



EMPOWERING THE FUTURE: ENTREPRENEURIAL EDUCATION AS A TOOL FOR POVERTY ERADICATION AMONG YOUTH IN IBADAN NORTH LOCAL GOVERNMENT, OYO STATE, NIGERIA

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Abstract

The paper investigated the empowering the future: Entrepreneurial education as a tool for poverty eradication among youth in Ibadan North Local Government, Oyo State, Nigeria. A descriptive survey research design was adopted for the study. The population of study comprises of all the youth in Ibadan North Local Government Area of Oyo State. Twelve areas were randomly selected in study area. In each area, ten youth were randomly selected through simple random sampling techniques. A total of 120 youth were used for the study. One self-constructed questionnaires titled: Poverty Eradication Strategies among Youth and Entrepreneurial Education Questionnaire, PESYEEQ”. The questionnaires were validated using content and face validity type and subjected to reliability test using Cronbach’s alpha and values and 0.87 was obtained. The data collected were analyzed using descriptive statistics to present the demographic data in tables of frequency counts and percentages. The finding revealed that mass unemployment, high Inflationary rate, poor educational system/ policy lead to poverty,bad leadership and world/ International economic crises among others causes poverty among youth. It was also found also that this problem has led to various societal ills and affect the standard of education among the less privileged youths. The conclusion was that poverty has been one the limitations to youth self-development and urgent consideration is expected. Thus, it was recommended that there is need for government at all levels to create employment opportunity for the jobless Nigerian youths, need for good economic policies and programmes that would sustain high standard of living and that need for diversion of the economic from mono-economy.

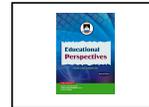
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Introduction

Globally, poverty is an enemy of man. It is a cankerworm that has eaten deep into the fabrics of the Nigerian society. It humiliates and dehumanizes its victims, Poverty is the absence or lack of basic entitlement. This mean that, when people within a community or nation lack basic and fundamental needs, they are said to be deprived from and therefore poor. Indeed, it arises when there is absence of financial, human physical necessities for creating a suitable environment for sustainable living standard, and from disparities and inequalities and inequalities in accessibility (Charles, 2013). A poor person is considered as one who is under-nourished and ageing fast, one without self-confidence, looks dirty and lives in filthy environment, one who cannot cater for his family, train his children in the school and unable to pay medical bills (The World Bank, 2012 in Charles, 2013).

Okowa (2005) concluded that the high level of poverty incidence in Nigeria is not just to the low level of per capita income, but could be accountable to the inequality in the distribution of income. Esemé (2009) submitted that as a result of poor monetary, financial and banking policies, it has affected Nigerian as a result of economy negatively. For instance, in the late 1970, a British Pounce was equivalent to #80k, in the early 1980, it was #1.20k. This made the Small and Medium Enterprises (SMEs) to thrive, which contributed to the reduction of poverty through job creation. However, in recent time, an American dollar is to be exchanged for #900.00 while a British Pounce goes for # 950 - #1000. Nigerians are passing through “tough time” as a result of poor exchange rates.

It was on record that before Nigeria independence in 1960, agriculture was the basic occupation for all Nigerians. It opened up different remote areas which brought about rapid growth and development in every sector. However, in the early 1970, crude oil was discovered, there was diversification of the economy to oil production as lesser of agricultural sector. Today, Nigeria is a mono economy nation that could not produce capital goods but consumable goods. More so, bad governance has brought poverty to Nigerians. Despite Nigerian being claiming to be a republic and democratic nation, the governance is not in order. There were poor policies introduced by our incompetency leaders in the past. This is has resulted into hardship living among Nigerians. A good example is introduction of Structural Adjustment Programme (SAP). Charles (2021) in his study using Vector Autoregressive and Autoregressive Distributed Lag strategies to look at the impact of education on personal income and therefore the interactive impact of education and economic process on personal income in Nigeria between 1985 and 2016, submitted that Structural Adjustment Program (SAP) was introduced to alleviate the abject poverty among Nigerians in the country. Among the programmes introduced were Operation Feed the Nation (OFN); Free and Obligatory Primary Education (FOPE); Revolution, Federal affordable Housing Theme (RFHT); National Agricultural development Authority (NALDA); Geographical Area Development Authorities (GADA); Rural Electrification Scheme (RES); Agricultural Development Program (ADP), Rural Banking Program (RBP); Agricultural Credit Guarantee Scheme and Strategic Grains Reserve Programme (ACGSSGRP). The basic need to prevent poverty is creation of more industries (industrialization), promote agricultural scheme programme and supporting Small Scale Businesses (SMBs)

