Entrepreneurship Development Programmes and the Challenge of Building Entrepreneurial Capacity of Youth in Kano State, Nigeria

Yusuf Musa Muhammad¹, Kabiru Isa Dandago²

Abstract
Increasing attention is being placed in policy and research circles on the position of younger generations. High levels of unemployment and limited skills among some groups of young people have partly fuelled this interest; with entrepreneurship development seen as having the prospects of building the capacity of individuals to develop innovative and creative attitude, thereby combating the problem of limited skills by youth and tackling the global unemployment challenge. Data for the study was extracted through the administration of set of questionnaire checklists on representative sample of the population. A linear probability modeling technique (logistic regression) was used to predict if EDP is a predictor determining the propensity for youth to develop entrepreneurial attitude in Kano state, Nigeria during the period 2008 to 2012. The regression results revealed that EDPs training did not make a significant contribution to the prediction. Using 5 per cent (0.05) level of significance, any variable with p-value of greater than 0.05 is said to be not a significant predictor in the model. Based on this, the Wald criterion demonstrated that training, which has a p-value of 0.427, is not a significant contributor to the prediction. The study found that emphasis of EDPs training has always been on programmes that aim at providing opportunities for work rather than on programmes that can develop and stimulate individual motives and attitude to work. The literature in the study indicated that any attempt by the government and other stakeholders to stimulate entrepreneurial attitude of youth should first, change the thinking and mindset of the youth. The literature also indicated that the phenomenon of limited skills by youth is so complex that no government or sector has been able to eradicate it completely. Therefore, the study recommends that relevant stakeholders such as private and non-governmental organizations should be involved in the design and implementation of Entrepreneurship programmes. Collaborative effort between the governments, private and non-profit organizations and other key players is necessary to spur entrepreneurial ecosystem in providing entrepreneurship skills, attitudes and competences needed by the youth.

Keywords: Entrepreneurship, Capacity Building, Entrepreneurial Mindset, Entrepreneurship Development Programme, Stakeholders

1. Introduction
It is increasingly recognized that entrepreneurship plays an important role in the process of economic development, and is a critical factor in promoting private sector development (Kurya, 2006). This is because the economic growth of any nation depends largely on private sector expansion and a reduction of government involvement in the production of goods and services in order to enhance efficiency in allocation of resources. Poor entrepreneurship has also been identified as an immediate reason why businesses in developing countries fail to start or progress. In view of the importance of entrepreneurship in growing an indigenous enterprise culture, Policy makers are increasingly focusing on encouraging young people to learn trade and create their business ventures. Such initiatives aim to increase the share of young people in self-

¹PhD Department of Economics and Management Sciences Nigeria Police Academy, Wudil, Kano
²Visiting Professor of Accounting of Business School of Accountancy, College Universiti Utara Malaysia 06010 UUM Sintok, Kedah Darrul Aman, Malaysia
employment and business ownership, by influencing the degree of entrepreneurial activity of young people and by helping them to overcome some of the difficulties they encounter when they start-up a business.

Despite the critical importance of an entrepreneur in the process of economic development, Ogbojafor et al. (2010) observe that Nigeria has not fully developed strategies to tap the potential of this vital resource. What Nigeria has, are haphazard policies (Ogbojafor et al, 2010), ad-hoc and uncoordinated programme (National Economic Empowerment and Development Strategy (NEEDS document, 2004), which do not reflect the importance of entrepreneurship to the economic development. National programmes such as Entrepreneurship Development Programme (EDP), National Poverty Eradication Programme (NAPEP), etc., have been developed to promote entrepreneurial activities through various administrations’ initiatives. While none of these programmes were completely without merits, the truth is that they did not have a significant, lasting and sustainable positive effect. Ogbojafor et al (2010) observed that, although several attempts have been made at encouraging entrepreneurial activities in Nigeria in the past, there is no gain saying that these initiatives failed to produce the desired results. Various constraints such as poor implementation of economic policies by those responsible for the implementation of the policies (Ogbojafor et al, 2010), poor entrepreneurship development (Fatunla, 1989), poor enterprises culture (Suleiman, 2010) and poor response to constraints (Aturu-Aghedo, 2008) have been identified as being responsible for this.

However, as reported by Youth Forum (2002) experience suggests that private sector participation in the implementation of EDP and various government initiatives has been limited. Now there is increasing recognition that public sector organizations have not been effective providers of entrepreneurial qualities needed by the youth and that funding as a policy tool has created distortions that hinder the development of private sector service delivery (Youth Forum, 2002: 99).

