefore, the basic entrepreneurial concept involves the identification of opportunities as well as resource allocation.

The contemporary global development in this technological era lay emphasis on the mastering of technical skills (hard skills) and employability skills by every graduate. Employers and the industry associations commonly associate the lack of soft skills such as a positive work ethic, communication skills, team working, decision-making skill and leadership as a key factor affecting the employability of graduates. Abd Hair et al. (2007) mentioned that technical and employability skills become a determining factor for a graduate to get a job. Therefore, it is important to include elements of technical and employability skills in the curriculum for each course or field of study, which are offered in educational institutions.

The role and initiative of the government are highly expected in ensuring that entrepreneurship education addresses the importance of independence, willingness, and the level of interest of students at universities to start entrepreneurial ventures after graduation, thereby reducing the dependence of graduates to be employed. Graduates' attributes, lecturer competencies, and quality of education, the curriculum of study fields, are factors that contribute to the problem of graduate unemployment in Malaysia (Hanapi and Nordin, 2014) and Nigeria not exempted. It is reported that as many as 50% of graduates who leave Ghanaian universities and polytechnics will not find jobs for two years after their national service, and 20% of them will not find jobs for three years (Aryeetey, 2011). This statistic is considerably high compared to the global unemployment rate of 6.1% and even that of South Africa where a third of the active labour force is unemployed (Asante, 2011) However, a similar statistic from Nigeria is even worse with as many as 80% of graduates finding it difficult to get employment annually (Adejimola and Olufunmilayo, 2009). Recently, the National Bureau of Statistics (2020), reports that Nigeria's unemployment and underemployment rates are a combined rate of 55.7% at the end of the 2nd quarter in the Year 2020 (NBS, 2020). This is to show that most developing countries are not spared when it comes to unemployment.

Effective entrepreneurship education can give birth to growing amount of business ventures in Nigeria. Both students and graduates might have picked up skills that can encourage business expertise for business start-up. Additionally, Ediagbonya (2013) stated that entrepreneurship education can aid business formation. Joseph and Eneche (2014) recommended that there is need to include entrepreneurship in education curriculum such that undergraduates and graduates can be motivated to start-up business ventures of their own. The motivation of new start-up business ventures may end into increasing number of viable businesses in Nigeria.

Statement of the Problem

Unemployment of University graduates in Nigeria has increased astronomically in the last one decade. According to the National Bureau of Statistics (2020), at the end of the 2nd quarter in the Year 2020, Nigeria's unemployment and underemployment rates are a combined rate of 55.7% (NBS, 2020). As a result of the chronic unemployment in Nigeria, government of various administration supported entrepreneurial growth in Nigeria as evidenced by many supportive mechanisms and policies set by the government. This can be seen with the emergence of formal entrepreneurship education courses introduced into the curriculum of Nigeria University system which aims to reduce the unemployment rate and as an effort to create jobs. Despite, all these support from different federal government administrations, there was still an increase in the unemployment rate, even though they had received entrepreneurship education. This study therefore intends to look at some of the necessary training programmes as well as the much-needed skills that are germane to the attainment of entrepreneurship development that would uplift the Nigerians from poverty.

Objectives of the Study

- i. To examine the relationship between entrepreneurial skill training and poverty eradication
- ii. To evaluate the association between entrepreneurial education and poverty eradication.

Literature Review and Hypotheses Development

Theoretical Framework

The theoretical framework is the structure that supports a theory of a research. This study was supported by human capital theory.

Human Capital Theory

Human capital theory, initially formulated by Becker (1962) and Rosen (1976), argues that individual workers have a set of skills or abilities which they can improve or accumulate through training and education. Human capital theory is concerned with knowledge and experiences of small-scale business owners. Human capital acts as a resource. However, human capital theory studies usually assume that experiences are translated into knowledge and skills. The general assumption is that the human capital of the founder improves small firms' chances of survival (Bruderl, Preisendörfer, and Ziegler 1992). As students (future workers) accumulate human capital, their value in the marketplace should increase as they bring more expertise and effectiveness to their job tasks. Individuals not only acquire skills through formal education but also through job training. The human capital theory is common in this approach where an individual skill in production process and thus earning capacity requires formal (i.e., schooling) and informal training. If human capital increases with additional education, a worker's market value should theoretically increase in proportion to the amount of education he or she receives, often captured by the total number of credits accumulated.