The study by Charles (2021) revealed that education promotes personal income, rather than reducing it. Also, it was found that it has a vital tendency to integrating relationship among

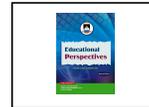


impoverishment, economic process, education, employment rate, increment rate, real physical capital formation, education level and real gross domestic product, the results of interactive impact of economic process and education on impoverishment growth show that put together economic process and education cut back impoverishment, need minimal impact on personal income and therefore the wide gap between the few made and therefore the larger poor. Consortium for Entrepreneurship Education (2004) in Ogundipe (2020) conceives it as a form of education that seeks to prepare people especially youths to be responsible enterprising individuals, who become entrepreneurs and entrepreneurial thinkers and contribute to economic development and sustainable communities. According to Sobel (2008) entrepreneurship is considered as the process of discovering new ways of combining resources.

Salau (2011) is of the opinion that entrepreneurship education is a catalyst for business formation; it teaches students and youths on how to start and run their own businesses, play the stock market roles and balance personal life. All the definitions point to developing individuals, realizing their potentials and maximizing opportunities for self-empowerment and economic growth. In Nigeria, due to the rate of unemployment which has soared astronomically and poverty level which has increased tremendously, it is not surprising; therefore, the main objective of this expansion is to expose pre-service teachers to the techniques of organizing and managing small businesses of their own. Entrepreneurial concepts also aim at equipping pre-service teachers with requisite knowledge and skill to become self-reliant. National Commission for Colleges of Education (NCCE, 2017) Teaching entrepreneurial concepts has a great role to play in the promotion of employment opportunities in Nigeria. This is to say that pre-service teachers of Nigeria's colleges of education may no longer need to look for the 'white collar job' or for anybody to generate employment for them as they would have been fully prepared for self-employment.

The purpose of youth empowerment programs according to Nmodu (2014) include to provide equal opportunities and access to gainful employment (either government or self-employment); to provide second chance opportunity for school dropouts to develop; to encourage skill acquisition among youth by providing professional and technical training; Also, to generate employers of labor (mentoring) and creating entrepreneurial spirit in them; to reduce poverty, jettison vices and enhance peace, stability and development. It is a strategies aimed at combating unemployment, under-employment and poverty in Nigeria. According to Nmodu (2014), youth empowerment is an approach to stop all sorts of marginalization and negligence against the youth and to give them opportunities and unhindered access to education, financial control, political participation and so forth; regardless of gender or level of education.

It is important to note that in the Nigerian context, the youthful age ranges from between 1 to 45 years represents the most active viable stage in life (Agholor, Afatakpa & Kent-onah, 2011). During the period quoted above, individuals are endowed with potentials and resources which, if not properly taped and directed towards productive means could be used negatively in so many ways. This is an agreement with the popular dictum that any society that fails to engage (empower) the youth, would definitely be engaged by the youth. Entrepreneurship is not just for skills acquisition. The role of entrepreneurship in national development is acquisition of skills and ideas for creating employment for one-self and for others. It also includes the development based on creativity. Entrepreneurship leads to the development of small, medium and sometimes large scale businesses based on creativity and innovation. The success of these businesses in turn



helps in developing the nation. It also reduces poverty rate with visible increment of employment rate among the youth. However, entrepreneurship requires training (Fakunle, 2010).

