

Perceived Impact of Entrepreneurship Education as a Tool for Job Creation, Poverty Reduction and National Development in Katsina State Nigeria

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Abstract

This paper examines the perceived impact of entrepreneurship education as a tool for job creation, poverty reduction, and national development in Nigeria. The study adopted a descriptive survey design. The population of the study consisted of 420 entrepreneurs who graduated from six business apprenticeship training centers (BATCs) in Katsina state and graduated students of the Business Education Department, Federal College of Education, Katsina 2021/2022 session. A stratified sampling technique was used in the selection of the sample. The sample size of 201 graduates was used, determined by Krejcie and Morgan (1970). The research instrument was a structured questionnaire developed for the study. The instrument was validated by experts and its reliability was determined using Cronbach alpha Reliability Coefficient ($\alpha = 0.79$). Two hypotheses guided this study. Data gathered from the questionnaire were analyzed using regression analysis. The results of the study revealed that entrepreneurship education had a significant impact; In particular H_1 and H_2 is Strong with regression weight 0.739 [$p < 0.001$] and 0.730 [$p < 0.001$] respectively on job creation, poverty reduction, and national development in Nigeria and graduates from BATCs acquired more entrepreneurial skills than graduates of Federal College of Education, Katsina due to more engagement in practical training. The study thus concluded that entrepreneurship education plays a crucial role in job creation, poverty reduction, and national development. The study recommends that the government should introduce entrepreneurship training centers in the Colleges of Education in Nigeria for practical skill acquisition among the students, provide adequate funds and equipment for the operation of the training centers, and ensure that both students of BATCs and Colleges of Education has access to loans, financial assistance or equipment for enterprises development after graduating.

Keywords: Entrepreneurship Education, Job creation, National Development, Poverty reduction

Introduction

Education has been identified as the engine of national development. It plays a crucial role in social well-being, job creation, poverty reduction, and the improvement of people's living standards. Efe (2014) posited that education is a vital tool in the training and development of human resources in any country by imparting essential skills, capacities, values, knowledge, and attitudes that can be

utilized in the transformation of individuals, communities, nations, and the world at large. According to Maina's (2013) assertion, education serves as the crucial instrument for national development. By unlocking the economic capabilities of individuals, it empowers and equips them to actively participate in and derive benefits from their nation's economy. Additionally, education facilitates economic growth and fosters transformation by providing the foundation for it.

In contrast, entrepreneurship education focuses on equipping young individuals with the necessary skills, competencies, knowledge, and traits to become innovative and to establish and manage their own businesses. This form of education not only promotes job creation, poverty alleviation, and national development, but also contributes to economic growth. The primary objective of entrepreneurship education is to enhance entrepreneurial self-efficacy, self-employment, and risk-taking behavior among potential entrepreneurs. Entrepreneurship education creates enormous business opportunities and trains people with innovative enterprise skills to grasp the opportunities for starting new entrepreneurial activities (Cheng and Chan, 2009). In addition, Entrepreneurship education has various benefits to individuals and the nation. It will provide the young graduates with adequate training that will enable them to be creative and innovative in identifying great business opportunities. It will also offer functional education to the youths to enable them to be well-empowered and self-reliant people in their own right and serve as catalysts for economic growth and development. In addition, it offers tertiary institution graduates adequate training in risk management to make learning outcomes feasible and reduce the high rate of poverty and insecurity as well as violence.

Entrepreneurship education will not only foster economic growth, but it will also create employment opportunities for the citizens and reduce the migration from rural areas to urban centers. This will lead to sustainable development and provide young graduates with the necessary skills and support to establish successful small and medium-sized businesses. By incubating a spirit of perseverance in both youth and adults, entrepreneurship education will enable individuals to persist in their business ventures and facilitate a smooth transition from traditional to modern industrial economies. Additionally, entrepreneurship education has been shown to be an effective means of poverty reduction, as economic growth over time is crucial for reducing poverty levels. Entrepreneurship boosts economic growth, enhances educational attainment, and increases the rate of economic growth (Mitra and Abubakar, 2011). Entrepreneurship education plays a significant role in changing students' views towards becoming self-employed. This is because entrepreneurship education is meant to train students upon graduation to become self-reliant and employers of labor through creative and innovative thinking in identifying new business opportunities Kamar et al, (2021).