The human capital theory emphasizes the importance of both formal schooling and training in the production process. The concept of trainability suggests that an individual who received

formal schooling is ready to receive training because he or she can learn from training quickly, and adopt it efficiently in the production process. At the same time, it is likely that a company can provide educated employees with training at cheaper cost because of the above properties.

The value proposition of entrepreneurship education in Nigeria is explicit in the way institutions handle entrepreneurial learning. The main target of entrepreneurship education is building constructive entrepreneurial knowledge and skills that can end in best practices and consequential development at all facets. Tan (2014) posited that HCT is more focused on how education can be manipulated to influence development of whatever kinds. The position of HCT is creation of cycle between people, entrepreneurial skills and economic roles. Marvel, Davis, and Sproul (2016) added that “people have varying knowledge and skills that have economic value”. Entrepreneurship education is viewed as essential for productivity based on the relationship in the cycle.

This implies that investment in entrepreneurship education does not only target the productivity of individuals but the economy at large. Amin (2018) posited that “investment in human capital (Education, Experience, and Knowledge) creates multi-dimensional benefits for the economy”. Higher productivity of individuals will yield higher productivity in the economy. This may mean that government expenditure on entrepreneurship education is strategically targeted at boosting the economy. The theory upholds that the economic value of people is anchored on experience. The 'experience' in this study is subject to the engagement of individuals in entrepreneurial endeavour. Becker (1975) was so much sure that the intercommunication between education and experience will yield appreciable human development for entrepreneurial and economic sake. Individual who have gone through entrepreneurship education are likely to exhibit innovative capacity.

Poverty Eradication

The World Social Summit identified poverty eradication as an ethical, social, political and economic imperative of mankind and called on governments to address the root causes of poverty, provide for basic needs for all and ensure that the poor have access to productive resources, including credit, education and training. The aim of any poverty alleviation of any government is to achieve lasting improvements in the quality of life and not just short-term improvement that disappear at the end of the project cycle (Adofu and Ocheja 2013). Poverty alleviation is therefore aimed at maintaining the natural resource base through a process that adapts properly to the natural environment by making appropriate improvement in the social values of the people, (Paul, 2007). Okpoko and Ezeadichie, (2003), Adofu and Ocheja (2013) postulate that poverty eradication as a concept is closely related to development, which they described as chance process characterized by increased productivity, equalization in the distribution of social products.

A social perspective on development requires addressing poverty in all its dimensions. It promotes people-centered approach to poverty eradication advocating the empowerment of people living in poverty through their full participation in all aspects of political, economic and social life, especially in the design and implementation of policies that affect the poorest and most vulnerable groups of society. An integrated strategy towards poverty eradication

necessitates implementing policies geared to more equitable distribution of wealth and income and social protection coverage.

Entrepreneurship Development

Entrepreneurship development can be conceived as programmes of activities to enhance the knowledge, skill, behaviour and attitudes of individual and groups to assume the role of entrepreneurs (Osemeke 2012). Entrepreneurship development is considered as a means to confront a number of the socio-economic problems that frustrated some countries currently, particularly problem of high poverty and unemployment (Abubakar 2012). The role of entrepreneurship is to promote prosperity by establishing new jobs, decreasing the level of unemployment and increase economic growth and development of a region (Kareem 2015). Further, it raises productivity by introducing new innovation and speed up structural changes by forcing existing business to reform and increase competition (Baron 2007). Entrepreneurship development contributes to poverty alleviation when it creates employment through the startup of new entrepreneurship or the expansion of existing ones and they increases social wealth by creating new markets, new industries, new technology, new institutional forms, new jobs and net increases in real productivity, raises income which ends in higher standards of living for the population.

Entrepreneurial Skill Training and Education on Poverty Eradication

Entrepreneurship training and education entails view-point of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the accomplishment of impending challenges (Arogundade, 2011).

