

Entrepreneurial Skills Development as Catalyst for Poverty Alleviation and Youth Empowerment in Kogi State, Nigeria

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Abstract

Entrepreneurial skill acquisition across the globe plays critical role to the socio-economic development of the nations through self-empowerment and poverty reduction. This study on Entrepreneurial Skills Development as Catalyst for Poverty Alleviation and Youth Empowerment in Kogi State is written to examine the impact of Entrepreneurial Skills Development on Poverty Alleviation and Youth Empowerment in Kogi State, Nigeria. The study adopts descriptive research survey design and reached respondents across Kogi East Senatorial District which has nine local governments. Data were obtained through the use of five points Likert scale with a 12 items structured questionnaire and three hypotheses were tested using linear regression. The results of the study revealed that personal characteristics has significant relationship on poverty alleviation and youth empowerment in Kogi State. In addition, that interpersonal skills have significant relationship on poverty alleviation and youth empowerment while practical knowledge have significant relationship on poverty alleviation and youth empowerment in Kogi State. This research therefore, concludes that entrepreneurial skill acquisition enhances self empowerment; job creation thereby reduces poverty in Kogi State. However, entrepreneurial skill acquisition seems not to have been fully utilized in Kogi State thereby poverty and unemployment are still visible in Kogi State. Premised on this, the study recommends that personal characteristics be enhanced especially on the youths through training and development. More so, interpersonal and personal skills be adequately integrated on the youths through periodic training and retraining as through this entrepreneurial pedagogy and tenacity required to operate business ventures successfully will be acquired thereby creating employment and reducing poverty in Kogi state.

Keywords: *Entrepreneurship, Poverty, Youth, Empowerment.*

Introduction

The importance of entrepreneurial skills development by the youths in the economy has been the subject of increased attention in Nigeria and the world over in recent years. The youths, when may have not acquired skills necessary to enable them to be self employed either in public or private sector of the economy, become very vulnerable to criminality such as kidnapping raping, armed robbery and many other social vices which are now a menace to the society (Nwachukwu & Nwamuo, 2010, Baba & Audu, 2021).

Kogi State generally is a state that has the potentials for economic growth and development but due to poverty the state can no longer achieve sustainable growth and development and therefore become a serious concern to not only the people in Kogi State but also those at the diaspora. The manifestation on poverty alleviation through large amounts of money claimed to have been spent in Kogi State particularly on the youths has not yielded fruitful results as youths and other categories of the populace are ravaged by poverty. The problem of hunger in Kogi State has further been compounded by other developmental challenges because of mal-administration, high degree of corruption,

infrastructural decay, insecurity of lives and properties, unstable macro-economic regime and unpredictable fiscal policies by successive administration (Fosua, 2006, Akowe, Yunusa & Audu, 2015).

Poverty occurs as a result of numerous factors ranging from low level of productivity, poor leadership, uneven distribution of income, economic recession, over reliance on foreign products and paucity of other incentives of entrepreneurship. It was suggested by Alan (2006), Agbionu and Audu (2022) that the best remedy for poverty alleviation in any country of the world hinges on supporting business activity through entrepreneurial skill where youths are empowered to be creative, inventive and innovative.

Entrepreneurial skills development has increasingly been held out as an alternative to traditional economic development strategies and policies. Advocate for entrepreneurship based polices suggest that entrepreneurial skills development generate greater returns to the public than other alternative strategy such as industrial recruitment, or retention and expansion. In addition, developing entrepreneurial skills is a key strategy to alleviate poverty, create income and employment opportunities, aims at promoting better business environment, building institutional and human capacities that encourage and support the development of rural dwellers.

In fact, most government fronted skills acquisition programmes shortly fade away after much expenditure that are of no impact on the youths. The government skills acquisition efforts are not sustainable for poverty alleviation and youth empowerment because the beneficiaries cannot achieve their economic livelihood after the skills acquisition training (Nwachukwu & Nwamuo, 2016). It is against this backdrop the researcher was prompted to conduct this research work.