Entrepreneurship education has numerous advantages for both individuals and the nation. It equips young graduates with the necessary skills to identify and seize business opportunities, while also providing functional education to empower and make youths self-reliant, serving as catalysts for economic growth and development. Moreover, it offers tertiary institution graduates risk management training to make learning outcomes feasible and reduce poverty, insecurity, and violence. The purpose of this study is to explore the perceived impact of entrepreneurship education as a tool for job creation, poverty reduction, and national development in Nigeria.

Statement of the Problem

The objectives and goals of entrepreneurship education seem not to be realized in that youths/graduates finish their education and are unable to engage themselves as self-employed persons based on their career choice and on skills acquired while studying entrepreneurship education. Akpochafo & Alike (2018). The problem of entrepreneurship education is not about curriculum or investment in education nor is it non-availability of manpower for the sector, but that many have tended to look in the direction of management of education which includes lack of policy analysis to make students fit into society, yet not relying on the government of the day but the managerial ingenuity of educational managers and administrators to make education a building block of employment creation, self-reliance, crime reduction, socio-economic empowerment, prosperity, national security, as a means for achieving sustainable national development through improved access to quality, functional entrepreneurship education at all levels. Adedayo et al, (2023 P.3). It was also opined that Students graduate from the Universities and Colleges of Education including Technical schools, only to add to the teeming number of unemployed persons despite the entrepreneurship education enshrined in the curriculum for Universities and Colleges to encourage self-reliance Mohammed at el, (2014 P.1). Such entrepreneurship courses were ideally introduced to enhance self-reliance among the graduates. This has not yet been achieved, hence the need to study the impact of entrepreneurship education as a tool for job creation, poverty reduction, and national development in Nigeria.

Objective of the study

The general objective of this study is to examine the perceived impact of Entrepreneurship Education as a tool for job creation, poverty reduction, and National Development in Nigeria. Specifically, the study aimed at the following:

1. To investigate whether entrepreneurship education has effect on job creation for National Development in Nigeria
2. To determine the impact of entrepreneurship education on poverty reduction for National Development in Nigeria
3. To examine the strategies for enhancing Entrepreneurship Education toward National Development in Nigeria

Research Question

1. What are the strategies for enhancing Entrepreneurship Education toward National Development?

Research Hypotheses

H₀₁: Entrepreneurship Education not effected Job creation for national development in Nigeria.

H₀₂: Entrepreneurship Education not impacted poverty reduction for national development in Nigeria.

Conceptual Review

Entrepreneurship Education

Entrepreneurship education focuses on developing attitudes, behaviors, and capacities at the individual level. It also encompasses the application of these skills and attitudes, which can

manifest in various forms throughout an individual's career, generating a range of long-term benefits to society and the economy Efe (2014). Aliu (2014) posits that Entrepreneurship Education is learning directed towards developing in young people those skills, competencies, understandings, and attributes that equip them to be innovative and prepare them to identify, create, initiate, and successfully manage personal and/or community business, and work opportunities, including self-employment. Akudolu (2010) asserts that the primary objective of entrepreneurship education is to promote creativity, innovation, and self-employment among citizens through the inculcation of entrepreneurial knowledge, competencies, and attitudes in the learner.

Job Creation

Ayorinde et al (2017) posited that "Job Creation" refers to the concept of employment opportunities being generated in response to specific events or circumstances. This phenomenon can be observed when individuals engage in meaningful activities that enable them to support themselves and their immediate families, contributing to the physical and economic development of a nation.

Poverty Reduction

Poverty encompasses the lack of income or shortage of assets, the absence of competence and confidence, disempowerment, and the deprivation of national currency. Additionally, it is common to refer to a poor understanding, culture, or spirit (Singer, 2006). Poverty may arise from the low productivity of households, which face financial constraints and a lack of other incentives for entrepreneurship (Adenutsi, 2009). The World Bank also posits that political instability, inadequate infrastructure improvement, insufficiency of national policy and structural adjustment, and lack of investment are among the primary causes of poverty (Misango and Ongiti, 2013). Poverty is widely conceptualized as a condition of living on income below a certain minimum threshold. The World Bank defines those living under US\$2 a day as living in poverty, and those living under US\$1.25 as living in extreme poverty internationally (Chen and Ravallion, 2008).