Akpomi, (2009) as cited in Anekwe, Ndubuisi-Okolo and Attah, 2018) discussed how the aim of dealing with poverty might linger except much importance is laid down on the development of entrepreneurial skill. Entrepreneurship Training will equip the people with skills for constant improvement and innovation in their undertaken. The entrepreneurship development Programme in Nigeria is intended to support an individual in reinforcing his/her entrepreneurial motivation and in acquiring skills and aptitudes essential for playing his/her entrepreneurial role successfully. Furthermore, Oviawe, (2010) reported how entrepreneurship is acquisition of skills and ideas for creating employment for oneself and others. It is the act of starting a company, arranging business ideas and taking risks in order to make a profit through the skills one acquired through education (Omolayo, 2006). According to Ogundele, Akingbade and Akinlabi, (2012), the contribution of entrepreneurship training and education on poverty reduction through youth empowerment and social welfare service improvement will be much significant if entrepreneurship is encouraged at all the level in the state especially at local and community level. Moreover, in a study conducted by Hanapi and Nordin (2014) on unemployment among Malaysia graduate, concluded that effective skills training will produce graduates who are educated and skilful prior to entering the labour market. Other high points of effective skills training include producing graduates with a good working ethics, proactiveness as well as knack for problem solving related to the work (Hanapi and Nordin, 2014).

Entrepreneurship education is acknowledged as the most encouraging activity to nurture an entrepreneurial frame of mind (Costa, Santos, Wach and Caetano, 2018) and to keep pace in a fast growing and moving world, with the introduction of progressively complex and high-tech elements (European Commission, 2020).

Okereke and Okorafor (2011) affirm that entrepreneurship education is a potent and viable tool for self-empowerment, job and wealth creation. Entrepreneurship education involves teaching students, learners and would-be business men, equipping the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees (Ezeani, 2012). Entrepreneurial activities have been found to be capable of making affirmative effects on the economy of a nation and the quality of life of the people (Adejumo, 2001). The outcome of positive entrepreneurship will lead to job creation, wealth creation as well as quality of life. This in them are the things that can eradicate poverty. In fact, there are streams of benefits associated with entrepreneurship education such as poverty reduction, self-employment, self-reliance, self-confidence, among others. Researchers have promoted that entrepreneurship training and education are the long-lasting remedy for extreme food shortage and poverty compelled by unemployment. An entrepreneurship education remains the gateway to sustainable wealth creation in Nigeria (Ogundele, 2000). 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 enhances economic growth, boosts educational accomplishment and raises the rate of economic growth (Mitra and Abubakar 2011). Entrepreneurship education creates enormous business opportunities and trains people with innovative enterprise skills to grasp the opportunities for starting new entrepreneurial activities (Cheng and Chan 2009). Entrepreneurship education has to increase entrepreneurial self-efficacy, self-employment, and risk-taking attitude of the entrepreneur (Hussain, Bhuiyan, and Bakar, 2014). Entrepreneurship education creates enormous business opportunities and trains people with innovative enterprise skills to grasp the opportunities for starting new entrepreneurial activities (Hussain, Bhuiyan, and Bakar, 2014).

Collectively, this section hypothesized that:

- H1:** There is statistically significant and positive relationship between entrepreneurial skill training and poverty eradication
- H2:** There is statistically significant and positive association between entrepreneurial education and poverty eradication

Entrepreneurship Development and Poverty Eradication

Entrepreneurship is viewed today as a key driver of economic growth (Tende 2013). The reason being that small rapidly growing firms started by entrepreneurially minded individuals, create wealth and a significant number of employments in certain economies, thereby impacting greatly on social and economic development (Hussain, Bhuiyan, and Bakar, 2014). This has gone to demonstrate that the outputs of entrepreneurship development encompass both social and economic development.

Studies have shown that entrepreneurship development contributes to poverty reduction when it creates employment through the establishment of new private enterprise or the enlargement of current ones and they raises social wealth by creating new markets, new industries, new technology, new institutional forms, new jobs and net increases in real productivity, increases income which ends in higher standards of living for the population (Simon, 2005, as cited in Anekwe, Ndubuisi-Okolo and Attah 2018). All these parameters when indeed materialize will help in reducing poverty. Then it is understandably to submit that if the number of entrepreneurs of any given country increase, the poverty indicators will decrease and vice-versa. Osunde, (2003) and Nwagwu, (2005), suggested that a better approach to the eradication of poverty ought to be to break the chain of poverty by enabling the youth to be self-reliant through vocational skill acquisition Programme targeted at the youths. In the view of Akpama, Esang, Asor, and Osang (2011), they noticed that acquisition of vocational skills lead to a significant reduction of poverty among young adults, and participants' age on skill acquisition programmes significantly influenced poverty reduction. One line of thinking about poverty reduction has developed around the idea of entrepreneurial activities in the form of new venture formation, innovation and high-growth firms (Mitra and Abubakar, 2011).