Statement of the Problem

Nowadays, entrepreneurial skills have become an important and recognized head way as a veritable tool for tracking youth empowerment. Poverty is considered to be responsible for not only Kogi State but also Nigeria as well as worlds problem of crisis, resistance and diseases and death. This has made it an indispensable part of life that necessitate governments and people of many nation, charitable and non-governmental organizations including individuals, donors and international agencies to be fighting for its alleviation. Poverty has remained a major bane to the empowerment of youths in Eastern part of Kogi State and empowerment of youth has become the greatest priority of not only Kogi State as a whole but also the developing countries like Nigeria. But this vision has been bedeviled as a result of poor leadership, high level of bribery and corruption, decayed educational system etc. In the light of the foregoing, this study focuses on the entrepreneurial skills and youth empowerment for poverty alleviation in Eastern flank of Kogi State (Chika & Ifechi., 2021).

Objectives of the Study

The general objective of the study is to examine entrepreneurial skills development: A panacea for poverty alleviation and youth empowerment in Eastern flank of Kogi State. The specific objectives of the study are as follows:

- To determine the effect of personal skills of entrepreneurial skills poverty on alleviation and youth empowerment in eastern flank of Kogi State.
- To determine the effect of interpersonal skills of entrepreneurial skills on poverty alleviation and youth empowerment in eastern flank of Kogi State.

- To determine the effect of practical skills of entrepreneurial skill on poverty alleviation and youth empower in eastern flank of Kogi State.

Research Questions

Based on the objectives of the study provided above the following research questions are formulated.

- What is the effect of effect of personal skills of entrepreneurial skills on poverty alleviation and youths empowerment in eastern flank of Kogi State.
- What is the effect of interpersonal skills of entrepreneurial skill on poverty alleviation and youth empowerment in eastern flank of Kogi State.
- What is the effect of practical skills of entrepreneurial skills on poverty alleviation and youths empowerment in eastern flank of Kogi State.

Research Hypotheses

The following hypotheses are formulated to guide the study.

H0: Personal skills of entrepreneurial skills has no positive effect on poverty alleviation and youth empowerment in Kogi State.

H0: Interpersonal skills of entrepreneurial skills has no positive effect on poverty alleviation and youths empowerment in Kogi State.

H0: Practical skills of entrepreneurial skills has no positive effect on poverty alleviation and youths empowerment in Kogi State.

Review of Related Literature

Concept of Poverty Alleviation

Poverty refers to lacking enough resources to provide the necessities of life food, water, shelter, clothing. But in today word, that can be extended to includes access to health care, education and even transportation (Abraham, 2019).

Poverty is among the most familiar and enduring of human conditions. The biblical saying “the poor always ye have with” (John 12:8), hardly needs confirmation. According to Adam Smith (1976), “No society can surely be flourishing and happy, of which by far the greater part of the number are poor and miserable.” Harnigton, (1962) asserts that despite the unprecedented prosperity of the nations, mass poverty continued to exist and in fact seem to be increasing in geographical areas particularly Asia, Africa and Latin America.

According to some philosophers, there was no possible definition of poverty because the usage of the world seemed dangerously elastic and capable of covering a host of social, economic and political spheres.

“Poverty is a concept that is devoid of a generalized definition across geographical location. However, it is universally perceived as an undesirable state of being.

It is further perceived variously as a state of being distress, human enslavement, human disease, a factor that robs of self respect and is the grinding coursing that down noble aspiration”, (Ohikhueme, 1997).

Economists refer to poverty as a situation of low income or low consumption. As such, people can be referred to as being poor when their measured standard of living in terms of income or consumption is below poverty line. Poverty has been defined as the inability to attain a minimum standard of living (world bank report 1990). Aluko (1975) asserts that poverty is a lack of command over basic consumption needs, which means in other words, that there is an inadequate level of consumption giving rise to insufficient food, clothing and/or shelter and moreover, the lack of certain capacities such as being able to participate with dignity in society. According to CBN (1999), the attributes of poverty may be classified into structural, economic, social and cultural deprivation. These dimensions of poverty exhibit a vicious cycle and account for the recurring decimal of poverty.

Poverty is conceived as the paucity of basic entitlements which could be economic, political or socio-cultural in nature. A critical analysis of this definition show cases that poverty occurs as a result of lack of financial, human and physical necessities capable of creating suitable environment for standard of living. Poverty is a state where an individual is not able to cater adequately for his or her basic of need of food, clothing and shelter and incapable of meeting social and economic obligation, lacks gainful employment, skills assets as well as self- esteem and has limited access to social and economic infrastructure such as education, health, portable water and sanitation and consequently, has limited opportunity of advancing his/her welfare to the limit of his or her capacities (Theresa & Purity, 2019).

