

# Entrepreneurship Training: A Veritable Tool For Poverty Reduction Among Rural Youths

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**Abstract:** *The study adopted exploratory mixed method research design. The qualitative aspect is the main while the quantitative supplemental aspect (QUAL + quan). The population of the study comprise youths across the districts in Moro Local Government Area of Kwara State. A total sample of 201 youths was selected from the population of the study. The sample was selected using stratified random sampling technique. The instruments used for data collection were Prevalence and Causes of Poverty Questionnaire (PCPQ) designed by the researchers and Focus group discussion with the youths after the training. The Cronbach alpha method was used to determine the reliability of the instrument and the reliability coefficient of 0.84 was calculated for the questionnaire. The quantitative data collected were analysed using mean and standard deviation for the research questions while the qualitative data were analysed using content analysis to determine the relevant themes. The study found among others that the level of prevalence of poverty indicators in the rural communities in Moro local government area is high, and entrepreneurship training is effective in the acquisition and creation of awareness on entrepreneurial skills, leading to poverty reduction. The study concluded that when youths acquire the right entrepreneurship skills, know the types of businesses to operate and are willing to start-up a business, then poverty will be a thing of the past. The study recommended among others that there is the need for rural youths and potential entrepreneurs to be aware of the level of prevalence of poverty, in order for them to be willing to take action in changing the situation.*

Keywords: Entrepreneurship, Training, Poverty reduction, Rural youths.

## Introduction

The highest incidence and severity of poverty are normally found in rural settings, where majority of the populace are mainly farmers. Poverty exists in multi-dimensional scales in such settings. In most of these communities, many house-holds hardly afford three square meals a day, while portable drinking water is also still lacking. Housing for many of such communities means, dilapidated, thatched roofs and mud-walls where squalor knows no bounds and frequent outbreak of various kinds of preventable diseases become the order of the day. Though government policies, aimed at economic development are claimed to be directed at the rural poor, little or nothing is seen in tangible form to reduce their predicament as regards their standards of living. Majority of the rural youths who majorly depend on farming, are faced with near absence of farm inputs, such as machines, fertilizers, seedlings and agricultural extension services. This situation is worsened at times, by climatic changes, associated with too little or too much rain, and other ecological problems which the rural inhabitants hardly understand.

The united Nation having realized these problems, have been in the forefront of partnering with nations, especially the developing ones, to ensure the realization of its Millennium Development Goals (MDG) of 'Halving Poverty by the year 2015'. Though 2015 had come and gone, these goals remain the link-chain in Nigeria's on-going initiatives and processes under the New Partnership for African Development (NEPAD) and the National Economic Empowerment and Development Strategy (NEEDS). According to the MDG Report, (2004), a nation's first goal must be to end poverty and satisfy the priority needs of all citizenry in ways that will not jeopardize the opportunity for the future generations to attain the same objectives.

The issue of empowering the Nigeria youths through entrepreneurship training has taken the center stage of development discourse in Nigeria, especially in the present face of economic crisis and increase in the level of youths' unemployment scenario plaguing the present Nigeria society. According to Onyesom and Uwaifo, (2013), securing jobs by the youths in the early years in Nigeria after Independence was not a difficult task. Getting jobs by then was not part of the problems of the youths. Today, the situation is apparently the opposite. The soaring rate of youths' unemployment has become a source of worry to the youths, their parents, relatives, and the government and of course the entire society. It has become an economic, political, security and social problems in Nigeria

Entrepreneurship training in Nigeria therefore, came up as a means of proffering solution to the unemployment challenges facing the youths. According to Igbo, (2004), entrepreneurship is seen as the willingness and ability of an individual to seek out investment in an environment and be able to manage the investment successfully based on the identified opportunity. Wikipedia, defines training as the teaching or developing in oneself or others, the skills and knowledge that relate to specific goals of improving capability, capacity, productivity and performance. Business Dictionary also defined training, as an organized activity aiming at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