Research Methodology

A research design constitutes the plan for the collection, measurement, and analysis of data. Cooper and Schindler (2011) define research design as the plan and structure of investigation conceived so as to obtain answers to research questions. It is a master-plan that stipulates methods and procedures for collecting and analyzing the needed information (Kothari and Gaurav, 2014). This study adopted a descriptive survey research design which yielded quantitative data in order to interpret the relationship between the criterion and explanatory variables. Descriptive surveys can be used when collecting information about people's attitude, opinions, habits or any of the variety of education or social issues (Kombo and Tromp 2009). The aim of a survey is to discover and describe a phenomenon as it is more efficient and economical (Kothari and Gaurav, 2014). The extant study focuses on entrepreneurs situated within FCT Abuja Nigeria. Likewise, the graduate entrepreneurs within the FCT will be considered as participants. The population of this study refers to the population of graduate SMEs in FCT Abuja which were purposively sampled at 467. In order to obtain the sample size from the sampled population, the Raosoft sample size calculator was used to arrive at 212 (www.raosoft.com). The analytical tool employed for the data analysis was the multiple regression analysis using the Statistical Product and Service Solutions (SPSS).

Data Analysis and Discussion

Response Rate

The researcher administered 212 sets of questionnaire to entrepreneurs and business owners operating within the Federal Capital Territory of Abuja, Nigeria. The findings of response rate presented in Table 1.

Table 1: Response Rate

Questionnaire	Numbers	Percentage
Correctly filled	122	58
Not returned	90	42
Total	212	100

Demographic Data

Gender

In terms of gender, 66 percent of the respondents who were graduate entrepreneurs are male, whereas 34 percent representing a frequency of 42 are female. Table 2 displays the distribution. The analysis showed that the graduate entrepreneurs operating within Abuja metropolis are dominated by male graduate entrepreneurs.

Age

In terms of age, the respondents' age ranged from 21 to 30 years have a frequency of 20 or 18 percent. The respondents that fall within the range of 31 to 40 years have a frequency of 42 respondents or 34.4 percent. The age range between 41 and 50 years have a frequency of 42 or 34.4 percent. Finally, regarding the age respondents of 51 and "Above" have a frequency of 16 respondents or 13.4 percent. The findings show that the age range of 31 and 40 and 41 and 50 have the highest frequencies respectively.

Educational Level

In terms of educational level, this classification was categorized into Diploma, HND/BSc and Postgraduate Level of education. Diploma holders have a frequency of 34 respondents or 28 per cent. Furthermore, HND/BSc respondents have a frequency of 54 or 44 per cent. Finally, the Postgraduate category has a frequency of 34 respondents or 28 per cent. Therefore, majority of the respondents hold first degree certificate (HND/BSc). Also diploma holders share the same frequency as the postgraduate holders.

Table 2: Demographic Statistics

Variables	Frequency	Percentage
Gender		
MALE	80	66
FEMALE	42	34
TOTAL	122	100
Age in Years		
21 – 30	22	18.0
31 – 40	42	34.4
41 – 50	42	34.4
51– Above	16	13.1
TOTAL	122	100
Educational Level		
DIPLOMA	34	28
HND/BSc	54	44
POSTGRADUATE	34	28
TOTAL	122	100

Reliability Statistics

Hair Jr, Hult, Ringle, and Sarstedt, (2014) define reliability as the extent to which data collection techniques or analysis will yield consistent findings. The primary objective should be that if a later investigation followed exactly the same procedures as described by an earlier investigator and conducted the same study all over again; this later investigator should be able to arrive at the same results and conclusions. Thus, the study is to be tested at 0.05 levels of significance. The alpha for the three items was 0.814 as shown in table 3, which indicates that the items form a scale that has reasonable internal consistency reliability.