It is expected that an individual must possess minimum entrepreneurial knowledge, skills and understanding with which such person will make contributions to the world of work. Entrepreneurship education plays a very prominent role in providing students, at all levels, with the ability to function effectively in the business world, in the public and or private sectors. For Nigeria to be among the 20 developed economies in the world by the year 2020, entrepreneurship education must be given the necessary attention in the curricula of Nigerian schools. At present, entrepreneurship education is taught to students in vocational and technical studies and at General Studies Education Level (GSE) in Colleges of Education.

Despite the crucial role of entrepreneurial education in social and economic development of the individual and the nation at large, (Ajitoni & Olajo, 2017) reported that Nigeria exhibit poor mastery of and poor attitude to entrepreneurial education. This is reflected in the inability of many college graduates to be self-reliant and self-employed after leaving school. Previous studies aimed at solving the problem of poor knowledge and attitude to entrepreneurial concepts in social studies focused largely on effective strategies of teaching entrepreneurial concepts in social studies such as role play (Oyewumi & Adeniyi (2013). Influence of attitude on entrepreneurial skills. The exposure of the youths to economic upheavals might have crafted an entrepreneurial community with evidence of economic and technological development. In Nigeria, where the rate of unemployment has soared astronomically and poverty level increased tremendously, it is pertinent for the education industry to be attuned towards entrepreneurship education.

Thus, entrepreneurship education has a great role to play in the promotion of employment opportunities in Nigeria. On this, the products of Nigeria's educational institutions may no longer want to look for the 'white collar job' or for anybody to generate employment for them as they would have been fully prepared for self-employment. The skills that would be acquired would assist the graduates in establishing and managing small businesses on their own. Entrepreneurship education is an ultimate supplier of vocational and consumer education in cultural societies (Salau, 2011). Entrepreneurship education is, therefore, that part or aspect of the total educational programmes that provides the individual the knowledge, attitudes, skills, and understanding needed to perform in the world of business as a producer and a consumer of goods and services that business offers. In this wise, if general education is thought of as the adjustment of the individual to the environment, entrepreneurship education must be seen as the adjustment of the individual to the business environment. (Ajitoni & Olajo, 2017). Thus, it is education about business and education for business. While the business sectors are the engine for national economic development, entrepreneurship education is the fuel the engine utilizes.

Statement of the Problem

Over the years, Entrepreneurship education in Nigeria has not been fully recognized as the basic strategy of poverty alleviation. Thus, the education programmes have not provided the individual learner the knowledge, attitudes, skills and understanding needed to perform in the world of business as a producer and a consumer of goods and services that business offers. This challenges connotes lack of financial, human and physical necessities for creating a suitable environment for better living. Indeed, the rising incidence of poverty in Nigeria is worrisome if



considered in comparison with the situations in other African countries. It appears that the low level of per capita Income and inequality are the main problems affecting Nigerians.

However, it appears that Nigerian youth do not possess adequate entrepreneurial knowledge, skills and understanding with which they would be useful to themselves and make contributions to their society at large. The course work in the tertiary institutions hasn't plays a very prominent role in providing students, with the ability to function effectively in the business world, in the public and or private sectors. This study, thus, investigated the empowering the future: Entrepreneurial education as a tool for poverty eradication among youth in Ibadan North Local Government, Oyo State, Nigeria.

Objectives of the Study

The objectives of the study were to:

1. examine the likely causes of poverty among the youth in Ibadan North Local Government Area of Oyo State.
2. identify remedies to existing problems that poverty has created for the youth in Ibadan North Local Government Area of Oyo State.
3. determine capacity at which introduction of entrepreneurial education promote poverty eradication among the youth in Ibadan North Local Government Area of Oyo State.