Entrepreneurship training therefore is the teaching of how to use human courage to seek investment opportunities and establish profit oriented enterprises (Jimoh-Kadiri, 2012). According to Atakpa, (2011), Entrepreneurship training is all about innovation, creativity and intellectual build-up of innovative ideas. According to Hisrich and Peters, (2002), entrepreneurship training is a clear manifestation of effective manipulation of human intelligence as demonstrated in creative performance. Entrepreneurship training however is the key to personal fulfillment, wealth creation, human capacity, development, and financial empowerment, (Uguowke, 2011). It is therefore seen as the ability to help individuals, create new ideas, products or services for personal self-reliance and also to meet the needs of the society. This involves the ability to set up business enterprises as different from being employees. This ability should be acquired through the acquisition of skills, ideas and managerial competencies necessary for self-employment. Entrepreneurship training therefore is the process of helping individuals in identifying, developing and bringing visions to reality.

Moro is one of the Local Government Area in Kwara State. It is in Kwara North Senatorial District. It was created in 1976 with its headquarters at Bode Sa'adu. The local government has 5 districts of Lanwa, Ejidon-gari, Oloru, Malete and Paiye. It has an area of 3,272 km<sup>2</sup> and a population of 108,782 as at the 2006 census in Nigeria. In Moro, large population of the area is suffering from hunger and unemployment. From the researchers' interaction with the indigenes of Moro LGA, poverty is prevalent among the communities. Large population of the area is illiterate which also is the greatest form of poverty. A pilot study revealed that majority of the men, including the youths are actively involved in farming. Majority of the youths also find it difficult to go to school, and the little that go to school do not take it as a priority since they must go to farm very early in the morning every day before going to school, and this makes them habitual late comers to schools. Some of them come to school by 10 am or 11am every day, while school dismisses at 2 pm. As earlier said, unemployment is particularly acute among young graduates and secondary schools' leavers in Nigeria today. Osuala, (2004) pointed out that graduates and secondary schools' leavers in Nigeria are becoming increasingly unemployed because they lack saleable skills for self-reliance. These saleable skills can only be acquired through entrepreneurship training. However, the methods and techniques of training youths in these skills are not clear nor has it been fully documented in terms of the particular methods to be used. The greatest challenge facing entrepreneurship training in Nigeria today is the training strategies for inculcating the expected skills to its recipients. Atakpa, (2011), noted that despite the entrepreneurship courses offered in Nigerian schools, Nigerian youths in recent times are still wondering about seeking for salaried jobs which are not available.

experience and interaction with secondary school teachers and the youths in Moro local government area of Ilorin, revealed that lack of effective training, among others are major problems and challenges faced by the youths in managing small scale businesses, and as a result, those that established businesses of their own could not stand the test of time. This situation actually necessitated this study. Therefore, there is need to identify and ascertain the effectiveness of the various strategies which teachers in secondary schools in Moro Local Government Area of Kwara State, Nigeria use for entrepreneurship training as mandated by Federal Government of Nigeria, (FGN), in 2006, and National Board for Technical Education (NBTE), in 2007, and to also determine the extent such strategies can help in reducing poverty among the rural youths in Moro Local Government Area of Kwara State, Nigeria.

The findings of this study will be of benefit to aspiring entrepreneurs, particularly the rural youths because it will help them by exposing them to the types of Small and Medium Scale Enterprises that can be adopted by them. It will also enable them understand the causes and Symptoms of business failures, particularly among the new entrepreneurs and also how to avert and ensure success in entrepreneurship development. The study will go a long way in acquainting them with proper entrepreneurial skills to commence and sustain their businesses and reduce poverty to a minimal level.

This study centre on the theory of systematic entrepreneurship by Drucker (1985). According to Drucker, an entrepreneur is one who always searches for change, responds to it and exploits it as an opportunity." he laid emphasis on two important factors – innovation and resource- that led to emergence of entrepreneurship. Innovation is the real hub of entrepreneurship that creates resource. A thing is regarded as resource when its economic value is recognized. For example, mineral oil was considered worthless until the discovery of its use. Similarly, purchasing power was considered an important resource by an American innovative entrepreneur who invented instalment buying. According to Drucker, successful entrepreneurship involves value and satisfaction obtained from resource of the consumer. He holds innovation, resources, and an entrepreneurial behaviour as the keys to entrepreneurship. According to him, entrepreneurship involves increase in value or satisfaction to the customer from the resource (creation of new values and combination of existing materials or resources).