According to Adegbite et al (2006) after four decades of Structural Adjustment Programme (SAP), Commercialization and Privatization of ailing state-owned enterprises and National Directorate of Employment (NDE), the contributions of the initiatives towards entrepreneurship development is still very dismal. Despite tremendous growth in entrepreneurship training, many challenges remain. One of the predominant challenges is to change the culture and mindset in regions and areas in which entrepreneurship is either not viewed favorably or not understood (UNCTAD, 2010).

As observed by Rufa’i (2010) positive attitude towards independent thinking, innovation and productivity are the main task of improving the capacity of Youth to develop entrepreneurial mindset, and these have been ignored by the government and other stakeholders for so long. Attention has always been given to skills acquisition and funding without deliberate efforts to change the mindset of the youth. That is to say, the attention of the government is focused on developing vocational and Skills Acquisition Centres and eliminating constraints to funding small and medium enterprises (Sagagi, 2011). There has not been a corresponding effort to build the capacity of the Youth to consciously identify and exploit opportunities in the environment. This has been the main challenge of entrepreneurship in Nigeria.

It is this realization of the failure of the EDPs to bring about the desired level of technical innovation that necessitate an inquiry into the effectiveness of the programmes in instilling entrepreneurial attitude among youth in Kano state. Hence the following research questions:

i) To what effect can EDPs instill entrepreneurial attitude among youth in Kano State?

ii) To what extent could EDPs build entrepreneurial capacity of youth in Kano State?

In line with these research questions, the study is set to achieve the following objectives:

i) To examine the effectiveness of EDPs in imparting entrepreneurial attitude among youth in Kano State, Nigeria

ii) To evaluate the extent to which EDPs can build entrepreneurial capacity of youth in Kano State, Nigeria

Based on the objectives of the study, the following null hypotheses are proposed:
Ho1- EDPs cannot significantly impart entrepreneurial attitude among youth in Kano State, Nigeria

HO2. EDPs cannot adequately build the capacity of youth to develop entrepreneurial mindset in Kano State, Nigeria

2. Conceptual Clarification and Literature Review

Conceptual Clarification

The term entrepreneurship gets its origin from trench words; “entre” meaning between and “Prendeur,” being the verb “to undertake.” Therefore, the literal meaning of the word ‘entrepreneur’ is someone who undertakes the risk of creating a business venture. The first usage of the term in economic context is attributed to an Irish man; Richard Cantillon, in his essay on the nature of commerce. Cantillon identified and associated the “risk bearing” function in an economy with the entrepreneur. Cantillon curved the concept ‘entrepreneur’ and postulates that the entrepreneur is the agent who buys products at some “certain” prices with a view to selling them at “uncertain” prices in the future.

Cantillon (1755) defines an entrepreneur as any individual who operates under condition where expenditure is known and certain, but incomes are unknown and uncertain. The uncertainty of income arises because future market demand is not perfectly predictable. Income in this context refers to sales revenue. Cantillon (1755) therefore, defines the entrepreneur by a unique constructive function – the bearing of non-insurable risks. In line with this, many scholars have defined entrepreneurship with reference to the functions of the entrepreneur – whether as an innovator or as a risk-bear, or as an opportunity seeker, or as a coordinating factor. Entrepreneurship from its economic sense and application is the creative and innovative aspect of business formation, not the financing components and may not involve ownership (Schumpeter, 1934). However, in the ordinary usage of the term, entrepreneurship means different things to different people depending on the interest and background of the scholar.

Stevenson et al (1985) defines entrepreneurship as the process of creating value by bringing together unique combinations of resources to exploit an opportunity. Meredith et al (1996) describe entrepreneurship as the ability to see and evaluate business opportunities to provide the necessary resources to take advantage of them and initiate appropriate action to ensure success. From these descriptions, therefore, the entrepreneurship process can be seen to involve all the activities associated with perceiving opportunities and creating organizations to pursue them.

➢ Entrepreneurship Development Programme

According to Ogbojafor et al (2010) Entrepreneurship Development Programme is a planned, systematic and sustained effort at inculcating and nurturing entrepreneurial spirit so as to produce willing, able and successful entrepreneurs. Gouws (2002) opines that Entrepreneurship Development Programme is the purposeful intervention by an adult (the teacher) in the life of a learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business. It aims at equipping learners with skills, knowledge, and disposition that can help them develop or implement innovative social or business plan. According to Awogbenle and Iwuamadi (2010) Entrepreneurship Development involves the creation of programmes, seminars and trainings that provide the values and basics of starting and running a business. It guides individuals through the development of a bankable business plan.

➢ Capacity Building

This refers to the process of enhancing the capacity, skills and knowledge of an individual through structured training and institutional building programmes (Suleiman, 2010).