Poverty Alleviation

Poverty alleviation is a set of measure both economic and humanitarian that is intended to permanently lift people out of poverty. Poverty alleviation also involves improving the living conditions of the people who are already poor. (Abraham 2019). Researchers have started to examine economic growth and its link to poverty alleviation through entrepreneur skill and the development of new technology and new techniques (Bloom, 2013, McCloskey, 2016).

Though, it is worthy of note that while some regions have seen dramatic improvement in poverty, there are other places with large numbers of people still in poverty that can greatly benefit from poverty alleviation efforts. Entrepreneurial skills development mechanisms such as entrepreneurship education, social entrepreneurship and women entrepreneurship can alleviate poverty. In the first place, poverty alleviation through entrepreneurial skill in education entails a specialized knowledge that inculcates in learners the traits of risk taking, innovation, arbitrage and co-ordination of factors of production for the purpose of creating new products or services for new and existing users within human communities (Akhueomonkhan & Raim, 2013, Agbionu & Audu, 2021). Kabongo and Oknara (2010) assert that entrepreneurial skills in education is considered central to the economic development of nations, as well as increases entrepreneurial self-efficacy, self-employment, and risk-taking attitude of the entrepreneur. It creates enormous business opportunities and trains people with innovative enterprise skills to grasp the opportunity for starting new entrepreneurial activities.

Secondly, poverty alleviation through social entrepreneurial skills has to do with applying the expertise talents and resources of entrepreneurs to the variety of problems the developing countries face such as education, health, personal safety and security, poverty alleviation, social advancement and environmental sustainability (Kirby & Ibrahim 2011). Finally, poverty alleviation through

female youth entrepreneurial skills entails active participation of willing and able business female youth.

In 2010, 187 million women including female youth were involved in creating and operating enterprises meaning that almost 42% of entrepreneurial in the world were women (De Vita et al, 2013).

Concept of entrepreneurial skills, personal skill interpersonal skills and practical skills

- Entrepreneurial skills are the basis skills required for sound starting, development, financing and marketing of own business enterprise (Abraham 2019). Entrepreneurial skills are understood as the knowledge, attitudes, and skills that enable someone to be successful in developing original and valuable projects, products, or services based on the needs of a company i.e target population and as a result, the fulfillment of functional, social, or emotional objectives.
- Personal skills: This involve assessing personal characteristics, values and beliefs. It is a system of evaluating oneself in terms of optimism, vision, initiative desire for control, drive and persistence, risk tolerance and resilience.
- Interpersonal skills: It simply means a successful entrepreneur should always work closely with people and this is critical in order to be able to build great relationships with your team, customers, suppliers, shareholders, investors etc. It involves leadership and motivation, communication skills, listening, personal relations, negotiation and ethics.
- Practical skills: Successful entrepreneurs always need practical skills and knowledge to produce goods or services effectively and competitively. It involves goal setting, planning and organizing decision making, business knowledge etc. (Education Science, 2021).

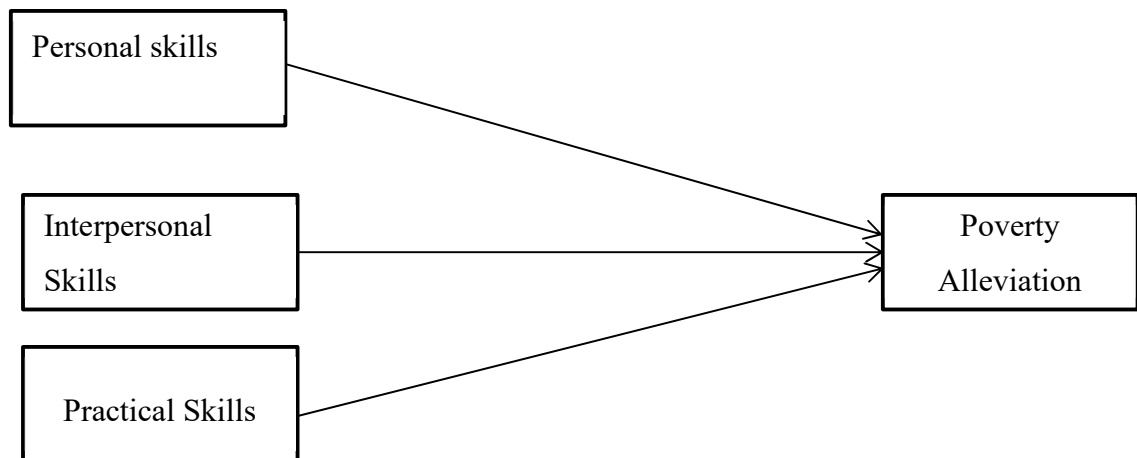


Figure 1: Conceptual framework of the study

Source: Researchers conceptualization from review of related literature, 2022.