The words entrepreneur and entrepreneurship are often interchangeably used. An entrepreneur refers to the person who takes the initiative and innovation of setting an enterprise while entrepreneurship is the process of undertaking a business venture. Carte and Evans (2011) views entrepreneurs to be of two types: the craftsman type who have a lower education, prefer manual work and want a stable income to support the family and the entrepreneur who takes opportunities in the environment and strive to grow and expand his business. According to Moreno and Casillas (2008) states that entrepreneurship is the process of creating something new with value by denoting the necessary time and effort, assumes the accompanying financial, social risk and receiving the resulting rewards of monetary and personal satisfaction and independence.

Mason and Gos (2014) defines entrepreneurs as individuals who notice opportunities and take responsibility for mobilizing the resources necessary to produce new and improved goods and services. Nelson, Maxfield and Kolb (2009). opines that an entrepreneur is an innovator who undertakes the risk of a business organizes and efficiently utilize the factors of production to convert business ideas into wants-satisfying goods and services in exchange for a reward, he describes an entrepreneur as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run enterprise successfully based on the identified opportunities.

Onifade (2007) sees entrepreneurs as individuals who perform the act of floating, investing in and managing a business for self-employment and with profit motive. According to Ineigbenebor and Osaze (2009), an entrepreneur is an agent (individual or collective), who champion a novel contribution of productive resources as the means of achieving an economic end. Thus, from these definitions, the following points can be noted: That a person is involved (man, woman, young and old), has an idea about a business, translates the idea into floating a business, invest in business by employing resources, takes a risk, solves problems – human and non-human problems, diligent, self-reliant, disciplined, innovative and creative and wants to make profit. Entrepreneurship is an undertaking in which one is involved in the test of creating and managing an enterprise for a purpose. The purpose as further may be personal, social or developmental. Again, entrepreneurial approach tends to be accomplished with an organizational context. Thus, entrepreneurship is not only associated with small business start-up, it can occur in organizations of all sizes and types. Oni and Olaleye (2008) submit that most small businesses are not particularly entrepreneurial when their activities are genuinely appraised.

According to Madsen (2007) entrepreneurship is the ability some people have to accept risks and combine factors of production in order to produce goods and services. It can also be seen as the willingness and ability of an individual to seek investment opportunities in the environment and be able to establish and run an enterprise successfully based on the identified opportunities. This implies that for entrepreneur to succeed he must have the capacity to seek the environment for economic opportunities that will increase its economic value in business and the economic growth of the society in general. Wang (2008) argues that an entrepreneur is a human builder, who can convert a stumbling block into a stepping stone. To an entrepreneur, there is no mountain that is unmovable. He is a creative and aggressive innovator who promotes is the necessary relationships required for the new business to come into existence. He is a risk bearer, he starts a business and brings about improvement on the methods of doing things and in that process, generates employment opportunities for the teaming population. According to Leedy and Ormrod (2009) entrepreneurship is the process of identifying an opportunity related to needs, satisfaction and converting it to a thing (product or services) of value.

Entrepreneurship training therefore, provides students and youths with motivation, knowledge and skills essential to launch successful ventures, (Hudson, 2016). In entrepreneurship training, people already in business are retrained to enhance their management skills, record keeping ability and the level of profitability of their businesses, while the youths, particularly, school leavers (tertiary and secondary) are taught skills and empowered to start their own businesses whereas students and undergraduates, who are still in schools are trained to take their fate in to their hands and become entrepreneurs, even right in the school, (Igbo, 2009). The objective of entrepreneurship training is to teach the youths how to see business opportunities, ideas and act on them promptly in order to take advantage over others. This indicates also that it adequately equips the youths with entrepreneurial competencies and skills necessary for successful business ventures, to enable them contribute their own quota to individual and national economic survival and transformation of a nation. (Oriazowanian, 2013).

Therefore, entrepreneurship training is believed to be an important mechanism of economic growth and development. Entrepreneurship training, however, is the process of imparting knowledge and teaching skills to potential entrepreneurs on how to venture into businesses that are relatively small in nature for future advancement of the businesses (Osuala, 2004).