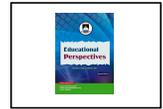
Research Questions

The following research questions were raised and answered:

1. What are the likely causes of poverty among the youth in Ibadan North Local Government Area of Oyo State?
2. Are there remedies to existing problems that poverty has created for youth in Ibadan North Local Government Area of Oyo State?
3. In what capacity has the introduction of entrepreneurial education promote poverty eradication among youth in Ibadan North Local Government Area of Oyo State?

Method

A descriptive survey research design was adopted for the study. The population of study comprises of all the youth in Ibadan North Local Government Area of Oyo State. Twelve areas were randomly selected through simple random sampling. In each area, ten youth were randomly selected through simple random sampling. A total of 120 youth were used for the study. One self-constructed questionnaires titled "Poverty Eradication Strategies among Youth and Entrepreneurial Education Questionnaire, PESYEEQ" was used to elicit data. The questionnaires were validated by experts in the fields of Evaluation and Educational Management using content and face validity type. Also, the tool was subjected to reliability test using Cronbach's alpha and values of 0.87 was obtained. The instruments were produced and administered to the sampled population personally and through the aid of 2 research assistants who were trained. The data collected were analyzed using descriptive statistics to present the demographic data in tables of frequency counts and percentages.



Results

Table 1: Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	82	68.33
Female	38	31.67
Total	120	100.00

Table 1 shows the distribution of respondents' sex. The male selected were 82 (68.33 %) while the female were 38 (31.67%). This means that the male used in the study were more than their female counterparts. This implies that male respondents were more than their counterparts.

Table 2: Distribution of Respondents by Age

Age group	Frequency	Percentage
18-20	20	16.67
21-23	85	70.83
24-26	10	8.33
Above 26	5	4.17
Total	120	100.00

Table 2 shows the age distribution of the respondents. Between 18-20, there were 20 (16.67%) respondents. Also, between 21-23 age group were 85 (70.83%), between 24-26 years were 10(8.33%) and above 26 were 5 respondents with representing 4.17%. The largest age group were between 21-23 years. This implies that the largest age group were between 21-23 years.

Table 3: Distribution of Respondents Occupation

Age group	Frequency	Percentage
Self Employed	20	16.67
Civil Service	85	70.83
Agriculture	10	8.33
Transport	5	4.17
Total	120	100.00

Table 3 shows the age distribution of the respondents. Between 18-20, there were 20 (16.67%) respondents. Also, between 21-23 age group were 85 (70.83%), between 24-26 years were 10(8.33%) and above 26 were 5 respondents with representing 4.17%. The largest age group were between 21-23 years. This implies that majority of the respondents used in the study were civil servants.

Research Question 1: What are the likely causes of poverty among youth in Ibadan North Local Government Area of Oyo State?



Table4: Likely Causes of Poverty among Youth

S/N	Items	SA (%)	A (%)	D (%)	SD (%)
1	Mass Unemployment	50(41.50)	35(28.00)	15(12.00)	20(16.00)
2	High Inflationary rate	24(19.20)	61(48.80)	35(28.00)	0(0.00)
3	Poor educational System/ Policy	110(91.30)	3(2.49)	7(5.81)	0(0.00)
4	Bad leadership	80(64.00)	10(8.30)	30(24.00)	0(0.00)
5	World/ International Economic crises	50(41.50)	25(20.75)	40(32.10)	5(4.15)