➢ Entrepreneurial Mindset

An entrepreneurial mindset, also known as entrepreneurial spirit is the innovative and energetic practice to identify or create an opportunity and take action aimed at realizing it (Nasiru, 2010). In this way, an entrepreneurial mindset is a philosophy by which individuals engage in “creative acts” regardless of the type
of work they engage in. Thus, entrepreneurial mindset might exist in cooking, just as well as web-innovating. This can be contrasted with ‘Managerial Mindset’ which deals with creating order and efficiency through controlling, evaluation and administrative practices.

**Literature Review**

- **Entrepreneurship Policy Framework**

  A policy is an essential requirement or feature of all development efforts or any serious government initiative. It serves as a guide for administrative decisions and establishes manner of doing things (Oyedepo, 2006). A policy also provides the commitment of the government; it gives legal status and suggests the base for programmes and activities. The first policy on enterprise development in Nigeria was the establishment by the Federal Government of Small Scale Enterprise Credit Scheme as a National Policy on 1st April, 1968. The Scheme was re-introduced in 1974 as a joint programme between the Federal and State Governments (Asaolu, 2002). As a follow-up effort to achieve the set objectives of entrepreneurship development in Nigeria, various governments embarked on programmes and institution building. According to Asaolu, (2002) and Onwubiko (2011) two approaches have been used for entrepreneurship development in Nigeria.

  The first approach was concerned with the provision of generous credit facilities for small-scale entrepreneurs. The scheme was formally launched at the beginning of the 3rd National Plan period (1975-1980), its aim was to give the entrepreneurs seed capital.

  The Second approach is concerned with provision of training. This led to the establishment of training centres, known as Industrial Development Centres (IDCs). These were established to help achieve the policy objective of stimulating indigenous entrepreneurship. The idea of the IDCs was to provide facilities for on-the-job training for entrepreneurs and to train them on various aspect of technical and industrial management.

- **Entrepreneurship Programme Framework**

  From 1986 to date, various programmes and agencies were initiated by the government to promote entrepreneurial activities. They include Entrepreneurship Development Programmes (EDPs), in particular the main organ of the Federal Government, the NDE, made a notable impact in 1987, Family Support Programme (1994), Poverty Alleviation Programme (2000) National Poverty Eradication Programme (2001) and National Economic Empowerment Development Strategy (NEEDS, 2003) were some of the programmes initiated. However, in spite of these efforts, only minimal success has been recorded in areas requiring relatively low level skills such as rice/groundnut milling, bakery, block-making, etc.; resulting from lack of attitude and motivation to work.

  As observed by Suleiman (2010) Entrepreneurship Development Programme in Nigeria failed even before its commencement, because the objective was normally confused with self employment. Suleiman further claimed that for Programme to be successful it should normally base its selection on objective criteria, in which people who are entrepreneurial in their though are selected, not those who engaged themselves because they lack wage employment. It was in realization of the failure of the past initiative that the Federal government in Nigeria introduced entrepreneurship education policy in 2007.

- **Entrepreneurship Education Framework**

  Education at all levels plays an important role in developing entrepreneurial attitudes, skills and behaviors, and in building innovative capabilities. According to European Commission (2002) there appears to exist a consensus among scholars that entrepreneurship education has a vital role to play in the development of entrepreneurial attitudes, abilities and related skills. According to Erkilla (2000) about 93 per cent of scholars are of the opinion that entrepreneurial skills can be developed through education and training. Thus, the establishment of entrepreneurial education is seen as possible measure to promote entrepreneurship. Entrepreneurship education according to Owuala (1999) is a programme or part of the programme that prepares individuals to undertake the formation of; and acquisition of small business.
According to Oviawe (2010) Entrepreneurship Education is a carefully planned process that eventuates into the acquisition of entrepreneurial competences. The education is set of very valuable skills needed by the entrepreneur to avoid future trial and errors (Osuala, 2004). The learning stage is the stage to make most of the mistakes and learn from them. Oviawe (2010) further observes that Entrepreneurship Education starts with developing programmes in entrepreneurship where people are trained to develop and acquire skills. Entrepreneurship education equips the learner with skills on decision-making, acquisition of new ideas, methods of raising and maintaining relationships.

➢ Overview of Entrepreneurship Development Policy in Nigeria

It is now realized in many countries that no amount of ad-hoc efforts is sufficient to build a strong entrepreneurial culture. A necessary requirement is that entrepreneurship education is integrated in the school curriculum at all levels from nursery to University. In Nigeria, this challenge is being met with considerable forward planning to introduce entrepreneurship education as a component across curriculum of tertiary institutions. Tertiary institutions in Nigeria are expected to introduce entrepreneurship to the components of their respective curriculum for all phases of programmes consistent with the Federal Government’s policy of promoting entrepreneurship as a priority career choice.

