

**ENTREPRENEURSHIP EDUCATION AND ECONOMIC DEVELOPMENT(A CASE
STUDY OF FEDERAL POLYTECHNIC, DAMATURU, YOBE STATE**

By

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ABSTRACT

The study was on entrepreneurship education and for economic development in Federal Polytechnic, Damaturu, Yobe State. To accomplish the research objectives, a survey, research design was conducted and a convenient sampling technique was employed to draw a sample size of one hundred and seven (114) respondents from the population. Instrument of the study was self-developed questionnaire which were personally administered. Data extracted from the questionnaire forms were presented in tabular form and analyzed using simple percentage methods. The study revealed that entrepreneurship education has significant impact on economic development, that entrepreneurship education has improved the economic development of Nigeria, that skill acquisition, creativity and job creation are some of the advantage of entrepreneurship education in Nigeria. USING Chi-square test, the study found that the entrepreneurship education significantly improves the economic development of Nigeria {the critical X^2 (23.47) is less than the calculated X^2 (8.26)}. The study recommended that the federal government should introduce more capable lending programmes so that the entrepreneurs can get the required assistance from this program for their survival in future, also management should ensure that there are qualified facilitators that will always be there to impact good skills on students or future entrepreneurs.

INTRODUCTION

Entrepreneurship education and economic development are two inseparable concepts that cannot overemphasized lately in research thinking. Over the years, scholars have provided insights into the concept of entrepreneurship education (Omoriege, 2017; Oseni, 2017; Kumar & Oshi, 2016; Gautam and Singh, 2015; Umoren, Akpanuko & Akpan, 2015; Onyilofor, 2014; Lee, Chang and Lim, 2005).

Entrepreneurship education is a catalyst for economic development and job creation in any society and it involves rebranding the education culture to the end of guaranteeing a comprehensive educational system re-engineering arising from the obvious deficiencies of the existing educational system (Lee and Wong, 2008). Entrepreneurship education's main focus is to provide the students with requisite skills and capacities needed in the world of work. According to Enu (2012), Entrepreneurship education is a form of education that seeks to provide knowledge, skills, attitude and motivation to students for entrepreneurial success in any facet of human endeavors. In discussing entrepreneurship with regards to education however, we are attempting to show the connection between innate and acquired abilities. Whereas some individuals are born with certain traits that allow them transform ideas into reality, others are able to do so via the process of training and capacity development (Umoren, Akpan and Ntekop, 2012; Onuaha, 2008; Umoren, 2010; Umoren and Ntekop, 2010). It is for this reason that the Federal government of Nigeria has made it mandatory for entrepreneurship to be taught to all university students across the country. This directive is based on the fundamental assumption that an entrepreneurially minded individual will rather than search for elusive jobs, become a job creator for others. The understanding here is that entrepreneurship can be taught, learnt, and applied in a manner that enhances socioeconomic transformation which ultimately defaults into national development (Umoren, Akpanuko & Akpan, 2015).

Denison (2008) and Bownan (2010) emphasize that many researchers have shown handsome returns to various forms of human capital accumulation, basic education, research, training and aptitude building. While Roberts (2011) contradicted that the primary determinant of a country's standard of living is how well it succeeds in developing and utilizing the skills and knowledge and furthering the wealth and educating the majority of its population, challenged students notwithstanding. Ozturk (2011) revealed that no country has achieved constant economic development without considerable investment in education and human capital. These

investments and human capital are all obtained in higher education. Onyilofor (2012) stated that special education is an individually planned and systematically monitored arrangement, teaching procedures, adapted equipment and materials, accessible setting and other interventions designed to help learners with special needs to achieve functional education that can transform them to be self-reliant, self-sufficient, self-dependent and self-actualized. Special education is an organized educational programme with a lot of special instruction that is dependent on other discipline such as psychology, medicine, psychometric, guidance and counselling etc. that makes provision for supportive counselling among others for system to the exceptional individual who has significant deviation from normative characteristic of the majority (Onyilofor, 2013). One of the predominant challenges is to change the culture and mindset in countries and regions in which business and entrepreneurship are either not viewed favorably and/or are not understood (Ashok & Joshi, 2016).