National Development

According to UNESCO (2000), the capacity of a nation to enhance the social welfare of its populace, for instance, by providing social amenities such as quality education, potable water, transportation infrastructure, and medical care, extends beyond the mere provision of these amenities. This observation underscores our contention that this definition is insufficient in capturing the complete picture, as it tends to overlook the economic component of the developmental process. National development encompasses the improvement of all spheres of human endeavor that ultimately ensures sustained welfare for citizens of any society (Eferakeya and Ifurueze, 2016). This implies that to achieve national development, there should be availability of employment opportunities and a reduction in poverty within the community. Umoren et al (2018) posited that national development is a function of the development of individuals and corporate entities within the country. National Development, in a broad sense, encompasses general development in communities, towns, cities, states, and nations as a whole in the best interest of its people. A country can enhance its human capital, economy, social welfare, democracy, infrastructure, national defenses, and other key sectors of national life. National Development refers to the ability of a country to improve the socioeconomic welfare of its people

by providing social amenities such as quality education, clean pipe-borne water, adequate roads, electricity, transport, and communication (Uchenna and Uju, 2020).

Literature Review

Entrepreneurship education has gained significant attention in recent years as a potential tool for job creation, poverty reduction, and national development. It has been widely recognized that entrepreneurship plays a vital role in driving economic growth and creating employment opportunities (Radebe, 2019). The impact of entrepreneurship education on poverty alleviation in Nigeria is highlighted as significant, contributing to economic growth, job creation, and the development of entrepreneurial skills Drenket and Gotip, (2018). According to Efe, (2014), Entrepreneurship education is a solution to unemployment, poverty, and national insecurity by equipping individuals with the skills and knowledge to create their opportunities. Maina, (2013) asserts that entrepreneurship education in Nigeria; has the potential to achieve national development goals, reduce unemployment, and alleviate poverty. Ifeoma et al, (2018) claimed that Entrepreneurship development is a key tool for poverty reduction; stimulating employment and economic growth in developing countries. Kamar et al, (2021) opined that entrepreneurship education plays a significant role in changing students' view towards becoming self-employed. Hussain and Bhuiyan (2014) posit that entrepreneurship development is a key tool for stimulating employment and reducing poverty. Mani, (2017) argues that changes are needed in the learning process to promote entrepreneurship and that entrepreneurship should be associated with creativity and change. Lack of experience and funding were identified as major deterrents for starting a business immediately after college. In line with these more practical skills are recommended. Uchenna and Uju, (2020) affirm that entrepreneurship education is a veritable and practical option to remedy the consequences of the global economic implosions and put the nation on the path of national development. Eferakeya and Ifurueze, (2016) opine that the entrepreneurship education curriculum is inadequate, lecturers teaching entrepreneurship education are not adequate in number and competent enough and it is not well funded.

Theoretical Review

The Need for Achievement Theory (NAT)

The theory shows the functional relationship between the need for achievement, economic development, and entrepreneurial activities. According to McClelland (1956), entrepreneurial activity is the potent process by which the need for achievement leads to economic growth. He opines further that one would expect a relatively greater amount of entrepreneurial activities in a society if the average level of need achievement is relatively high among the people (Eferakeya and Ifurueze, 2016).

Risk Taking Theory

According to Alam and Hossan (2003), this theory sees entrepreneurship as a mental education that stimulates individuals to take moderate or calculated risks for which they stand to enjoy streams of benefits. It makes people take bigger risks to contend with great responsibilities. The theory underscores that entrepreneurship education improves the ability, capability, and potential of the human capital of a nation to undertake risks for which all stand to benefit immensely (Sofoluwe et al, 2013).