This thinking of introducing entrepreneurship courses for all undergraduates of tertiary institutions in Nigeria is a bold attempt at awakening the entrepreneurship consciousness of Nigerian youth. This effort is in recognition of the failure of existing schemes to fully address the problems of stimulating entrepreneurial consciousness among youth in Nigeria (Ogbojafor et al, 2010). The idea is that instead of thinking of writing applications for non-existent jobs, the average Nigerian will be thinking of how to be an employer of labour through the launching of his/her own business enterprise (Ogbojafoe, 2010).

➢ Policy Approaches for Entrepreneurship Development in Nigeria

The terms “entrepreneurship development” and “small business development” are often used interchangeably among policy makers, researchers, practitioners and others involved in the development of small business sector. Although these concepts are inter-related, they have different policy implications. Whilst entrepreneurship policy is oriented towards individuals and individual behavior, small business development policy is oriented more towards supporting Small and Medium Enterprises as entities (Youth Forum, 2002). Entrepreneurship policy is developed on the premise that it is individuals and not small businesses that do business. Therefore, entrepreneurship policy involves the creations of the right environment to motivate and stimulate individuals to become entrepreneurs as well as to support venture creation (Youth Forum, 2002).

➢ Private Sector Involvement

One of the key success factors for entrepreneurship development is the effective engagement of the private sector in facilitating entrepreneurship. This includes private vocational and entrepreneurship skills development centres. As reported by Cyril and Chijioke (2010) Entrepreneurship development is hinged on three critical areas: (1) Enterprise education, (2) Experiential programmes and (3) Enterprise development, which involve the support services that incubate and develop new business ventures.

➢ New Enterprise Formation

Despite its apparent size and scope, the extent to which EDP is an important source of new enterprise formation and enterprise culture remains unclear. Much of what is labeled entrepreneurial practices would seem to be basic survival activity and creates little in the way of employment and wealth (Fall, 1989; Ntoula, 1989). Stated differently a considerable amount of what occurs in the enterprise sector may not be entrepreneurial (Morris, pits, Berth on, 1996).

The perception of entrepreneurial behavior among scholars and researchers seem to differ considerably. At one extreme is the thinking that process related skills, which enable a person to exploit economic opportunities in the environment and obtain economic gain have been identified to influence entrepreneurial behavior they include: - ability to evaluate business opportunities (Meredith et al, 1982), judgmental
decisions (Casson, 1982), innovation (Drucker, 1965) etc. This line of reasoning sees an entrepreneur a social being, which is developed in transaction with the environment. This group is of the view that the technique of entrepreneurship is a discipline that can be developed and learnt through appropriate intervention.

On the other extreme, are those economists who identified personality factors characterized by certain traits such as risk-bearing (Cantillon, 1934); creativity (Schumpeter, 1950); alertness (Kirzner 1973); need for achievement (Mc Cleland, 1961) etc. to influence entrepreneurial behaviors. This essential approach has led many economists to assume that entrepreneurs are ‘born’; and it not possible to develop entrepreneurship through educational intervention.

3. Theoretical Framework

The theoretical approach to the development of entrepreneurship researches suggest that its emergence and importance relate to two transitions. First, there are the proponents of the psychological characteristics or Entrepreneurial traits school of thought led by Schumpeter (1934), who think that entrepreneurs are ‘born’. Secondly, there is the managerial skills school of thought, led by Drucker (1965), with the view that entrepreneurs are ‘made’ and not ‘born’. However, in between these two extreme positions are those who take the mid-course. They assert that even if the entrepreneur cannot be “made” he is not necessarily “born”. They posit that entrepreneurs can be developed and stimulated through appropriate interventions. These mid-liners fall under the ‘interventionists’ framework that seeks to promote an environment that support the development of entrepreneurship across the board. In support of this view, Ogbojafor et al (2010) maintain that there is no argument that the technique of entrepreneurship is a discipline that can be taught is learnt. However, the environment plays an important role in putting readiness into action or reality.

The Literature indicated that entrepreneurship as a contextual field is influenced and encouraged by a combination and interaction of personal, socio-economic, political and environmental factors (Kurya, 2010). In many situations it is determined by personality traits and personal characteristics (creative and innovative spirit, foresight, achievement motivation); socio-economic factors (family background, economic status, market and its structure, standard of education and technical know-how); political and cultural factors (government policies and priorities, cultural orientation and value system); environmental factors (stability, infrastructural facilities and incentives) Kurya,(2010).

Therefore, the assumption is that people are surrounded by entrepreneurial opportunities, but their discovery is conditioned on the differences in their (a) work experiences, (b) level of education, (c) economic status, (d) knowledge and training, (e) information and social networks.