OBJECTIVE OF THE STUDY:

The Study is aimed at finding out the relationship between entrepreneurship education and economic development.

CONCEPTUAL FRAMEWORK

CONCEPT OF ENTREPRENEURSHIP EDUCATION

Anyakoho (2006) opines that entrepreneurship education offers a solution. It seeks to prepare people particularly youth to be responsible enterprising individuals who became entrepreneurs or entrepreneurial thinkers by immersing them of real life learning experience where they can take risk and learn from them. Entrepreneurship is the willingness and ability and as well the capability of seeking out an investment opportunity in an environment and work towards achieving the result successfully. Entrepreneurship can teach students all he/she needs to start their own business. Entrepreneurs are people who make money by founding and operating a business. He is the initiator and the risk bearer of the business. He owns and controls all the business activities and enjoys the profit alone.

Nwangwu (2007) opines that entrepreneurship education is a process of acquiring skills on how to bring together the four factors of production which include land, labor, capital and entrepreneur so as to provide a product or service for public consumption. Nwoye (2011) entrepreneurship education seeks to provide student with the knowledge and skill and motivation

to encourage entrepreneurial success in a variety of setting. Omolayo (2006) entrepreneurship education is the term given to someone who has innovative ideas and transforms them to profitable activities. Merdith (2001) defines entrepreneurship as an individual who has developed an existing business activity where none existed before. Etuk (2000) entrepreneurship education has been applied in various setting to achieve various objectives such as:

- i. **Creation of Employment:** Unemployment is a rampant problem in many societies, this study aimed at empowering people to create employment opportunities. This training will enable people to start small and medium enterprise.
- ii. **People empowerment:** Teaching people innovative ways to make a living, enabling them to control their circumstance. In Tanzania for example, entrepreneurship education is being used as a tool to empower women.
- iii. **Diversification:** Entrepreneurship education teaches students to recognize and seize diverse opportunities for financial gain. This allows people to work in better environment that best suit them.
- iv. **Individual Competence:** Entrepreneurship education impacts qualities such as self-motivation and financial responsibility. In addition, this education empower people to have self-discipline since entrepreneurship involves taking calculated risk.

Onwuliri (2009) opines that entrepreneurship must have one or all the following features:

- i. **Risk Bearing:** An entrepreneur must expect to take risk in order for him to grow because the art of project venturing involves risk. He should be able to take calculated risk.
- ii. **Initiative Involvement:** He should be able to put things through his ability to develop strategy in problem solving to ensure safety of his business.
- iii. **Responsibility Objective:** He must outline his objectives and ensure all his strategies implemented without delay and takes responsibility of his action in business if he fails
- iv. **Creativity Goal:** The entrepreneur should be resourceful, creative and innovative in his own plan. He must be able to control his business environment and apply flexibility in his product and service choice to be able to determine the consumer needs.

- v. Self Confidence: This is a signal Success, while fear is a signal failure. An entrepreneur should be courageous enough to be at competitors and also win hearts of the consumers.

Mouton Modernization Theory

Mouton (2001) modernization theory suggest that when individuals or peoples way of life, systems and methods are improved, it will lead to the development and development of that society, thereby increase their Gross National Product (GNP) and Gross Domestic Product (GDP) and this improvement in the peoples way of life can be or come in one form of training programs such as financing youth employment (Youth Enterprise with Innovation Program in Nigeria),(UWIN), Subsidy reinvestment and employment programmes (SUREP), and skill acquisition programmes (Plumbing, Hair Dressing, Tailoring, etc), in order not to rely or depend on others for their basic needs and wants.

Importance of entrepreneurship education

Akpomi (2008) sees entrepreneurship education to be an important tool which one ought not to ignore, such importance involves;

- i. Entrepreneurship Education is a Key Driver of our Economy: Wealth and high majority of jobs are created by small business, started by entrepreneurially minded individuals many of whom go on to create job/big business.