Empirical Review

The empirical work of Van De Wale (1990) asserts that the satisfaction of basic needs directly alleviates some of the most severe consequences of poverty. In this case, healthy, well-nourished and educated individuals have a higher standard of living than the sick, hungry and ignorant ones.

According to Ogundele et al (2012), the contribution of entrepreneurship training and education on poverty alleviation through youth empowerment and social welfare service improvement could be much significant if entrepreneurship is encouraged at all the level in the state especially at local and community level. Apama et al (2011) suggest that acquisition of vocational skills lead to a significant alleviation of poverty among youth. As Nigeria is fast becoming a predominantly youthful society with high rate of unemployment, it requires training the youthful in entrepreneurship skills to tackle issues of poverty.

Researchers have studied the effect of entrepreneurship on poverty alleviation and most of these studies obtained similar results Usman and Adam, 2017 Ibitoye and Odiba, 2015, Ilemonaetal, (2013). Usman and Adam (2017) found that there is positive relationship between entrepreneurship and poverty reduction in Sokoto State, in other words, as the level of entrepreneurship rises, the poverty rate declined.

Similarly, the findings of Ibitoye and Odiba (2015) showed a positive relationship between entrepreneurship and poverty alleviation in Lagos State. In Kogi State, Ilemona et al (2013) found that entrepreneurship (via entrepreneurial skills acquisition) can alleviate the rate of poverty. The result featured that the high rate of poverty in Nigeria which is rampant among the youth is caused by the inability to acquire entrepreneurial skill.

Research Methodology

The study was descriptive and survey cross sectional based. It focuses on all male and female youths in eastern flank of Kogi State. The study combined quantitative (questionnaire) and qualitative (in depth interviews) methods. Multistage sampling was adopted for selection of respondents.

Population of the Study

The population of the study comprised of both male and female youths in eastern flank of Kogi State consisting of nine local governments area and the local government of study areas are as follows:

- (i) Idah (ii) Ankpa (iii) Bassa (iv) Dekina (v) Ibaji (vi) Igalamela/Odolu (vii) Ofu (viii) Olamabolo (ix) Omala.

Sample Size Determination

The sample size for this study is determined through the scientific method proposed by Nachimias & Nachimias (1996).

$$SS = \frac{Z^2 [P(I-P)]}{D^2}$$

Where:

SS = Sample size

Z = Level of Significance (1.96)

P = the estimated proportion of the factor to be studied (50% or 0,5)

D = Sampling error that can be tolerated (0.05%)

Therefore, substituting into the formula, we have

$$\frac{1.96^2 [0.5(1-0.5)]}{0.05^2} = \frac{3.8416 \times 0.25}{0.0025}$$

$$= \frac{0.9604}{0.0025}$$

$$SS = 384.16$$

$$\text{Proximate sample size} = 384$$

Thus, since the estimate proportion of the population factor studied is 50%, the sample size is calculated to 50% of 384, which gives 192. Hence adding 8 for purpose of observable error, the size increased to 200

Sampling Technique

The study adopted multistage sampling which comprised purposive, stratified, and simple random. Stratified and simple random techniques were used for survey data questionnaire while purposive method solve the selection of respondents from two words from each local government area given us a total of 18 words. Therefore, a sample of 22 respondents were selected from each local government but Dekina Local Government higher respondents of twenty-four (24) to make up 200 because it carries higher population (260,962) compared to other local governments. Ultimately, simple random was applied for the final section.

Instrument of Data Collection

The instrument adopted for the study was questionnaire and in-depth interview. In order to translate the responses into data for interpretation in questionnaire, each of the standardized questionnaire using five (5) points Likert scale development by Herbert, M (1990) as follows:

Strongly agree (SA), Agree (A), Undecided (UD), Disagree (D) and strongly Disagree (SD).

Questionnaire administered: A total of 200 copies of questionnaire that were administered 198 copies were retrieved and valid for data analyses.