➤ Work Experience

Prior work experience constitutes an important factor in entrepreneurship. People with formal work experiences are likely to be successful entrepreneurs, because they possess some kind of entrepreneurial ‘human capital’ that might lead to the individual being more able to start and run an enterprise (Johansson, 2000)

➤ Level of Education

Success in business requires education in a number of different areas and provides sufficient capacity to learn easily. Standard of education of the individual is believed to be positively related to entrepreneurship, implying that better educated people will have greater control and supervision of the venture. Better educated people would find it easier to present a plausible case for funding support from an outside body. The level of education appears to have an important positive impact on micro enterprises debt-raising capabilities (Green, Kimuyu, Manos and Murinde).

➤ Economic Status

This is another important variable in entrepreneurship effort. Individuals with sound economic base have a higher propensity to become self-employed, supposedly their wealth can help alleviate liquidity
constraint. UNIDO (2003:12) posits that business opportunities are not created by external intervention; they arise from markets and entrepreneurial capabilities.

➢ Knowledge and Training

These enhance both the business and entrepreneurial skills of the individual thereby facilitating the startup process and the growth prospects of new business enterprise. The more the knowledge, training and experience of the entrepreneur, the more he/she will be able to maneuver through non-insurable risks (Gana, 1995:13).

4. Methodology

This is a descriptive research study, which involves the collection of data for the purpose of describing existing conditions, prevailing practices or occurrences. The design of the study is survey design, which is concerned with collection of data from a representative sample of the population in order to test the effectiveness or worth of an intervention.

The universe of the study is the entire organizations that provide entrepreneurship training for the purpose of enhancing the capacity of youth in Kano state, during the period 2007-2011. The sample of the study is generated by providing a list of all the 10 major organizations and agencies that train youth on entrepreneurship skills in Kano State during the period under review. The source of data for the study is mainly primary source. Structured Questionnaire checklists were administered on some selected sample of the population during a workshop training session organized by the African Initiative for Entrepreneurship Skills Acquisition and Development (AIESAD); supported and facilitated by Kano State Ministry for Woman Affairs and the Directorate of Youth Development.

Sample elements were selected using proportionate stratified sampling technique. The study considers each organization as a stratum from which sample elements were drawn based on the proportion of training participants each organization contributes to the population as a whole. This is to ensure fair representation of organizations in the sample. The study employed both descriptive and inferential statistics to illustrate the results of the estimations of the study. Finally, ‘logit’ regression analysis was used to test the hypotheses of the study.

➢ Model Specification

The panel character of the data allows for the use of panel data methodology. Panel data involves the pooling of observations on a cross-section of units over several time periods. In which case, the time series studies focus more on cross-sectional variations (heterogeneity) instead of time variation. A panel has been defined by Asika (1991) as a permanent sample whose members are used repeatedly for successive interviewing. A panel data approach is more useful than either cross-sectional or time-series data alone. Panel data presents several advantages for the treatment of economic problems where cross-sectional variation and dynamic effects are relevant. Some of the advantages of panel data methodology are that: Observations are drawn from several data points, thereby increasing the degree of freedom and co-linearity among the explanatory variables is reduced, thus improving the efficiency of economic estimates.

The main problem occurring when a researcher repeatedly interview the same group is that of “Panel Conditioning”. The risk is that repeated measures may sensitize the respondents to give a set of answers that may appear consistent in the views they express on consecutive conditions. In such case, the panel may become a typical of the population it was selected to represent.

In this study, Entrepreneurship Development Programme (EDP) is considered as the independent variable; while capacity building is the dependent variable and its proxy is any economic activity engaged by the training beneficiary. Thus, the ability of an individual to translate skills into operational business venture amounts to entrepreneurial mindset.

The relationship between EDP and YEE is therefore estimated in the following regression model:
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\[ Y = a_1 + bx_1 + e_1, \quad \ldots \ldots (1) \]

Where:
- \( Y \) = Youth Economic Empowerment (dependent variable)
- \( X \) = Components of EDP - Capacity building or training and Funding support (Independent variables)
- \( a \) = is a constant parameter denoting intersection with ‘Y’ axis.
- \( b \) = is a parameter indicating the slope of the regression line.
- \( c \) = is the error term or stochastic disturbance.

Thus:
\[ Y = f(X_1, X_2, X_3, \ldots) \quad \ldots \ldots (2) \]

Given that:
- \( X \) = Components of various EDP initiatives
- \( Y \) = Youth Economic Empowerment (Self Employment)

Training and funding constitute the most important components of the various EDP initiatives in Nigeria. The study assumes that the decision of an individual to become an entrepreneur is generally modeled by the level of vocational skills training and some other background factors possessed by the individual. These factors include: Educational qualification, formal work experience, self-employed parents, peer influence, marital status, gender, age, infrastructure, Business support services, etc.