People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedom, higher self-esteem and an overall greater sense of control over their own lives. As a result , many experienced business people, political leaders ,economist and educators believe that fostering a reburst entrepreneurial culture will maximize individual and collective economic and social success on a local national standard for entrepreneurship education were developed.

- ii. Entrepreneurship Education: As a Long Life learning Process: Starting as early as elementary school and progressing through all levels of education including adult education. The standard and their supporting performance indicators are a framework for

teachers to use in building appropriate objective learning activities and assessment for their target audience. Using this framework, student will have progressively more challenging educational activities experiences that will enable them to develop their insight needed to discover and create entrepreneurial opportunities and the expertise to successfully start and manage their own business to take advantage of this opportunities.

- iii. Entrepreneurship Education Focuses on Development: Understanding the capacity skills and attributes in widely different contexts, it can portage as an open to the flying growth seeking business persons.

Stages in entrepreneurship practice

Agbo (2002) noted that anyone wishing to become an entrepreneur must learn about product service to offer a competitive product as service at the right price and right time and place as being self-employed.

Profit Making: He noted that one of the fundamental aims of an entrepreneur is basically to make profit and be self-employed.

Resource at Hand: A business opportunity is said to be a venture that can make a good income on investment within a reasonable period. The entrepreneur must learn to be alert; resources at hand include people, material, capital and information.

RESEARCH METHODOLOGY

The research design used in the study is the survey research method. In the study, sample of population was studied in order to determine the population in terms of variable of interest since the project is aimed at tracing entrepreneurship education as an essential tool for economic development of Nigeria. The researcher used both primary and secondary source of data. **Primary Source:** Primary data consist of firsthand information generated from the purpose, this work through questionnaires, interview, and observation in all the study of this work. **Secondary Source:** In collecting data for this source, the researcher made use of magazine, newspapers,

textbooks, journals and internal records of organization obtained from those sources complemented those acquired from the primary source of data.

The study focused on Federal Polytechnic, Damaturu. The researcher concentrated the research work in two largest faculties (School of Management Sciences and School of Sciences). The staff population in School of Management (SMS) was 90, while that of Sciences was 70. These schools were summed up to 160 employees of Federal Polytechnic, Damaturu, Yobe State.

The sample and techniques used is the stratified sampling method and the simple techniques. This was in order to give equal chance of selection to the number of the nature of population used. It is simple to use and easier to comprehend. However, the determination of the sample size is based on the population of selected study; a formula propounded by Yaro Yamane was used.

$$n = \frac{N}{1 + N(e)^2}$$

Where N = population n = Sample Size e = Level of Significance 1 = Constant

Where N = 160, e = 0.05 n = ?

$$n = \frac{160}{1 + 160(0.05)^2}$$

$$n = \frac{160}{1 + 160(0.0025)}$$

$$n = \frac{160}{1 + 0.4}$$

$$n = \frac{160}{1.4}$$

$$n = 114$$

Therefore, the sample size is 114. To select the sample from the total population. The proportional sampling technique was adopted i.e dividing the population into different groups or strata.

School of Business Studies (SBS):

$$\frac{90}{160} \times \frac{114}{1} = 64$$

School of Science and Technology:

$$\frac{70}{160} \times \frac{114}{1} = 49.8 = 50$$

Data Collection Instruments

Questionnaires are those set of questions the researcher will apply in order to elicit the relevant information. Personal Interview is a face-to-face Interpersonal contact, situation and discussion by which the researcher asks the staff of those questions relating to the problem under study. Books has to do with journal, Newspaper, magazine and company record which they used in gathering of information that are relevant.