In-dept interview guide: The interview covered areas identified in the research objectives which are central focus of the questionnaire.

Data Presentation and Analysis

Data Presentation

This section presents and analyses the data obtained from the respondents. The total number of questionnaires duly completed and returned was 198. Therefore, the analysis shall be carried out based on the returned questionnaire.

Table 1. Descriptive statistics on personal characteristics

		SA	A	U	D	SD	Mean	Standard
	Personal characteristics	5	4	3	2	1		Deviation
PC1.	<i>I need personal characteristic for entrepreneurial skills</i>	98 (49.2%)	60 (30.2%)	22 (11.1%)	18 (9%)	0 (0%)	4.20	0.97
PC2.	<i>Personal characteristics help me to develop better entrepreneurial skill</i>	76 (38.2%)	61 (30.7%)	24 (12.1%)	20 (10.1%)	17 (8.5%)	3.80	1.29
PC3.	<i>Personal characteristics helps me to develop drive for entrepreneurial skills</i>	99 (49.7%)	51 (25.6%)	23 (11.6%)	20 (10.1%)	5 (2.5%)	4.11	1.11
<i>Average mean/SD</i>							4.04	1.12

Source: Research Survey, 2022

Table 1 shows the responses on the likert scale questions, mean and standard deviation. For the question on whether respondents need personal characteristic for entrepreneurial skills, 98 respondents (49.2%) strongly agreed, 60 respondents (30.2%) agreed, 2 respondents (11.1%) were undecided, 18 respondents (9%) disagreed while none of the respondents (0%) strongly disagreed. The mean value of 4.20 and standard deviation 0.97 > 3.00 which means that most of the respondents agreed. For the questions on whether Personal characteristics help respondents to develop better entrepreneurial skill, 76 respondents (38.2%) strongly agreed, 61 respondents (30.7%) agreed, 24 respondents (12.1%) were undecided, 20 respondents (10.1%) disagreed while 17 respondents (8.5%) strongly disagreed. The mean value is 3.80 and standard deviation 1.29 > 3.00 showing that most of the respondents agreed.

For the questions on whether Personal characteristics helps respondents to develop drive for entrepreneurial skills, 99 respondents (49.7%) strongly agreed, 51 respondents (25.6%) agreed, 23 respondents (11.6%) were undecided, 20 respondents (10.1%) disagreed while 5 respondents (2.5%) strongly disagreed. The mean value of 4.11 and standard deviation 1.11 > 3.00 indicating that most of the respondents agreed. Finally, the average mean value of 4.04 and standard deviation 1.12 > 3.00 indicating acceptance of the overall response on personal characteristics.

Table 2: Descriptive statistics on interpersonal skills

S/no	Interpersonal skills	5	4	3	2	1	Mean	Standard
		SA	A	U	D	SD		Deviation

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IS1.	<i>I need interpersonal skills to acquire entrepreneurial skills</i>	106 (53.3%)	52 (26.1%)	19 (9.5%)	10 (5%)	11 (5.5%)	4.17	1.14
IS2.	<i>Interpersonal skill helps me to acquire entrepreneurial skills.</i>	130 (65.3%)	9 (4.5%)	16 (8.0%)	40 (20.1%)	3 (1.5%)	4.13	1.29
IS3.	<i>I am always interested in interpersonal skill for better entrepreneurial skills.</i>	104 (52.3%)	80 (40.2%)	3 (1.5%)	0 (0%)	11 (5.5%)	4.34	0.96
<i>Average mean/SD</i>							4.21	1.13

Source: Research Survey, 2022

Table 2 shows the responses to Likert-scale questions, the mean and standard deviation. For the question on whether respondents need interpersonal skills to acquire entrepreneurial skills the responses show that 106 respondents representing 53.3% strongly agreed, 52(26.1%) agreed, 19 (9.5%) were undecided, 10 (5%) disagreed and 11 (5.5%) strongly disagreed. The mean value is 4.17 and standard deviation is 1.14 which means that most respondents strongly agreed since the mean value >3.00.

The question on whether Interpersonal skill helps to acquire entrepreneurial skills 130 respondents representing (65.3%) strongly agreed, 9(4.5%) agreed, 16 of the respondents (8%) were undecided, 40 respondents (20.1%) disagreed while 3 respondents (1.5%) strongly disagreed. Thus, it means that most of the respondents agreed since the mean and standard deviation shows 4.13 and 1.29 respectively justifying > 3.00.