The word “poverty” and / or “poor” originated from the Latin word pauper meaning poor, which has its roots in the words pau- and pario that is “giving birth to nothing”; referring to unproductive livestock and farmland (Westover, 2008). Historically, the idea that some people are trapped in poverty while others have spells in poverty was a central element of most analysis (Hulme & McKay, 2005). For example, officials and social commentators in eighteenth century France distinguished between the pauvre and the indigent. The former experienced seasonal poverty when crops failed or demand for casual agricultural labour was low. The latter were permanently poor because of ill health (physical and mental), accident, age or alcoholism. The central aim of policy was to support the pauvre ways that would stop them from becoming indigent (Hulme and McKay, 2005). In contemporary times this durational aspect of poverty has been relatively neglected and conceptual development, and more particularly measurement, has focused on severity/depth and multidimensionality. According to Balogun (1999), poverty could be described as a condition where

a society barely survives on a level of subsistence, coupled with limited access to the necessities of physiological factors such as clothing, food, and appropriate accommodation, in view of maintaining a basic standard of living.

In the view of the World Bank and The World Development Report (WDR), observations made suggest that conditions could be expressed as poor if people live on a per capita income lower than US \$370 at any given time (WDR, 1999) or as being extremely poor by living on less than US\$ 1 per day, and moderately poor by living on less than US\$2 daily (World Bank, 2007). The statement also projects that “1.1 billion people in 2001 had expenditures below US\$1 a day and 2.7 billion lived on less than US\$2 a day”. Poverty as a condition is not only confined to developing nations, but it’s also a universal phenomenon that could be observed in a set of social problems including homelessness and the persistence of “ghetto” housing clusters (World Bank, 2007).

Flowing from the foregoing, entrepreneurship education and training emerged as an important concept in global economic transformation. Studies have shown that entrepreneurship process is a vital source of developing human capital as well as plays a vital role in providing learning opportunities for individuals to improve their skills, attitudes and abilities (Shane 2003, Brana 2008, Ekpo & Edet 2011). some previous studies have reported findings on the impact of entrepreneurship education on career intentions and aspiration of tertiary students in Ghana, it was found that most people were motivated to a large or very large extent to start-up a business by virtue of their exposure to entrepreneurship trainings (Owusu-Ansah, 2004). Another study from Sri Lanka, (kumara, 2012) has further revealed that students who have received entrepreneurial education often develop positive attitudes and beliefs towards self-employment and entrepreneurship intention to a large extent. Additionally, Hannon, (2009) have found that an estimated 78% of students surveyed in Ireland who have passed through entrepreneurship education expressed interest in starting their own business in the future. However, about 30% of non-business post graduates surveyed reported being interested in starting their own business at some points later in their career and 39% are interested in starting their own business through their college infrastructure. From the above, it could be observed that most existing research conceptualize entrepreneurship education as instrumental or what facilitates self-employment intention and the reduction of unemployment. The present study aims to confirm or refute these findings within the Nigerian setting.

### **Purpose of the Study:**

The main purpose of this Study was to reduce poverty through effective entrepreneurship training among rural youths in Moro Local Government Area of Kwara State. The study was specifically used to:

1. ascertain the level of prevalence of poverty indicators in the rural communities in Moro local government area of Kwara State, Nigeria.
2. Ascertain the perception of youths of the effectiveness of the entrepreneurship training on
  - i. entrepreneurship skills for poverty reduction
  - ii. types of entrepreneurship businesses for youths to engage in
  - iii. willingness to start entrepreneurial venture.

### **Research Questions**

1. To what extent are poverty indicators prevalent in Moro local government area of Kwara State?
2. How effective are the identified strategies for entrepreneurship development among the rural youths in Moro Local Government Area of Kwara State?