5. Data Presentation, Analysis and Interpretation

This section of the study presents and discusses the data obtained from questionnaires responses. Descriptive statistics were employed to analyze the data and regression analysis was used to test the hypotheses formulated for the study.

➢ Data Presentation

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Regression co-efficient (( \beta ) or Beta)</th>
<th>Standard Error (S.E)</th>
<th>Z-value (Beta=0)</th>
<th>Probability Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>0.548</td>
<td>0.689</td>
<td>0.795</td>
<td>0.427</td>
</tr>
<tr>
<td>Funding Support (FS)</td>
<td>4.015</td>
<td>1.324</td>
<td>3.033</td>
<td>0.002</td>
</tr>
<tr>
<td>Business Support (BS)</td>
<td>1.451</td>
<td>0.713</td>
<td>2.034</td>
<td>0.042</td>
</tr>
<tr>
<td>Age</td>
<td>0.853</td>
<td>0.469</td>
<td>1.818</td>
<td>0.069</td>
</tr>
<tr>
<td>Gender</td>
<td>0.445</td>
<td>0.776</td>
<td>0.573</td>
<td>0.567</td>
</tr>
<tr>
<td>Marital Status (MS)</td>
<td>1.924</td>
<td>0.575</td>
<td>3.348</td>
<td>0.001</td>
</tr>
<tr>
<td>Education (ED)</td>
<td>0.598</td>
<td>0.270</td>
<td>2.212</td>
<td>0.027</td>
</tr>
<tr>
<td>Years of Work Exp. (YFW)</td>
<td>0.709</td>
<td>0.685</td>
<td>1.036</td>
<td>0.300</td>
</tr>
<tr>
<td>Population</td>
<td>3.353</td>
<td>1.775</td>
<td>1.889</td>
<td>0.059</td>
</tr>
<tr>
<td>Constant/Intercept</td>
<td>20.009</td>
<td>5.776</td>
<td>12.002</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Using 5 percent (0.05) level of significance; any variable with a P-value of greater than 0.05 is said to be not significant predictor in the model. If on the other hand, the p-value is less than the level of significance (= 0.05), the variable is said to be a significant predictor.

Based on this criteria, the Wald criterion demonstrated that Funding support (FS), Business Support facilities (BS), Marital Status (MS) and Educational Qualification (ED) made significant contributions to the predictions with P-value of 0.002, 0.042, 0.001 and 0.027) respectively. While Training, Age, Gender, Work
Experience and Population (P = 0.427, 0.069, 0.0567, 0.300 and 0.059 respectively were not significant predictors.

Considering the variables one after the other, the results of the parameter test indicated a positive relationship between funding support and entrepreneurship. A P-value of 0.002 for funding is statistically significant. The result indicates that availability of financial support increases the propensity of people going into self-employment. It has been argued that lack of start-up capital prevent people from going into self-employment and possibly from surviving in business.

Coming down to marital status, the regression result indicated that the propensity for entrepreneurship is higher with married people, possibly because of the need to support a family and shoulder marital responsibilities. The estimation results have shown that the propensity for entrepreneurship increases with marital ties.

Educational attainment is an important element of entrepreneurial pursuit. A P-value of 0.027 indicates that educational qualification is positively related to entrepreneurship; implying that education tends to increase the human capital potentials of an individual and possibly increases the value of an individual services. Success in business demands a corresponding knowledge in a number of different areas and a sufficient capacity to learn.

Availability of reliable Business support facilities such as electricity is important to entrepreneurship development. Electricity is an important part of the total infrastructure that allows Rural and Urban poor to grow beyond subsistence activity (Akinboyo, 2010). Evidence from the estimation table has shown that an increase in the supply of Business Support facilities (represented by electricity) also increases the propensity for people to become entrepreneurial by 4.2 percent, other things being equal.

It is argued that training enhances both knowledge and entrepreneurial skills of the individual thereby facilitating the start-up process and the growth prospects of new business enterprise. However, the results of the estimation table indicated a negative association between training and entrepreneurship. A P-value of 0.427; which is much greater than the significance level of 0.05, has clearly shown that EDPs training does not increase the propensity of people to become entrepreneurial during the period under review. This result is in consonant with the finding of Rae (2010), who observes that entrepreneurship can only be experienced in the field rather than in classroom settings. Rae further argues that skills in the heart of entrepreneurship practice are learned experimentally in the field of business rather than educational environment.

The result of the estimation table indicated a moderate relationship between population and entrepreneurship. Prediction contribution of 0.059, which is a little bit higher than the level of significance (0.05), is an indication that entrepreneurship is likely to be promoted when there is potential market demand.

The data in the estimation table had indicated a negative relationship between age and propensity for entrepreneurship. This result points to the fact that age does not increase the propensity of an individual to become entrepreneurial, other things being equal.