For the question on whether respondents always interested in interpersonal skill for better entrepreneurial skills 104 (52.3%) strongly agreed, 80 (40.2%) agreed, 3 of the respondents (1.5%) were undecided, 0 of the respondents (0%) disagreed while 11 (5.5%) strongly disagreed. This implies that most of the respondents agreed since the mean value and standard deviation are 4.34 and 0.96 respectively justify mean > 3.00.

Therefore, on the average, the mean value is 4.21 and standard deviation is 1.13 indicating that overall responses on interpersonal skills are accepted.

Table 3: Descriptive statistics on practical knowledge

<i>Practical knowledge</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>Standard Deviation</i>
	5	4	3	2	1		

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PN1.	<i>I need practical knowledge for entrepreneurial skills.</i>	102 (51.3%)	41 (20.6%)	19 (9.5%)	15 (7.5%)	21 (10.6%)	3.95	1.37
PN2.	<i>Practical knowledge is necessary for entrepreneurial skills.</i>	60 (30.2%)	19 (9.5%)	43 (21.6%)	71 (35.7%)	5 (2.5%)	3.29	1.30
PN3.	<i>Practical knowledge is a key factor for achieving entrepreneurial skills.</i>	108 (54.3%)	3 (1.5%)	2 (1.0%)	32 (16.1%)	53 (26.6%)	3.41	1.81
<i>Average mean/SD</i>							3.55	1.49

Source: Research Survey, 2022

Table 3 shows the responses on the Likert scale questions, mean and standard deviation. For the question on whether respondents need practical knowledge for entrepreneurial skills, 102 respondents (51.3%) strongly agreed, 41 respondents (20.6%) agreed, 19 respondents (9.5%) were undecided, 15 respondents (7.5%) disagreed while 21 respondents (10.6%) strongly disagreed. The mean value of 3.95 and standard deviation 1.37 > 3.00 which means that most of the respondents agreed.

For the questions on whether Practical knowledge is necessary for entrepreneurial skills, 60 respondents (30.2%) strongly agreed, 19 respondents (9.5%) agreed, 43 respondents (21.6%) were undecided, 71 respondents (35.7%) disagreed while 5 respondents (2.5%) strongly disagreed. The mean value is 3.29 and standard deviation 1.30 > 3.00 showing that most of the respondents agreed.

For the questions on whether Practical knowledge is a key factor for achieving entrepreneurial skills, 108 respondents (54.3%) strongly agreed, 3 respondents (1.5%) agreed, 2 respondents (1.0%) were undecided, 32 respondents (16.1%) disagreed while 53 respondents (26.6%) strongly disagreed. The mean value of 3.41 and standard deviation 1.81 > 3.00 indicating that most of the respondents agreed. Finally, the average means value of 3.55 and standard deviation 1.49 > 3.00 indicating acceptance of the overall response on practical skills.

Table 4: Descriptive statistics on poverty alleviation and youth empowerment.

	<i>Poverty alleviation and youth empowerment</i>	<i>SA</i> <i>5</i>	<i>A</i> <i>4</i>	<i>U</i> <i>3</i>	<i>D</i> <i>2</i>	<i>SD</i> <i>1</i>	<i>Mean</i>	<i>Standard Deviation</i>
PE1.	<i>If I am engaged in self employment I am be able to take care of my basic needs.</i>	88 (44.2%)	0 (0%)	30 (15.1%)	26 (13.1%)	54 (27.1%)	3.21	1.72
PE2.	<i>I have stable income through entrepreneurial activities</i>	114 (57.3%)	72 (36.2%)	0 (0%)	0 (0%)	12 (6.0%)	4.39	0.99
PE3.	<i>Through engagement in entrepreneurial training I have confidence to float my own business .</i>	78 (39.2%)	21 (10.6%)	34 (17.1%)	17 (8.5%)	48 (24.1%)	3.32	1.63
<i>Average mean/SD</i>							3.64	1.45

Source: Research Survey, 2022

Table 4 shows the responses on the Likert scale questions, mean and standard deviation. For the question on whether if respondents engage in self employment, they would be able to take care of their basic needs 88 respondents (44.2%) strongly agreed, 0 respondents (0%) agreed, 30 respondents

(15.1%) were undecided, 26 respondents (13.1) disagreed while 54 respondents (27.1%) strongly disagreed. The mean value of 3.21 and standard deviation 1.72 > 3.00 which means that most of the respondents agreed.