### **Methodology**

The study adopted exploratory mixed method research design. The qualitative aspect is the main while the quantitative supplemental aspect (QUAL + quan). QUAL + quan (inductive-simultaneous design, where the core component is qualitative and the supplemental component is quantitative). This design helps the researchers to triangulate findings in order that they may be mutually corroborated. The population of the study comprise youths across the districts in Moro Local Government Area of Kwara State. A total sample of 201 youths was selected from the population of the study. The sample was selected using stratified random sampling technique. The identified stratum was the districts in Moro Local Government Area of Kwara State. The four sample was selected from towns in Moro Local Government Area. The instruments used for data collection were Prevalence and Causes of Poverty Questionnaire (PCPQ) designed by the researchers and Focus group discussion with the youths after the training. The Cronbach alpha method was used to determine the reliability of the instrument and the reliability coefficient of 0.84 was calculated for the questionnaire. The quantitative data collected were analysed using mean and standard deviation for the research questions while the qualitative data were analysed using content analysis to determine the relevant themes. The following boundary limits were used for decision on the items of the quantitative research questions: Very High Extent (VHE) 3.50 – 4.00, High Extent (HE) 2.50 – 3.49, Low extent (LE) 1.50 – 2.49, and Very Low Extent (VLE) 0.0 – 1.49.

### **Data Analysis and Results**

The presentations are organized according to research questions that guided the study. Out of the 201 youths that began this study, 196 participated to the end of the training. The analysis of the data collected are presented under relevant headings as follows:

Research Question 1: What is the level of prevalence of poverty indicators in the rural communities in Moro local government area of Kwara State? Data collected in respect of this research question is presented in Table 1.



**Table 1: Mean and Standard Deviation scores on the level of prevalence of poverty indicators in the rural communities**

Items	Indicate the extent to which the under listed poverty indicators are prevalent in Moro local government	$\bar{x}$	SD	Remarks
1.	I consider my household to be poor	3.16	0.69	High Level
2.	My household has inadequate access to clean drinking water	3.42	0.98	High Level
3.	My household has a low source of income	3.24	0.60	High Level
4.	In terms of quality and quantity, there have been non-government support programmes from companies, organisations, etc., in the village over the last 12 months	3.07	1.10	High Level
5.	There is inadequate access to communications facilities: telephone, cellular phone or radio (walkie-talkie, SSB)	3.18	1.04	High Level
6.	There is inadequate opportunities to receive aid for uninhabitable housing in the village	3.02	1.06	High Level
7.	Poor condition of roads and bridges leading to the subdistrict town	3.22	0.69	High Level
8.	Indecent healthcare services where villagers in the community usually go for treatment	3.00	1.07	High Level
9.	Getting to the nearest health facility (dispensary, community health centre, village birthing clinic, hospital, village midwife, etc.) is difficult	3.63	0.72	Very High Level
10.	Absence of scholarships/subsidized education from any source for college-aged children (6 to 24) in the community	3.12	0.97	High Level
11.	I consider my household to be unhappy	2.46	0.98	Low Level
12.	My household has inaccessibility to daily news or information from TV, newspapers or radio	2.00	1.05	Low Level
13.	Food is insufficient in my household	2.99	1.00	High Level
14.	I have household members without additional off-farm qualifications (e.g. healing, making handicrafts, carpentry, driving)	3.16	0.69	High Level
15.	There are children aged between 7 and 16 years old in my household who are not attending school	2.92	0.98	High Level
<b>Grand Weighted Mean</b>		<b>3.04</b>	<b>0.84</b>	<b>High Level</b>

Source: Field Survey, 2020.

All the 15 constructs have mean score ranging from 2.00 to 3.24 and standard deviation ranging from 0.60 to 1.10. This means that their responses are not wide spread as they are close to the mean. Table 1 has a ground calculated average mean and standard deviation of 3.04 and 0.84. This implied that the level of prevalence of poverty indicators in the rural communities in Moro local government area is high (mean = 3.04, SD = 0.84).

Research Question 2 (i):

What is the perception of youths on the effectiveness of entrepreneurship training for entrepreneurship skills for poverty reduction?