Methodology

A descriptive survey research design was adopted for this study. The population of the study consisted of 300 youth who graduated from six Business apprenticeships Training Centres (BATC) in Katsina state and 120 students graduated from department of Business Education, Federal College of Education, Katsina 2021/2022 session. This made up the total population of 420 graduates. The sample of the study was 201 determined by Krejcie and Morgan (1970). The graduates were selected using a stratified sampling technique. The research instrument was a structured questionnaire developed for the study; Four-point rating scale structured questionnaire was used to collect data from the respondents. The instrument was validated by experts. The instrument was pilot-tested using 30 respondents. Data collected from the pilot study were subjected to statistical analysis using test-retest, and its reliability was determined using Cronbach alpha Reliability Coefficient ($\alpha = 0.79$) which showed that the instrument was reliable for the study. Data gathered from the questionnaire were analyzed using regression analysis.

The questionnaires were distributed to the target respondents and one hundred and ninety two (192) copies of the questionnaire were retrieved and subjected to statistical analysis, where the mean score of 2.5 and above was considered as an index for acceptance while regression analysis was used to test the two (2) research hypotheses. All the null hypotheses were tested and rejected at a $p < 0.05$ level of significance.

Results

The followings are the results of the findings and interpretations of this study.

Objective one: To what extent does Entrepreneurship Education has effect on job creation for National Development in Nigeria?

Table 1

The extent to which Entrepreneurship Education has effect on job creation

Opinion	N	Total score	Mean	Std. Dev.	Decision rule	Decision
Agree	132	428	2.8	1.3	$2.8 > 2.5$	Agreed
Disagree	60	108				
Total	192	536				

Source: Field Survey, 2023

Table 1 answered research question one. The table showed that, 132 respondents with a total score of 428 had the opinion that, Entrepreneurship Education has significant effect on job creation for national development. While 60 respondents having a total score of 108 were of the view that, Entrepreneurship Education has no significant effect on job creation for national development. Therefore, result shown that, Entrepreneurship Education has significant effect on job creation for national development, because the mean score (2.8) is greater than the 2.5 bench mark for agreement.

Null hypothesis one: There is no significant effect between Entrepreneurship Education and Job creation for national development in Nigeria.

Table 2*Effect of Entrepreneurship Education on job creation for national development*

Model	B	Std.Err	t.	R-crit	R-cal	R ²	adjustedR ²	Sig
Est. center for Entr.	17.724	.434	5.272	.088	.739	.058	.057	.000
Job creation	.236	.232	1.437					

Source: field Survey, 2023

Table 2 presents regression analysis of the effect of Entrepreneurship Education on job creation for national development. From the table, the computation indicated a calculated r value of 0.739 greater than the critical r value of 0.088 at 0.05 level of significance ($p < 0.001$). The result indicated that, Entrepreneurship Education has significant effect on job creation. Therefore, the null hypothesis which states that, there is no significant effect between Entrepreneurship Education and Job creation for national development in Nigeria was rejected.

Objective 2 two: How does entrepreneurship education impact on poverty reduction for National Development in Nigeria?

Table 3*The Extent to which Entrepreneurship Education has Impact on Poverty Reduction*

Opinion	N	Total score	Mean	Std. Dev.	Decision rule	Decision
Agree	129	418	2.7	1.3	$2.7 > 2.5$	Agreed
Disagree	63	107				
Total	192	525				

Source: Field Survey, 2023

Table 3 answered research question two on how does entrepreneurship education impact on poverty reduction for National Development. The table revealed that, Entrepreneurship Education has significant impact on poverty reduction for national development. This is because the mean score (2.7) is greater than the 2.5 bench mark for agreement.

Null hypothesis two: There is no significant impact between Entrepreneurship Education and poverty reduction for national development in Nigeria.

Table 4*Impact of Entrepreneurship Education on Poverty Reduction for National Development*

Model	B	Std.Err	t.	R-crit	R-cal	R ²	adjustedR ²	Sig
Prov. of free Interest loan Poverty Reduction	19.624	.454	5.973	.088	.730	.052	.049	.000
	.421	.232	1.657					

Source: field Survey, 2023

Table 4 presents regression analysis of the impact of Entrepreneurship Education on poverty reduction for national development. From the table, the computation indicated a calculated r value of 0.730 greater than the critical r value of 0.088 at 0.05 level of significance ($p < 0.001$). The result indicated that, Entrepreneurship Education has significant impact on poverty reduction. Therefore, the null hypothesis which states that, there is no significant impact between Entrepreneurship Education and poverty reduction for national development in Nigeria was rejected.