For the questions on whether respondents have stable income through entrepreneurial activities, 114 respondents (57.3%) strongly agreed, 72 respondents (36.2%) agreed, 0 respondents (0%) were undecided, 0 respondents (0%) disagreed while 12 respondents (6%) strongly disagreed. The mean value is 4.39 and standard deviation 0.99 > 3.00 showing that most of the respondents agreed.

For the questions on whether through engagement in entrepreneurial training respondents have confidence to float their own businesses, 78 respondents (39.2%) strongly agreed, 21 respondents (10.6%) agreed, 34 respondents (17.1%) were undecided, 17 respondents (8.5%) disagreed while 48 respondents (24.1%) strongly disagreed. The mean value of 3.32 and standard deviation 1.63 > 3.00 indicating that most of the respondents agreed. Finally, the average means value of 3.64 and standard deviation 1.45 > 3.00 indicating acceptance of the overall response on poverty alleviation and youth empowerment.

Test of Hypotheses

Hypothesis 1

H₁: personal characteristics have no significant relationship on poverty alleviation and youth empowerment in Kogi State.

Table 5 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.736 ^a	.542	.540	1.16921	.344

a. Predictors: (Constant), PC

b. Dependent Variable: PAYE

The model summary table reports the strength of relationship between the independent and dependent variables. The result of R stood at 0.736 indicating a significant relationship between the dependent variable poverty alleviation and youth empowerment (PAYE) and the explanatory variable personal characteristics (PC). The coefficient of multiple determinations R² measures the percentage of the total change in the dependent variable that can be explained by the independent or explanatory variable. The result indicates a R² of .542 showing that 54% of the variances in personal characteristics is explained by poverty alleviation and youth empowerment (PAYE) while the remaining 46 % (i.e. 100 – 54) of the variations could be explained by other variables not considered in this model.

The adjusted R-square compensates for the model complexity to provide a fairer comparison of model performance. The result is supported by the value of the adjusted R which is 54% showing that if the entire population is used, the result will deviate by 19.4% (i.e. 73.6 – 54.2), with the linear regression model, the standard error of the estimate is 1.16921. The result of Durbin Watson test shows .344 therefore it shows that there is no auto correlation.

Table 6 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	317.148	1	317.148	231.993	.000 ^b
	Residual	267.943	196	1.367		
	Total	585.091	197			

a. Dependent Variable: PAYE

b. Predictors: (Constant), PC

The ANOVA table confirms the results of model summary, analysis of the result revealed that F = 231.993 which is significant at $(0.000) < 0.05$. Hence, since the P-value < 0.05 (critical value), the null hypothesis that personal characteristics has no significant relationship on poverty alleviation and youth empowerment in Kogi state is rejected.

Table 7 **Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.306	.372		6.204	.000
	PC	1.313	.086	.736		

a. Dependent Variable: PAYE

The coefficient provides information on how the explanatory variable (the estimated coefficient or beta) influences the dependent variable. The result shows that the regression constant is 2.306 giving a predictive value of the dependent variable when all other variables are zero. The coefficient of practical skills is 0.86 with p-value of 0.000 less than (0.05%) critical value. Therefore, it can be concluded that the null hypothesis that personal characteristics has no significant relationship on poverty alleviation and youth empowerment in Kogi state is rejected.

Hypothesis 2

H₂: Interpersonal skills have no significant relationship on poverty alleviation and youth empowerment in Kogi State.

Table 8 **Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.399 ^a	.159	.155	.90594	.175

a. Predictors: (Constant), IS

b. Dependent Variable: PAYE

The model summary table reports the strength of relationship between the independent and dependent variables. The result of R stood at 0.399 indicating a significant relationship between the dependent variable poverty alleviation and youth empowerment and the explanatory variable Interpersonal skills. The coefficient of multiple determinations R^2 measures the percentage of the total change in the dependent variable that can be explained by the independent or explanatory variable. The result indicates a R^2 of .159 showing that 16% of the variances in interpersonal skills is explained by poverty alleviation and youth empowerment while the remaining 84 % (i.e. $100 - 16$) of the variations could be explained by other variables not considered in this model.