Validity and Reliability of the Instrument

The measuring instrument has a wider coverage of the research objective and research questions; the researcher relied entirely on subjective judgment and presumes that the instrument as a questionnaire has faced validity. This is the capacity of the measuring instrument to yield similar and consistent results when applied to the situation under study. The techniques applied repeatedly to the same objectives yielded the same result each time. Hence the testing instrument is precise, accurate and consistent, it is portrayed as reliable. The researcher adopted the test rested method and the test of the reliability of the instrument by the researcher was done using the rank correlation co-efficient method (Spearman rank in tabular form below).

S/N	1 ST	2 ND Test	R1	R2	(R1-R2)	d ²
1	8	7	3	4	1	1
2	1	2	10	9	1	1
3	6	3	5	8	3	9
4	5	4	6.5	7	1.5	2.5

5	10	9	1	2	-1	1
6	4	6	8	5	3	9
7	3	1	9	10	1	1
8	9	10	2	1	1	1
9	5	5	6.5	6	0.5	0.25
10	7	8	4	3	1	1

This Formula was applied

$$R_s = \frac{-6 + d^2}{n - (n^2 - 1)}$$

Where;

R = The rank reliability test

D = Difference

N = Number of observation

1 and 6 are constant

Therefore, substitute the formula above

$$\begin{aligned}
 R &= \frac{1 - 6(26.5)}{10(10^2 - 1)} \\
 &= \frac{1 - 159}{10(100 - 1)} \\
 &= \frac{1 - 159}{10(99)} = 0.16 \\
 &= 1 - 0.16 \\
 &= 0.84 \\
 R &= 84\%
 \end{aligned}$$

The above test is reliable since its outcome is more than 50% and having a positive value.

Data Analysis Techniques

The method adopted by the researcher for analyzing the data collected, secured up data and checked to ensure that it is not all the questions were returned and were done using table in presentation a frequency distribution and analyzed using simple percentage for research questions. Chisquare test is used for test the hypothesis.

$$X^2 = \sum \frac{(O-e)^2}{e}$$

Where O = The Observed value

E = The Expected value

X^2 = Chi square

RESULTS AND DISCUSSION

The study involved 114 respondents. From 114, 33.33% were male while 66.67% were female. From the study, 45 respondents representing 60% were not married while 30 respondents representing 40% are married; 50 respondents representing 66.67% were at the age of 21-25, 15 respondents representing 20% were at the age of 26-30 while 10 respondents representing 13.33% were at the age of 31-35; 5 respondents representing 6.67% were SSCE holders, 30 respondents representing 40% were ND holders, 25 respondents representing 33.33% were HND/Bsc holders while 15 respondents representing 20% were Msc and above.

Table 1 Responses on Entrepreneurship education impacts on financial status of polytechnic community

VARIABLES	NO OF RESPONDENTS	PERCENTAGE (%)
Strongly agreed	46	40.4%
Agreed	36	31.6%
Strongly Disagreed	20	17.5%
Disagreed	12	10.5%

Total 100%

Source: Field Survey, 2021

Table 1 reveals that 46 respondents representing 40.4% strongly agreed that entrepreneurship education has significance impact on financial status of polytechnic community, 36 respondent representing 31.6% agreed with while 20 respondent representing 17.5% strongly disagreed while 12 respondents representing 10.5% disagreed. Therefore, the researcher concluded that entrepreneurship education has significant impact on financial status of the polytechnic community in Nigeria.

Table 2 Responses on the entrepreneurship education affecting the revenue generation rate by the polytechnic positively.

VARIABLES	NO OF RESPONDENTS	PERCENTAGE(%)
Strongly agreed	41	36
Agreed	43	37.7
Strongly disagreed	23	20.2
Disagreed	7	6.12
Total	114	100

Source: Field Survey 2021

Table 2 reveals that 41 respondents representing 36% strongly agreed that entrepreneurship education will affects the revenue generation rate by the polytechnic positively, 41 respondents representing 37.7% agreed while 23 respondents representing 20.2% strongly disagreed that encouraging entrepreneurship education will affect the economy positively, 7 respondent representing 6.12% disagreed. Therefore, the researcher encouraging entrepreneurship education affects the revenue generation rate by the polytechnic positively.