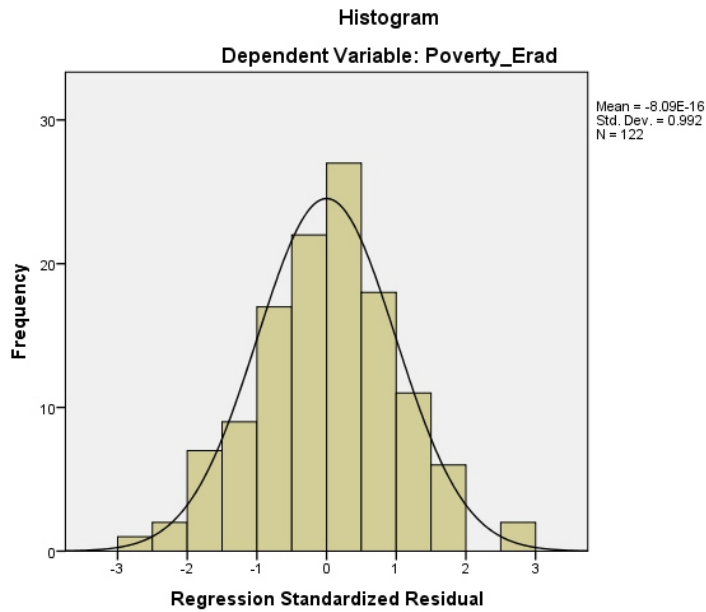
Table 3: Reliability Statistics

Cronbach's Alpha	N of Items
.814	3

Assumptions of Multiple Linear Regression

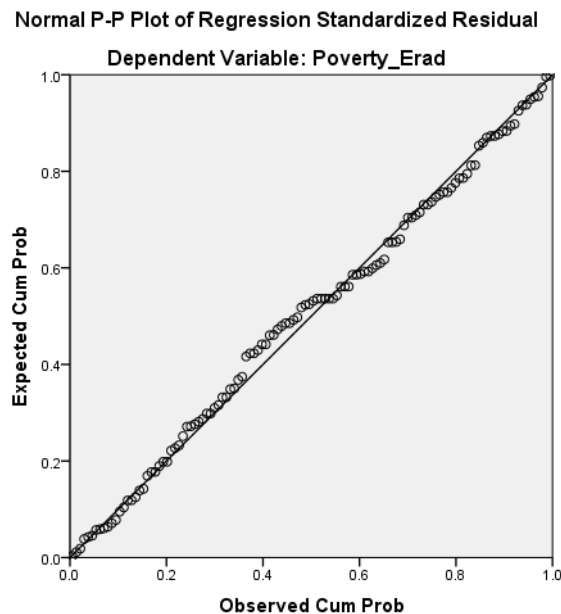
Key assumptions for multiple regression exist. For multiple regression, the dependent or independent variables have to be an interval or scale level variable which is normally distributed in the population from which it is drawn. Figure 1 confirmed to the normally distributed feature. That is the error, or residual, is normally distributed.

Figure 1.



Another assumption to take care of, prior to the consideration of the analysis proper is the linearity assumption (Leech, Barrett, and Morgan, 2008). From the Linearity probability plot (Figure 2) below, the variables are clustered very closely along the regression line; indicating that the data are well suited for this study and analysis.