Gender of the entrepreneur may affect occupational choice. It is argued that women are less likely to be entrepreneurs than men for variety of reasons including discrimination, greater risk aversion and their access to finance is limited principally by their concentration in small enterprises and by lack of fully documented properly as collateral. The data in the table had also shown a negative association between gender and propensity for entrepreneurship. P-value of 0.567 indicated a negative relationship, which signifies that gender of an individual is not a barrier for becoming an entrepreneur all things being equal.

Work Experience: prior work experience appears to have an important positive impact on entrepreneurship. People with formal work experiences are likely to be successful entrepreneurs because they possess some kind of entrepreneurial ‘human capital’ that might lead to the individual being more able to start and run an enterprise. However, the result of this statistics had shown that formal work experience is negatively related to entrepreneurship; implying that number of years of formal work experience does not increase the propensity for entrepreneurship.
Tests of Hypothesis

This study has developed three hypotheses, which were tested using the Standard Error (S.E) test of significance. This is to estimate the statistical significance of the variable of the equation at 5 percent level of significance.

Criteria for Using Level of Significance

If the computed (sig) value is greater than the Standard Error (S.E.) level of significance (@ = 0.05) then the variable is said to be not significant. If on the other hand, the sig value is less than the S.E. level of significance, it follows that the variable is statistically significant.

In research and statistics hypotheses are normally stated in the null form. Thus:
- Null hypothesis - Ho = 0. While the Alternate form is stated as follows: – H1 ≠ 0.

When the null hypothesis (Ho) is rejected, the corresponding alternate hypothesis (H1) is automatically accepted and vice-versa.

Table 4.2: Contingency Table

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>β</th>
<th>S.E.</th>
<th>β/2</th>
<th>Difference</th>
<th>Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1.249</td>
<td>0.843</td>
<td>0.6245</td>
<td>&lt; S.E(β)</td>
<td>Not significant</td>
</tr>
<tr>
<td>II</td>
<td>-4.015</td>
<td>1.324</td>
<td>-2.0075</td>
<td>&gt; S.E(β)</td>
<td>Significant</td>
</tr>
<tr>
<td>III</td>
<td>0.548</td>
<td>0.689</td>
<td>0.274</td>
<td>&lt; S.E(β)</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

Source: Researcher’s computation using data generated from regression results

Hypothesis 1: Relationship between EDP and Entrepreneurial attitude

Ho: EDP cannot significantly impart entrepreneurial attitude among youth in Kano state, Nigeria.
H1: EDP can significantly impart entrepreneurial attitude among youth in Kano state, Nigeria

To test the above null hypothesis, the data in table 4.2 was used.

Criteria

Reject Ho if S.E (β) < β/2, otherwise accept

β/2 = 1.249/2 = 0.6245

β/2 < S.E. (β) i.e. 0.6245 < 0.843

Therefore, we accept the null hypothesis (Ho) and reject the alternate hypothesis (H1). Accepting the null hypothesis translates into concluding that EDP can not significantly impart entrepreneurial attitude among youth in Kano State, Nigeria.

Hypothesis II: Relationship between EDP and capacity building

Ho: EDP cannot effectively build entrepreneurial capacity of youth in Kano State, Nigeria
H3: EDP can effectively build entrepreneurial capacity of youth in Kano State, Nigeria

To test the null hypothesis III (Ho), the data in table 4.13 above was also used.

Criteria

Reject Ho if S.E (β) < β/2, otherwise accept

β/2 = 0.548 / 2 = 0.274

β/2 < S.E (β) i.e. 0.274 < 0.689
We accept the null hypothesis (Ho) and reject the alternate hypothesis. It is concluded that EDP cannot effectively build entrepreneurial capacity of youth in Kano State Nigeria.

Results of the statistical analysis presented in table 4.2 above have indicated that EDPs are not instrumental to entrepreneurship in Kano state during the period under review. This means that EDPs did not influence the decision for entrepreneurship for most of the respondents. Therefore, the capacity of the training programmes cannot develop individual motivation and attitude to work; hence cannot build the capacity of the youth to develop entrepreneurial mindset.

6. Summary, Conclusions and Recommendations

Summary

Entrepreneurship Policy consists of measures taken to create the right environment to stimulate more entrepreneurial behavior in a region or country. This behavior could be measured in a number of start-ups or the number of young growing firms. Theoretically, many researchers debate the need for an “innovative” aspect of entrepreneurship, but in practice this is not easy to measure. The commercial aspect is included by virtue of measuring the number of new business start-ups. In this regard it is important for policy makers to be clear about the focus of its EDPs. They should be clear as to whether the programme should focus primarily on developing entrepreneurship or support for SMMEs. These objectives are not mutually exclusive, as such they have different implication for the types of strategy design and require different institutional arrangement and support measure.