Table 3: Responses on Entrepreneurship education in the polytechnic improving the economic development of the Damaturu Local Government.

VARIABLES	NO OF RESPONDENTS	PERCENTAGE (%)
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Strongly agreed	44	38.6%
Agreed	41	36%
Strongly disagreed	14	12.3%
Disagreed	15	13.5%
Total	114	100%

Source: Survey Field 2021

Table 3 reveals that 44 respondent representing 38.6% strongly agreed that entrepreneurship education has improved the economic development of the Damaturu Local Government, 41 respondent, representing 36% agreed, while 14 respondent representing 12.3% disagreed that entrepreneurship education has improved the economic development in Nigeria, 15 respondents representing 13.5% disagreed. Therefore, the researcher concluded that entrepreneurship education has improved economic development of the Damaturu Local Government.

Table 4: Responses on Provision of more capital is one of the ways in which entrepreneurship education could be encouraged in Nigeria.

VARIABLES	NOOF RESPONDENTS	PERCENTAGE (%)
Strongly agreed	40	35.1%
Agreed	50	43.9%
Strongly disagreed	20	17.5%
Disagreed	4	3.5%
Total	114	100

Source: Field Survey 2021

Table 4.9 reveals that 40 respondents representing 35.1% strongly agreed that provision of more capital is one of the ways in which entrepreneurship education could be encouraged in Nigeria, 50 respondents representing 43.9% agreed while 20 respondents, representing 17.5% strongly disagreed that provision of more capital is one of the ways in which entrepreneurship education could be encouraged in Nigeria, 4 respondents representing 3.5% disagreed. Therefore the

researcher concluded that provision of more capital is one of the ways in which entrepreneurship education could be encouraged in Nigeria.

Table 5: Responses on Skill acquisition, creativity and job creation are some of the advantages of entrepreneurship education in Nigeria.

VARIABLES	NO OF RESPONDENTS	PERCENTAGE(%)
Strongly agreed	50	43.9
Agreed	20	17.5
Strongly disagreed	32	28.1
Disagreed	12	10.5
Total	114	100

Source: Field Survey 2021

Table 5 reveals that 50 respondents representing 43.9% strongly agreed that skill acquisition, creativity and job creation are some of the advantages of entrepreneurship education in Nigeria, 20 respondents representing 17.5% agreed while 32 respondents representing 28.1% strongly disagreed that skill acquisition and job creation are some of the advantages of entrepreneurship education in Nigeria, 12 respondents representing 10.5% disagreed. Therefore, the researcher concluded that skill acquisition, creativity and job creation are some of the advantages of entrepreneurship education in Nigeria.

Table 6: Responses on Lack of training equipment can affect entrepreneurship education in Nigeria

VARIABLES	NO OF RESPONDENTS	PERCENTAGE (%)
Strongly agreed	39	34.2
Agreed	41	36
Strongly disagreed	21	18.4
Disagreed	13	11.4

Total 114 100

Source: Field Survey 2021

Table 6 reveals that 39 respondents representing 34.2% strongly agreed that lack of training equipment can affect entrepreneurship education in Nigeria, 41 respondents representing 36% agreed while 21 respondents representing 18.4% strongly disagreed that lack of training equipment can affect entrepreneurship education in Nigeria, 13 respondents representing 11.4% disagreed. Therefore, the researcher concluded that lack of training equipment can affect entrepreneurship education in Nigeria.

Table 7: Responses on financial facilities have a great impact on entrepreneurship education.

VARIABLES	NO OF RESPONDENTS	PERCENTAGE (%)
Strongly agreed	30	26.3
Agreed	45	39.5
Strongly disagreed	15	13.2
Disagreed	24	21.1
Total	114	100

Source: Field Survey 2021

Table 7 reveals that 30 respondents, representing 40% strongly agreed that financial facilities have a great impact on entrepreneurship education, 35 respondents, representing 46.66% agreed while 5 respondents, representing 6.67% strongly disagreed that financial facilities have a great impact on entrepreneurship education, 5 respondents representing 6.67% disagreed. Therefore, the researcher concluded that financial facilities have a great impact on entrepreneurship education.