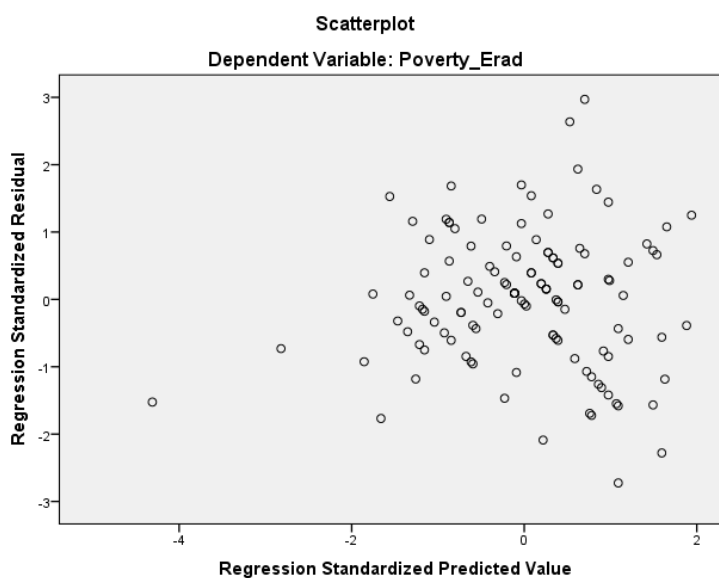
Figure 2: Linearity P-P Plot



Next in line is the multicollinearity issue, which is a condition that can be extremely problematic. Multicollinearity occurs when two or more independent variables contain much of the same information. The test for multicollinearity is the Durbin Watson test. Durbin Watson (DW) is used to test for multicollinearity between the independent variables. Ideally, DW value that lies between 1.5 and 2.5 suggests there is no multicollinearity issue between the independent variables. Equally, Table 5, which shows DW value of 1.746, indicates the absence of multicollinearity problem, thus fulfilling the assumption of multicollinearity.

The scatterplot of the standardized residuals which measures the homoscedasticity of the data or constant variance shows that the residuals are roughly rectangular distributed with most of the scores concentrated in the centre (along 0 point) as shown in Figure 3 below.

Figure 3: Homoscedasticity Scatterplot



Having satisfied these conditions which are necessary for regression, the study then advanced to discuss the effect of entrepreneurship dimensions on poverty eradication using multiple regression.

Correlation Analysis

Correlation analysis was conducted to examine the relationship between the explanatory variables (entrepreneurial skill training, and entrepreneurial education); and poverty eradication. The correlation coefficients for poverty eradication on entrepreneurial skill training and entrepreneurial education were ($r = .800, p = 0.000$) and ($r = .533, p = 0.000$) respectively. The correlation coefficient value indicated a strong, and strong association respectively, implying that significant relationship exists between entrepreneurial skill training, and entrepreneurial education and poverty eradication as displayed in Table 3. Correlations refer to mechanisms to measure the strength of a linear associations between variables (Cooper

and Schindler, 2014). According to Hair, Black, Babin and Anderson (2018), correlation coefficient indicates the strength of the association between two metric variables, where + or – indicates the direction of the relationship. The values range from -1 to 1, with 1 indicating perfect correlation among the variables, irrespective of the sign and a correlation of 0 indicating that no relationship exists between the two variables (Pallant, 2010). Cohen (1988) states in the guidelines that, if $r = .10 - .29$ then there is a low effect (low correlation); $r = .30 - .49$ has a medium effect (moderate correlation) and $r = .50 - .99$ has a large effect (strong correlation). According to the guidelines, both entrepreneurial skill and education showed strong correlations (.800 and .533) respectively to poverty eradication as shown in Table 4.

Table 4: Correlations

		Poverty Erad	Entrep_Training_Skills	Entrep_Edu
Poverty_Erad	Pearson Correlation	1	.800**	.533**
	Sig. (2-tailed)		.000	.000
	N	122	122	122
Entrep_Training_Skills	Pearson Correlation	.800**	1	.503**
	Sig. (2-tailed)	.000		.000
	N	122	122	122
Entrep_Edu	Pearson Correlation	.533**	.503**	1
	Sig. (2-tailed)	.000	.000	
	N	122	122	122

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

Regression and Hypotheses Testing

Table 5 which is the Model summary, examine the strength of the prediction equation. A measure of the strength of the computed equation is the R^2 or coefficient of Determination. R^2 represents the proportion of variance accounted for in the dependent variable “Poverty Eradication” by the independent variables (entrepreneurial skill training and entrepreneurial training). Therefore, for this study, the independent variables of entrepreneurial skill training and entrepreneurial education have explained 66.2 percent of the variance in the dependent variable “Poverty eradication” as shown in Table 5.

Table 5: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.814 ^a	.662	.657	1.746	1.746

a. Predictors: (Constant), Entrep_Edu, Entrep_Training_Skills

b. Dependent Variable: Poverty_Erad

Analysis of variance (ANOVA) on Table 6 shows that the combined effect of entrepreneurial training skill and entrepreneurial education was statistically significant in explaining changes in poverty eradication. This is validated by a p value of 0.000 which is less than the acceptance critical value of 0.05.