Objective 3: What are the strategies for enhancing Entrepreneurship Education toward National Development?

Table 5*The Extent to what are the Strategies for Enhancing Entrepreneurship Education for National Development*

S/N	Items	Agree	Disagree	X	SD
1	Provision of funds by Government, financial institution and NGO's	182	10	3.6	1.8
2	Provision of interest free loan to start up business	176	16	3.5	1.7
3	Establishment of centers for Entrepreneurship development	179	13	3.5	1.7
4	Provision of conducive environment and facilities for teaching and learning of Entrepreneurship Education	169	23	3.4	1.6
Grand Mean				3.5	1.7

Source: field Survey, 2023

Table 5 answered research question three on what are the strategies for enhancing Entrepreneurship Education toward National Development. The table revealed that, Provision of funds by Government, financial institution and NGO's, provision of interest free loan to start up business, establishment of centers for Entrepreneurship development and provision of conducive environment and facilities for teaching and learning of Entrepreneurship Education will enhance Entrepreneurship Education for national development. This is because the mean score (3.6, 3.5, and 3.4 respectively) with grand mean 3.5, is greater than the 2.5 bench mark for agreement.

Discussion of Findings

The results of this study indicated that, Entrepreneurship Education has significant effect on job creation for national development. This finding as revealed in table 1 indicated that, majority of respondents (132) agreed that, Entrepreneurship Education has significant effect on job creation. Since the calculated mean score of the respondents was 2.8 greater than the 2.5 bench mark for agreement, the researchers concluded that, respondents agreed with the notion that, entrepreneurship Education has significant effect on job creation for national development. The results on table 4 further revealed that, the effect of entrepreneurship education on job creation was statistically significant. Regression analysis indicated that, r-calculated (0.739) was greater than r-critical (0.088) at 0.05 level of significance ($p < 0.001$). This finding was in line with Kamar et al, (2021) opined that entrepreneurship education plays a significant role in changing students' view towards becoming self-employed. This is because entrepreneurship education is meant to train students upon graduation to become self-reliant and employers of labour through creative and innovative thinking in identifying new business opportunities.

The study also found that, Entrepreneurship Education has significant impact on poverty reduction for national development. This finding as revealed in table 2 indicated that, majority of respondents (129) agreed that, Entrepreneurship Education has significant impact on poverty reduction. Since the calculated mean score of the respondents was 2.7 greater than the 2.5 bench mark for agreement, the researchers concluded that, entrepreneurship Education has significant impact on poverty reduction for national development. The results on table 5 further revealed that, the impact of entrepreneurship education on job creation was statistically significant. Regression analysis indicated that, r calculated (0.730) was greater than r-critical (0.088) at 0.05 level of significance ($p < 0.001$). This finding was in line with Ifeoma et al, (2018) claimed that Entrepreneurship development is a key tool for poverty reduction; stimulating employment and economic growth in developing countries. Usman and Adam (2017) posited that a significant positive relationship was found to exist between entrepreneurship and poverty reduction.

The study also revealed that, Provision of funds by Government, financial institution and NGO's, provision of interest free loan to start up business, establishment of centers for Entrepreneurship development and provision of conducive environment and facilities for teaching and learning of Entrepreneurship Education will enhance Entrepreneurship Education for national development.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

- I. Entrepreneurship Education has significant effect on job creation and poverty reduction for national development.
- II. Provision of funds by Government, financial institution and NGO's, provision of interest free loan to start up business, establishment of centers for Entrepreneurship development and provision of conducive environment and facilities for teaching and learning of Entrepreneurship Education will enhance Entrepreneurship Education for national development.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made by the researchers;

- I. Center for entrepreneurship education should be established in every tertiary institution while undergraduate students should be mandated to go for internship skill acquisition.
- II. Government should increase the budgetary allocation and provide soft free interest loan to graduating students to start their businesses. In addition, the institutions should ensure the provision of appropriate instructional materials and equipment for job creation and poverty reduction for national development.

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