The adjusted R-square compensates for the model complexity to provide a fairer comparison of model performance. The result is supported by the value of the adjusted R which is 16% showing that if the entire population is used, the result will deviate by 24% (i.e. $39.9 - 15.9$), with the linear regression model, the standard error of the estimate is 0.90594. The result of Durbin Watson test shows .175 therefore it shows that there is no auto correlation.

Table 9 ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.411	1	30.411	37.054	.000 ^b
	Residual	160.861	196	.821		
	Total	191.273	197			

a. Dependent Variable: PAYE

b. Predictors: (Constant), IS

The ANOVA table confirms the results of model summary, analysis of the result revealed that $F = 37.054$ which is significant at $(0.000) < 0.05$. Hence, since the P-value < 0.05 (critical value), the null hypothesis that interpersonal skills have no significant relationship on poverty alleviation and youth empowerment in Kogi state is rejected.

Table 10 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.962	.244		12.146	.000
	IC	.343	.056	.399	6.087	.000

a. Dependent Variable: PAYE

The coefficient provides information on how the explanatory variable (the estimated coefficient or beta) influences the dependent variable. The result shows that the regression constant is 2.962 giving a predictive value of the dependent variable when all other variables are zero. The coefficient of interpersonal skills is 0.56 with p-value of 0.000 less than (0.05%) critical value. Therefore, it can be concluded that the null hypothesis that interpersonal skills have no significant relationship on poverty alleviation and youth empowerment in Kogi state is rejected.

Hypothesis 3

H₃: practical knowledge has no significant relationship on poverty alleviation and youth empowerment in Kogi State.

Table 11 **Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.502 ^a	.252	.248	1.41069	.409

a. Predictors: (Constant), PN

b. Dependent Variable: PAYE

The model summary table reports the strength of relationship between the independent and dependent variables. The result of R stood at 0.502 indicating a significant relationship between the dependent variable poverty alleviation and youth empowerment and the explanatory variable practical knowledge. The coefficient of multiple determinations R² measures the percentage of the total change in the dependent variable that can be explained by the independent or explanatory variable. The result indicates a R² of .252 showing that 25% of the variances in practical knowledge is explained by the poverty alleviation and youth empowerment while the remaining 75 % (i.e. 100 – 25) of the variations could be explained by other variables not considered in this model.

The adjusted R-square compensates for the model complexity to provide a fairer comparison of model performance. The result is supported by the value of the adjusted R which is 25% showing that if the entire population is used, the result will deviate by 25% (i.e. 50.2 – 25.2), with the linear regression model, the standard error of the estimate is 1.41069. The result of Durbin Watson test shows .409 therefore it shows that there is no auto correlation.

Table 12 **ANOVA^a**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	131.266	1	131.266	65.962	.000 ^b
	Residual	390.047	196	1.990		
	Total	521.313	197			

a. Dependent Variable: PAYE

b. Predictors: (Constant), PN

The ANOVA table confirms the results of model summary, analysis of the result revealed that F = 65.962 which is significant at (0.000) < 0.05. Hence, since the P-value < 0.05 (critical value), the null hypothesis that practical knowledge have no significant relationship on poverty alleviation and youth empowerment in Kogi State is rejected.

Table 13 **Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.962	.244		12.146	.000
	PN	.343	.056	.399	6.087	.000

a. Dependent Variable: PAYE

The coefficient provides information on how the explanatory variable (the estimated coefficient or beta) influences the dependent variable. The result shows that the regression constant is 2.962 giving a predictive value of the dependent variable when all other variables are zero. The coefficient of practical knowledge is 0.056 with p-value of 0.000 less than (0.05%) critical value. Therefore, it can be concluded that the null hypothesis that practical knowledge has no significant relationship on poverty alleviation and youth empowerment in Kogi State is rejected.

Conclusion and Recommendations

This research concludes that entrepreneurial skill acquisition enhances self empowerment; job creation thereby reduces poverty in Kogi State. However, entrepreneurial skill acquisition seems not to have been fully utilized in Kogi state thereby poverty and unemployment are still visible in Kogi state. Premised on this, the study recommends that personal characteristics be enhanced especially on the youths through training and development. More so, interpersonal and personal skills be adequately integrated on the youths through periodic training and retraining as through this entrepreneurial pedagogy and tenacity required to operate business ventures successfully will be acquired thereby creating employment and reducing poverty in Kogi state.

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