Table 6: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	711.647	2	355.823	116.729	.000 ^b
	Residual	362.746	119	3.048		
	Total	1074.393	121			

a. Dependent Variable: Poverty_Erad

b. Predictors: (Constant), Entrep_Edu, Entrep_Training_Skills

Table 7 displays the regression coefficients of the independent variables. The results reveal that Entrepreneurial training skills, and Entrepreneurial education were positively and statistically significant in explaining the poverty eradication. The findings infer that two of the independent variables were strong determinants of poverty eradication.

Furthermore, the results indicate that; an increase in the effectiveness of entrepreneurial training skill by one unit leads to an increase in poverty eradication by 0.712 units; similarly, an increase in the effectiveness of entrepreneurial education by one unit leads to an increase in employee performance by 0.175 units.

Table 7: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.432	1.194		4.550	.000
	Entrep_Training_Skills	.611	.053	.712	11.550	.000
	Entrep_Edu	.140	.049	.175	2.841	.005

a. Dependent Variable: Poverty_Erad

Model Specification

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Y = Dependent variable – Poverty Eradication.

β_0 = Intercept or Constant

β_1 and β_2 = Coefficients of independent variables (entrepreneurial skill training, and entrepreneurial education)

X1 = Entrepreneurial skill training

X2 = entrepreneurial education

$$\text{Poverty_Erad} = 5.432 + .611 \text{Entrep_Training_Skills} + .140 \text{Entrp_Edu}$$

Discussion of Findings

The result of this study showed that the coefficient for entrepreneurial training skills (0.712) is statistically significant and different from zero. This is because its p value is 0.000 which is below the 5% degree of significance. Thus, a unit increase in entrepreneurial training skills will result in a 0.712 improvement in poverty eradication. Thus, the null hypothesis was rejected, and a finding made that entrepreneurial training skills has a statistically significant

impact on Poverty eradication. The outcomes agree with previous studies such as those of Anekwe, Ndubuisi-Okolo and Attah, (2018) who stated that the aim of dealing with poverty might linger except much importance is laid down on the development of entrepreneurial skill. Also, the outcome of the extant study is in resonance with Hanapi and Nordin (2014) who highpoints the importance of effective skills training in producing graduates with a good working ethics, proactiveness as well as knack for problem solving related to the work.

Similarly, the result of this study showed that the coefficient for entrepreneurial education (0.175) is statistically significant and different from zero. This is because its p value is 0.005 which is below the 5% degree of significance. Thus, a unit increase in entrepreneurial education will result in a 0.175 improvement in poverty eradication. Thus, the null hypothesis was rejected, and a finding made that entrepreneurial education has a statistically significant impact on Poverty eradication. The result is in line with prior studies such as Okereke and Okorafor (2011) study which assert entrepreneurship education as a potent and viable tool for self-empowerment, job and wealth creation. Additionally, the result of the extant study is in agreement with Mitra and. Abubakar (2011) who described how entrepreneurship boosts economic growth, enhances educational accomplishment and raises the rate of economic growth.

Conclusion

In the course of this study, entrepreneurship development through entrepreneurial skill training and education indicate a bright side for poverty eradication. Specifically, it identified skill training, and education as silver lining to poverty eradication in Abuja. The first objective of the study was to examine the relationship between entrepreneurial skill training and poverty eradication. Correlation analysis revealed that entrepreneurial skill training was positively and significantly related to poverty eradication. Similarly, the second objective of the study was to examine the association between entrepreneurial education and poverty eradication. Correlation analysis revealed that entrepreneurial education was positively and significantly related to poverty eradication.

Recommendations

1. Entrepreneurship skill training programme should be pursued with vigor, as the study revealed that lack of it is the most significant cause of poverty in the society. A man/woman with an income yielding skill is capable of liberating himself/herself and the family from the menace of poverty.
2. Entrepreneurship development targeted at eradicating poverty should be directed more at the male segmented of the society. The reason being that, as the findings of the study suggest, men are generally seen as the bread winner of the family, and this reason propelled the men to succeed most often in entrepreneurship development through training skill acquisition as well as entrepreneurial education than their female counterpart. However, this is not to say that the women should be ignored completely in any scheme directed at poverty, as there is an increasing awareness among the women folk, that there is need for them to help in providing for the family and thus, the slogan “what a man can do, a woman can do better”.

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