Table 8: Responses on Entrepreneurship education creating employments opportunity in Nigeria.

VARIABLES	NO OF RESPONDENTS	PERCENTAGE (%)
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Strongly agreed	50	43.9%
Agreed	40	35.1%
Strongly disagreed	13	11.4%
Disagreed	11	9.6%
Total	114	100%

Source; **Field survey, 2021**

Table 8 reveals that 50 respondent representing 43.9% strongly agreed that entrepreneurship education creates employment opportunities in Nigeria, 40 respondents representing 35.1% agreed while 13 respondents representing 11.4% strongly disagreed that entrepreneurship education creates employment opportunity in Nigeria, 11 respondents representing 9.6%disagreed. Therefore, the researcher concluded that entrepreneurship education creates employment opportunity in Nigeria.

Table 9: Responses on Entrepreneurship education has a great impact on the quality of product manufactured in Nigeria

VARIABLES	NO OF RESPONDENTS	PERCENTAGE (%)
Strongly agreed	40	40
Agreed	50	43.9
Strongly disagreed	10	8.8
Disagreed	14	12.3
Total	75	100

Source; **Field survey, 2021**

Table 9 reveals that 40 respondents representing 40% strongly agreed that entrepreneurship education has a great impact on the quality, 50 respondents representing 43.9% agreed while 10 respondents representing 8.8% strongly disagreed that entrepreneurship education has a great impact on the quality of product manufactured in Nigeria, 14 respondents representing 12.3%

disagreed. Therefore, the researcher concluded that entrepreneurship education has a great impact on the quality of product manufactured in Nigeria.

DATA ANALYSIS/ TEST OF HYPOTHESES

Hypotheses

H₀: Entrepreneurship education does not significantly improve the economic development.

H₁: Entrepreneurship education significantly improves the economic development.

Testing Of Hypothesis 1

The chi square test X^2 was used to draw conclusion about the research hypothesis

Chi square test.

$$X^2 = \sum \frac{(O-e)^2}{e}$$

Where O = The Observed value

E = The Expected value

X^2 = Chi square

The level of significance uses is at 0.05%

Degree of freedom (D/F) = (number of rows - 1) (Number of column - 1)

= (r-1) (c-1)

Decision rule: If X^2 calculated value is greater than X^2 table values, accept H₁ and reject H₀

Calculated $X^2 = 23.47$

Degree of freedom (d/f) = (r-1) (c-1) = (3-1) (3-1) = 2 x 2 = 4

Using the table of X^2 distribution at 4 at 0.05% level of significance, Table value = 8.26

Decision

The result from chi-square shows that the critical X^2 (23.47) is less than the calculated X^2 (8.26).

This implies that the alternative hypothesis

DISCUSSION OF FINDINGS

The findings of this study revealed that entrepreneurship education has significant impact on economic development. The result of the findings also revealed that entrepreneurship education has impact on job creation in Nigeria. The findings was supported by the result from the hypotheses testing of the study.

The study revealed that majority proved that job creation is the major contribution made by entrepreneurship education, although, there are other factors which includes, increase in economic development skill acquisition, creativity etc.

The study found that the major constraints encountered by entrepreneurship education is financial constraints, this programme which suppose to be a major source of funds is not giving much to encourage the institution. Other problem facing entrepreneurship education that was revealed include, poor planning, inadequate facilities, lack of qualified facilitators and many others. These have acted in many ways to limit the activities of entrepreneurship education in the institution.

RECOMMENDATIONS

- i. For entrepreneurship education to be carried out successfully as a tool for development, government should put the institution through the provision of finance, equipment, materials and other learning facilities.
- ii. The federal government should introduce more capable lending programmes so that entrepreneurs can get the required assistance from these programmes for their survival in future.
- iii. Management should also ensure that there are qualified facilitators that will always be there to impart good skills on students or future entrepreneurs.

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