#### **Training experiences on entrepreneurial skills**

The data collected for research question three were analyzed and the following themes were identified:

##### **Theme 1: Communication skill**

The participants were asked of the effectiveness of the training they are exposed to, on the entrepreneurial skills acquired or they are made aware of, for business creation and sustenance to reduce poverty. One hundred and fifty-four participants representing 78.6% said that they have acquired some vital communication skills for entrepreneurship. Four participants said

*I have been made aware that communication is an important aspect of entrepreneurship.*

Six participants said that they have acquired communication skills on how talk to their customers when they eventually start business ventures. Thirty-two participants representing 16.3% said they have not mastered the communication skills for successful entrepreneurship but that they have gotten some ideas which they will develop. This implied that entrepreneurship training given to the participants was effective in communication skill acquisition and creation of awareness among the youths.

##### **Theme 2: Creativity skills**

On this theme, 134 participants representing 68.4% of the participants stated that creativity skill is one of the most important skills they have acquired for successful entrepreneurship for poverty reduction. They stated that as an entrepreneur you must create something different from what others are doing. In addition, 12 participants representing 6.1% said that *creativity is the same thing as entrepreneurship. They said without being creative, you cannot be an entrepreneur.* Thirty participants said that they have learnt that creativity is doing something new from others. On the creativity skills, 15 participants said that the entrepreneurship training has exposed them to how vital creativity skill is to the success of entrepreneurship for poverty reduction.

### **Theme 3: Management skills**

On this theme, half of the participants said they have acquired planning skill which is a vital part of management skills for successful entrepreneurship to reduce poverty. One hundred and fifty-seven participants representing 80.1% talked about general management skill in the content of the training such as leadership, coordinating, organization skills. From their responses, participants affirmed that they have acquired management skills in addition to the other skills for their venture creation acquired from the training. Eight participants said that: *entrepreneurship is synonymous to management. An entrepreneur is a manager*. Still on management skills, 31 participants said they have learnt through the training that: *as an entrepreneur you have to manage many things, such as money, time, facilities, personnel among others*. The implication of all these is that entrepreneurship training given to the participants was effective in management skill acquisition and creation of awareness of the importance of management skills for successful entrepreneurship among the youths.

### **Theme 4: Risk Management Skill**

During the focus group discussion, 78 participants representing 39.8% said that risk management skill is the most important skill to be acquired in entrepreneurship for poverty reduction. Five participants said; *Risk is what is hindering us from embarking on any entrepreneurship venture*. One hundred and twenty-four participants representing 63.3% said that, *we are afraid of taking risk before the training, but we have learnt how to manage risk whenever it is encountered*. They went further to say that, *this training has equipped them with what to do to cast away the fear of risk taking in entrepreneurship*. This implied that entrepreneurship training given to the participants was effective in acquiring risk management skill. The training has also empowered the participants with strategies to manage risk and the awareness that risks are necessary aspect of successful entrepreneurship for poverty reduction.

### **Theme 4: Resilience skill**

During the focus group discussion, some participants 169(86.2%) talked about resilience skill which they said they do not understand it before the training, but after the training, they said it is a very important skill because it will help them not to give up in the face of any circumstances. These participants said that they have acquired this skill in the course of the training. Three of the participants said that, *resilience skill is the same thing as when you fall you rise again*. It could also be said that entrepreneurship training given to the participants was effective in creating awareness about resilience skill.

### **Theme 5: Other Entrepreneurship skills**

The participants were also asked to list other entrepreneurship skills that they acquired or come to know during the training. The participants said they have come to know about the following entrepreneurial skills: Innovation, Problem-solving, Persistence, Customer reflection, Decision making, Marketing, Accounting among others. Some participants also talked about the skills they acquired which were not directly related to entrepreneurship but they feel those skills are still beneficial. The skills acquired indirectly brings to the fore how extensive the training program was and its ability to satisfy diverse training needs of all participants.

Research Question 2(ii). what is the perception of youths of the effectiveness of entrepreneurship training on types of entrepreneurship businesses for youths to engage in, for poverty reduction?

## **Entrepreneurship training on types of entrepreneurship businesses for youths to engage in**

On training experiences, and the types of small-businesses they will start to reduce poverty, almost all participants said that they have identified small businesses they want to start. The data collected for research question four were analysed and the following themes were identified:

### **Theme 1: Computer Business Centres**

On this theme, 39 participants representing 19.9% indicated that they have identified computer business centres as the business they want to start in their areas. They claimed they possess the skills of computer operation in addition to the skills they acquired in the training programme. Twenty-one participants said that, *they prefer business centre because it does require large capital outlay*. Another 13 participants said, *computer business has less risks*. The implication of all these is that entrepreneurship training given to the participants has given them clue on computer business centres as an entrepreneurship venture to reduce poverty among the youths.