Table 4 displays the likely causes of poverty among youth in Ibadan North Local government Area of Oyo State. It was found that 50 (41.50%) respondents agreed that mass unemployment is one of the causes of poverty, 35 (28.00 %) respondents agreed, 15 (12.00%) respondents disagreed while 20 (16.00 %) respondents strongly disagreed. Also, 24 (19.20%) respondents strongly submitted, 61 (48.80%) respondents agreed while 35 (28.00%) respondents disagreed that High Inflationary rate cause poverty in the country. On the view that Poor educational System/ Policy lead to poverty, 110 (91.30%) respondents strongly agreed, 3 (2.49%) agreed while 7(5.81%) respondents disagreed with the motion. On the bad leadership, 80 (64.00%) respondents strongly believed the view,10 (8.30%) respondents agreed while 30(24.00%) respondents disagreed. More so, 50 (41.50%) respondents voted that World/ International economic crises, 25 (20.75%) respondents agreed, 25(20.75%) agreed while 40 (32.10%) submitted to the motion. This implies that respondents pointed to mass unemployment, high Inflationary rate, poor educational System, bad leadership, and world/ International economic crises as causes of poverty among youth in the study area.

Research Question 2: Are there remedies to existing problems that poverty has created for youth in Ibadan North Local Government Area of Oyo State?

Table 5: Remedies to existing problems of poverty has created for youth

S/N	Items	SA (%)	A (%)	D (%)	SD (%)
1	There is need for government at all levels to create employment opportunity for the jobless Nigerians	110(91.30)	10(8.60)	0(0.00)	0(0.00)
2	Good economic policies that would sustain the good standard of living	120(100.00)	0(0.00)	0(0.00)	0(0.00)
3	Diversion of the economic from mono-economy	80(64.00)	30(24.00)	8(6.64)	2(1.66)
4	There is need for promotion of industrialization	30(24.00)	50(41.50)	10(8.30)	30(24.00)
5	Good governance/ leadership	100(83.00)	20(16.00)	0(0.00)	0(0.00)

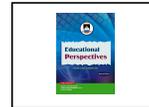


Table 5 displays the three remedies to existing problems that poverty has created for youth in Ibadan North Local Government Area of Oyo State. It was established that 110 (91.30%) respondents strongly agreed that there is need for government at all levels to create employment opportunity for the jobless Nigerians while 10(8.30%) respondents agreed. Also, all the respondents, 120 (100.00%) respondents strongly submitted that good economic policies that would sustain the good standard of living. That diversion of the economic from mono-economy, 80 (64.00%) respondents strongly agreed, 30 (24.00%) agreed, 8 (6.64%) disagreed while 2 (1.66%) respondents strongly. More so, 30 (24.00%) respondents submitted that there is need for promotion of industrialization confessed that they using internet excessively can lead to real life social segregation, 50 (41.50%) respondents agreed, 10 (8.30%) disagreed while 30 (24.00%) respondents strongly disagreed with the motion. That good governance/ leadership is a solution to abject poverty, 100 (83.00%) respondents strongly believed the view while 20 (16.00%) respondents agreed on the motion. This implies that need for government at all levels to create employment opportunity for the jobless is very paramount.

Research Question 3: In what capacity has the introduction of entrepreneurial education promote poverty eradication among youth in Ibadan North Local Government Area of Oyo State?

Table 6: Needs for the introduction of entrepreneurial education in promoting poverty eradication among youth

S/N	Items	SA (%)	A (%)	D (%)	SD (%)
1	Improvement in standard of living	100(83.00)	15(12.00)	5 (4.15)	0(0.00)
2	Invention and Innovation	110(91.30)	10(8.30)	0(0.00)	0(0.00)
3	Sources of revenue to the governments	120(100.00)	0(0.00)	0(0.00)	0(0.00)
4	Promotion of capital formation	50(41.50)	40(32.00)	20(16.00)	10(8.30)
5	Promotion of Trade/ economy	120 (100.00)	0(0.00)	0(0.00)	0(0.00)