Entrepreneurship Development Programmes have long been seen as an answer to the problem of limited technical entrepreneurial skills by youth and the Nigerian growing unemployment challenge, with various government and non-government institutions playing some roles either in the provision of, or support for entrepreneurship development. Whereas entrepreneurship can be seen to contribute significantly to employment generation and economic growth, the evidence with regard to Nigeria is not very impressive, largely due to limited technical entrepreneurial skills and the challenge of building the capacity of youth to consciously identify and exploit opportunities in the environment.

The literature in this study indicated that the common feature of the training programme provided by EDPs is that they seem to share the concern of those responsible for the implementation of economic policies in their emphasis on programmes that aim at providing opportunities for work at the expense of programmes that can develop individuals’ motives and attitude to work. As a result, only minimal success has been recorded particularly in areas requiring relatively low level skills. Despite generous credit facilities and training provided by various initiatives, the real entrepreneurs have not emerged. This is the critical gap that exists in Nigeria entrepreneurship literature, which needs to be addressed.

Conclusion

Empirical evidence from this study has shown that despite the critical importance of entrepreneur in the process of economic development, Nigeria has not fully developed strategies to take advantage of this vital resource. What Nigeria has are haphazard policies and ad-hoe programmes that satisfy short-term goal. Therefore, the impact of entrepreneurship initiatives in Nigeria could be measured not so much in terms of building the capacity of youth to develop entrepreneurial mindset, but in terms of increasing the number of those who engaged themselves in self-employment because they lack paid employment (necessity entrepreneurship).

Major Finding of the Study

Based on the review of literature related to the study and the analysis of data collected, it has been found that Entrepreneurship Development Programmes are ineffective in addressing the problems of limited skills or lack of skills at all by young people in Kano state. Therefore, the programmes lack the capacity to impart
entrepreneurial competencies needed by youth, which in turn will build the capacity of the youth to develop entrepreneurial mindset. Factors limiting the programmes to the attainment of their set objectives as discovered by the study include:

- That EDP failed even before its commencement; because the objective was normally confused with provision of self-employment. Therefore, selection of beneficiaries was not based on objective criteria where people who are entrepreneurial in their thought (opportunity-driven) are selected rather than those who engaged themselves in self-employment because they lack wage employment (necessity entrepreneurship).

- That emphasis of the Nigeria entrepreneurship initiatives has always been on training and funding, without deliberate effort to change the culture and mindset of the youth.

- That private sector participation in the implementation of EDPs and various government initiatives has been limited. Experience has shown that Public sector is not a good provider of entrepreneurial skills needed by youth.

- The literature has also shown that EDPs in Nigeria placed much emphasis on programmes that aimed at providing opportunities for work, rather than programmes that can develop individuals’ attitude and motivation to work, as many young entrepreneurs were known to have diverted investment capital to lavish life. It is generally agreed that what a country produces depends on its resource endowments in terms of physical, natural and human resource including the quality and efficiency of institutions. Consequently, the human resource products of a decayed entrepreneurship programme cannot be meaningfully applied in assigned tasks without seriously impairing productive efficiency.

**Recommendations**

The fact that EDP does not facilitate the acquisition of entrepreneurial competencies needed by the youth and thus, unable to build the capacity of the youth to develop the right attitude towards independent thinking; it has however increases the formation of new business start-ups that satisfy short-term goals and also increases the number of those who go into self-employment for lack of paid employment. It is on the basis of the findings of the study that the following recommendations are made:

1) Interventions on entrepreneurship development should be based on objective analysis of the participants. Since not all participants have the same potentials of creating and managing a business venture, a careful analysis and selection are required for formulating policy intervention to ensure the actualization of such potentials.

2) Effort should be made by both government and other stakeholders at changing the culture and mindset of the youth in areas where entrepreneurship is either not viewed favourably or is not understood.

3) The phenomenon of limited skills by youth, its causes and manifestation are so complex that no government has been able to eradicate it completely. Relevant stakeholders such as private and non-governmental organizations should be involved to provide skills related training.

4) Entrepreneurship Development Programmes should be embedded into schools’ curriculum at all levels, right from Nursery to University levels and entrepreneurship should be taught as an activity rather than as a subject.

5) A successful entrepreneurship development programmes should involve the inculcation of an enterprise culture. Nurturing and growing an enterprise culture should be seen as the first step towards changing the mindset of the youth. One of the measures of stimulating entrepreneurial mindset of the youth is to influence their decision for entrepreneurship by raising their awareness on the importance and benefits of entrepreneurship as a career path and educating them early on the incentives available to them; the legal, institutional and regulatory requirements, how to source funds from the bank and agencies and even the basic procedures for promoting an enterprise.
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