### **Theme 2: Event Organizers**

On this, 31 participants representing 15.8% indicated that they want to start up their business as organizers. They want to be helping personalities who find opportunities of taking care of people, plants or property. Aged persons, abandoned children, mental homes among others. Seven participants said, *we prefer to event organizers because it requires very little or no capital to start*. This implied that entrepreneurship training given to the participants has given the participants clue on event organization as an entrepreneurship venture to reduce poverty among the youths.

### **Theme 3: Communicators/Trainers**

On this theme, some of the participants want to be communicators/trainers. They want to be those who transmit information or communicate in different languages whose skills might find demand in sales marketing, writing training or a variety of information services. Trained teachers, newscasters, professional sales people are few examples of such entrepreneurs. One hundred and one participants representing 51.5% said, *we want to be commentators because there is no financial implication involved at the start-up*. Three participants said, *we have gift in the area of public speaking, so we consider this business better for us*.

#### Theme 4: Buying and Selling

On this theme, one hundred and thirty-one participants representing 66.8% said that they have plans to start up buying and selling businesses. Out of this number, some said, *we will be buying and selling cloths, some electronics, some stationery and others beverages*. Still on this area of buying and selling, 97 participants representing 49.5% said that, *we want to do online buying and selling as it can be done at a very minimal cost*. With entrepreneurship training given to the participants, they have been exposed to buying and selling on a small scale as an entrepreneurship venture to reduce poverty among the youths.

Few of the participants affirmed that they have not really figured out the business they will enter into, but that they are still thinking of one. This implied that entrepreneurship training has exposed them to various ventures, but they have not made up their minds on which one to start.

Research Question Five: what is the perception of youths of the effectiveness of entrepreneurship training on willingness to start entrepreneurial venture for poverty reduction?

#### Entrepreneurship training on willingness to start entrepreneurial venture

On training experiences and willingness to start entrepreneurial venture to reduce poverty, almost all participants indicated that they are willing to start entrepreneurial venture. The data collect for research question five were analyzed and the following themes were identified:

##### Theme 1: Entrepreneurial willingness

On training experiences and willingness to start up a business, all the participants expressed their enthusiasm and great willingness to start up a business as soon as possible. Almost all of them said, *they are willing to apply the knowledge and skills we have learnt in entrepreneurship training to practice*. One hundred and eighty-two participants representing 92.9% clearly affirmed that, *this training was a great eye opener for them and they are willing to change the course of thier financial status, by engaging in entrepreneurship*. They said that after all there is no job available for them outside there. Also, 128 participants representing 65.3% said that, *they are willing to start up their own businesses because they want to be their own bosses instead of working under others*. They stated that they want to be employers of labour. Some of the participants claimed that they are tired of seeking for jobs that are nowhere to be seen and therefore the training was a very timely opportunity for them. Some participants spoke about their experiences in relation to their own perception of their job career. Furthermore, most of them expressed their satisfaction on how the training content met their needs of what they want to do in life.

##### Discussion of Findings

The study was carried out on reducing poverty through effective entrepreneurship training among the rural youths in Moro local government area of Kwara State, Nigeria. The study found that the level of prevalence of poverty indicators in the rural communities in Moro local government area is high. This was indicated in the analysis in Table 1 where majority of the respondents stated that their household are poor and not happy, same way in terms of quality and quantity, there have been nongovernment support programmes from companies and organisations. This finding is in line with an earlier finding of Englama and Bamidele (2017) who stated that majority of the rural household are not able to fend or provide sufficiently for their necessities or fundamental human requirements such as clothing and decent accommodation, food, the fulfilment of social and economic responsibilities, non-access to productive employment, lack of skills, resources and confidence; and has restricted admission to economic and social infrastructure. These include access to health, education, potable water, sanitation, and roads. These preclude them from advancing in welfare which is limited by the scarce availability of economic and social infrastructure.