Table 4.3 displays the capacity has the introduction of entrepreneurial education promote poverty eradication among youth in Ibadan North Local Government Area of Oyo State. It was found that 100 (83.00%) respondents strongly agreed that entrepreneurial education bring improvement in standard of living, 15 (12.00%) respondents agreed while 5(4.15%) respondents disagreed. Also, 110 (91.30%) respondents' strongly submitted while 10 (8.30%) respondents agreed that invention and innovation comes up due to introduction of entrepreneurial education. 50 (41.50%) respondents strongly agreed, 40 (32.00%) agreed 20 (16.00%) disagreed while 10(8.30%) respondents strongly disagreed with the motion that introduction of entrepreneurial education enhances invention and innovation. However, all the respondents, which is 120 (100%) participants strongly agreed that entrepreneurial education lead to sources of revenue to the governments promotion of Trade/economy. This implies that introduction of entrepreneurial education promote poverty eradication among youth in Ibadan North Local Government Area of Oyo State.



Discussion of Findings

From the findings, the causes of poverty among youth in Ibadan North Local government Area of Oyo State included mass unemployment, high Inflationary rate cause poverty in the country and poor educational System/ Policy lead to poverty. In addition, bad leadership and world/ International economic crises. This study is in line with the submission of Okowa (2005) concluded that the high level of poverty incidence in Nigeria is not just to the low level of per capita income, but could be accountable to the inequality in the distribution of income. Esemé (2009) submitted that as a result of poor monetary, financial and banking policies, it has affected Nigerian as a result of economy negatively.

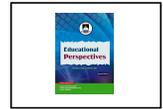
Also, remedies to existing problems that poverty has created among youths in area of study were established. It was established that there is need for government at all levels to create employment opportunities for the jobless Nigerians, good economic policies that would sustain the good standard of living and need for diversion of the economic from mono-economy. In addition, there is need for promotion of industrialization confessed that they using internet excessively can lead to real life social segregation, and need for good governance/ leadership as a solution to abject poverty, This is in line with view of Charles (2021) in his study Rural Electrification Scheme (RES); Agricultural Development Program (ADP), Rural Banking Program (RBP); Agricultural Credit Guarantee Scheme and Strategic Grains Reserve Program (ACGSSGRP). The basic need to prevent poverty is creation of more industries (industrialization), promote agricultural scheme programme and supporting Small scale Businesses (SMBs)

It was equally found that the introduction of entrepreneurial education promote poverty eradication among youth in the area of study. It was found that entrepreneurial education bring improvement in standard of living, invention comes up due to introduction of entrepreneurial education and that entrepreneurial education enhances total innovation. Likewise, entrepreneurial education lead to sources of revenue to the governments and promotion of trade in the economy.

This study corroborates the conclusion of Salau (2011) that entrepreneurship education has a great role to play in the promotion of employment opportunities in Nigeria. On this, the products of Nigeria's educational institutions may no longer want to look for the 'white collar job' or for anybody to generate employment for them as they would have been fully prepared for self-employment. The skills that would be acquired would assist the graduates in establishing and managing small businesses on their own.

Conclusion

The fundamental role of entrepreneurial education in social and economic development of the individual and the nation at large cannot be emphasis. In every developed society, entrepreneurship education has been seen as there solution to the unemployment challenge, Thus, it plays a boundless role in the promotion of employment opportunities in Nigeria. It is indeed an education designed as an ultimate supplier of vocational and consumer education in cultural societies that provides the individual the knowledge, attitudes, skills, and understanding needed to perform in the world of business as a producer and a consumer of goods and services that business offers. It has promote ability of graduates to be self-reliant and entrepreneurial minded



after leaving school. This revelation of the youths to economic upheavals might have crafted an innovative community with confirmation of economic and technological development.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. There is need for good education academic system to promote employment among the youth.
2. There is need for Nigerian government had enforced completely different financial condition alleviation programmes since independence for accelerated socioeconomic development.
3. There is need for industrialisation for capability building employment generation to the less privileges and tertiary establishment graduates and guaranteeing skills acquisition.
4. Generation of financial gain to spice up agricultural output or moderate the severe effects of financial condition within the rural, urban areas within the country.
5. There is need for introduction of entrepreneurial education to promote poverty eradication among youth.



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