The findings of the study also revealed that entrepreneurship training on entrepreneurial skills can reduce poverty among youths because entrepreneurship training is effective in acquisition and creation of awareness on entrepreneurial skills leading to poverty reduction. This implies that entrepreneurship training has helped the youths who participated to acquire entrepreneurship skills that will lead to poverty reduction. This finding is in line with Okyireh and Okyireh (2016) who found that participants affirmed their development of moral principles in addition to the requisite skills for their jobs acquired from the training. They went further to state that training is a good way to acquire relevant skills for job performance. Participants exposed to the training have acquired entrepreneurial skills of resilience, creativity, planning, and leadership among others. This shows that organizing training for youths is very beneficial for them to acquire necessary skills that will make them useful in the society. This finding also corroborates Udo (2016) who stated the acquisition of adequate practical skills is a means of increasing the productive power of any individual or nation, hence, a means to boosting sustainable development of entrepreneurship in Nigeria.

The study also found that poverty can be reduced among youths through creation of awareness on types entrepreneurship ventures to engage in, given through training. This means that, with the entrepreneurship training, participants were able to determine the type of business they want to run. This finding is in line with Abu (2015) who stated that there are small types of business that do not require much capital outlay and do not return much income. They are of a subsistence nature. They can be owned and managed by single individuals with little or no education who would otherwise find it difficult to get jobs elsewhere. After the training some of the participants were able to identify businesses like, computer business, event organizers, buying and selling on a small-scale among others.

The study also found that entrepreneurship training is effective in creating willingness to start entrepreneurship venture among youths which will lead to poverty reduction. This means that entrepreneurship training was able to impact on the youths' willingness to start-up a business of their own. This finding supports the earlier finding of Owusu-Ansah, (2004) who found that most people were motivated to a large or very large extent to start-up a business by virtue of their exposure to entrepreneurship training. He further revealed that students who have received entrepreneurial education often develop positive attitudes and beliefs towards self-employment and entrepreneurship intention to a large extent. This finding is related to the finding of Mamman and Oyinloye (2016) who found that students have acquired knowledge of entrepreneurship education in the areas of basic business start-up, writing of business plan, idea development, Process from idea to realization of a start-up, business model, problem identification and solution development and others. This means that students are acquiring relevant entrepreneurship skills.

## Conclusion

The study revealed that there is high level of prevalence of poverty among youths in Moro Local Government Area. It also revealed that entrepreneurship training is effective in acquiring entrepreneurial skills, creating awareness on types of entrepreneurship ventures to engage in, and creating willingness to start entrepreneurship venture among rural youths, thereby leading to poverty reduction. Based on all these findings, it was concluded that entrepreneurship training is effective in reducing poverty among youths. This is because when youths acquire the right entrepreneurship skills, know the types of businesses to operate and are willing to start-up a business, then poverty will be a thing of the past. The implication of these findings is that when youths are exposed to entrepreneurship training, it will inculcate in them relevant entrepreneurial skills, give them the knowledge of types of entrepreneurship to enter into, and create entrepreneurship willingness in them. When all these acquired skills are put into practice by the training participants, it can go a long way to change their financial status for better.

## Recommendations

Based on the findings of the study, the following recommendations are made:

1. There is the need for rural youths and potential entrepreneurs to be aware of the level of prevalence of poverty, in order for them to be willing to take action in changing the situation.
2. There is need for youths and governments at all levels towards avoiding laziness, poor infrastructure, diseases and poor health facilities among others, in order to avoid the menace of poverty.
3. Government at all levels should organize entrepreneurship training programme for youths to acquire relevant entrepreneurial skills which will go a long way to reduce poverty among the youths.
4. Youths should be willing to participate in entrepreneurship training to be able to acquire knowledge related to types of entrepreneurship business to enter into. When this knowledge is acquired and put into practice, poverty will be a thing of the past among the youths.
5. Non-governmental organizations, philanthropist and well-meaning individuals should organize entrepreneurship training for youths to help create entrepreneurship willingness in them. This will lead to poverty reduction when the willingness is translated into practice.

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