

ENTRRPRENEURSHIP EDUCATION FOR SELF-RELIANCE AND ECONOMIC DEVELOPMENT AMONGST STUDENTS LIVING WITH DISABILITY

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Abstract: *This study examined the impact of entrepreneurship education on self-reliance and economic development with a view to assessing its implication on students with disabilities in north eastern Nigeria. The study adopted the survey research design. The population of the study consisted of all students with disabilities which are recorded across four federal colleges of education within north east, with a total population as six hundred and seventy three (673). Conveniently, to prevent picking the incorrect sample size and ensure accuracy, a Krejcie and Morgan (1970) table for determinant sample size was used to arrived at 286 respondents as the sample size. A structured questionnaire with a 5-point likert type scale was used as the instrument of data collection. The instrument was validated by three experts two from department of vocational and technical education, Abubakar Tafawa Balewa University Bauchi and the other from School of secondary education (Business education), Federal College of Education (Tech.) Gombe. The reliability of the instrument yield coefficient alpha value of 0.75 which was established using product moment correlation coefficient. Mean and standard deviation was used to analyze the research questions. From the study, it was revealed that entrepreneurship Education students with disabilities in federal college of education possess the potentials for self reliance in respect of innovative skills, achievement need and economic development. The study's results concluded that entrepreneurship education has positive impact on self-reliance of students with disabilities. The research therefore recommended that government should provide enough funds and training materials to federal college of education within north eastern Nigeria to enable them apply and utilize all the relevant skills and knowledge needed for the entrepreneurship education and ensure enabling environment that will drive the entrepreneurial education of students with disabilities into reality through the establishment of small and medium scale enterprises after obtaining National Certificate in Education.*

Keywords: *Students with disability, entrepreneurship education, economics development, self-reliance*

Introduction:

The National Directorate of Employment (NDE), a body that is responsible for generating jobs for Nigerians defined entrepreneurship as an action that involves recognizing a business opportunity, harnessing resources and persisting in order to exploit that opportunity (Oviawe, cited in Omede and Oguchi, 2016). This definition stresses that the entrepreneur must persist in order to make the business venture a success. Entrepreneurship stimulates economic development, thus contributing to the transformation of the traditional sector into a modern one, creation of employment, reducing rural and urban migration and serving as a training ground for managerial

skill acquisitions. In his contribution, (Owuala, 2019) argues that economic development is a factor of industrialization, characterized by increasing growth of small scale enterprises (SSEs). These SSEs make invaluable contributions to the economics of both More Developed Countries (MDCs) and Less Developed Countries (LDCs).

Entrepreneurial education provides skills through subjects like technical education, business education, fine & applied arts, computer training. Training in such entrepreneurial skills creates self-employment and job opportunities not only for normal members of the society but also consist of persons with disability as well. Entrepreneurship is not just acquiring skills for the sake of it but, being able to use such skills to create employment for oneself and possibly others,(Garba, cited in Omede and Oguche, 2016). Entrepreneurship will pave the way for all youths regardless of their special circumstances to self-reliant and economic independence in the current climate of widespread unemployment in Nigeria especially among persons with disability. Self-reliance will be suitable for many disabled persons because it can provides more flexibility than paid employment in terms of workload, schedule, work location which can allow for better management of their condition.

Entrepreneurship education prepares people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers, job creators rather than job seekers and contribute to economic development as well as sustainable communities, and thus become self-Reliant. According to (Medayese 2010:1), a self-reliant person is one who is self- employed, because self-employment is one of the keys to work out of poverty. The benefit of being self-reliant through entrepreneurship can never be over- emphasized because entrepreneurship is the backbone of many great and developed nations today. Consequently, self-reliance cannot be achieved in an atmosphere where entrepreneurial activities are lacking; hence entrepreneurship is strong acquisition programmes that will help people of a country like Nigeria become better and greater at a microeconomics level while achieve economic development in broad sense.

Disability affects a wide range of socio-economic outcomes, including labour market participation, but also other factors that shape participation, including education, information and transport. Disabled people experience lower labour market participation rates than the non-disabled in Nigeria; People Living with Disability(PWD) tend to be concentrated in lower-skilled, lower-paid occupations and their most common occupation includes begging, farming and petty trading (Meager and Higgins 2011). Low involvement rates are costly for the individuals concerned in terms of economic and psychological well-being, for governments in terms of lost output and tax revenues, and increased welfare payments, one possible solution to problems of low partaking rates lies in the potential for People with Disability to become self-employed and run their own businesses.

Some argue that self-employment can be used as a potential rehabilitation vocational tool to achieve faster and better integration into the labour market of individuals who become disabled (Arnold and Seekins 2010). Persons with disability (PWD) are not exempted from problems facing the country poverty, unemployment, insecurity and the like. They are perhaps, even more affected by such problems as the rate of poverty, and unemployment is more prevalent among them.

Problem Statement:

The Nigerian economy is currently facing numerous challenges that can be resolved through creative, well-educated and enterprising individuals who have the inquisitive spirit to think in new ways that will solve our present challenges of poverty and unemployment.

Disability and issues surrounding it are getting more attention because its prevalence is now on the rise. Most people living with disability are relegated to lower-skilled, lower-paid jobs (Meager & Higgins, in Kitching, 2014). This lack of opportunity to participate fully in economic life of society is costly for the disabled themselves in terms of economic and psychological well-being and for the governments in terms of lost output and revenues, and welfare payments as well as for the society generally in terms of impact of social exclusion and participation in public life.

Disability affects socio-economic life like labour market participation and other factors that affect participation like education, information and transportation. A possible solution for the problem of low participation is for the disabled persons to be self-employed. The potential for persons with disability to become self-employed and run their own business is a possible solution to the problem of low participation in public life. In fact, some argue that entrepreneurship education can be used as a rehabilitation or vocational tool to gain integration into the labour market for persons with disability (Arnold and Seekins, in Kitching, 2014). In this sense, promoting entrepreneurship education is seen as a part of sustainable and inclusive growth, which can be used to resolve labour market disadvantage and social exclusion of people living with Disability (PLWD). As surveys in Nigeria indicate that, the most common occupation of people with disability involves begging, farming and trading.

Objectives of the study:

The main objective of this research work is to determine Entrepreneurship Education for Self-Reliance and Economic development amongst People Living with Disability. Specifically, the study seeks to:

1. To determine whether entrepreneurship education is a factor in determining self-reliance of students living with Disability.
2. To assess the challenges features the prospects of entrepreneurship and self-reliance of students living with disability toward economic development.
3. To investigate policies available to support those with disabilities become more entrepreneurial and self-reliant.

Significances of the study:

The study aims to determine whether entrepreneurship Education for self-reliance and economic development benefits people living with Disability in North Eastern Nigeria. This research will provide new insight into the entrepreneurship education benefits amongst people living with Disability. Through this research works the following will gain from the study Government, Stakeholders, educators, society and future researchers.

Scope and Delimitation of the study

This study limits its coverage to only Federal College of Education within North East geo political zone of Nigeria. Its main purpose is to identify the impact of entrepreneurship education of students living with Disability on self-reliance and economic development.

Literature Review

Presently, there is a great deal of interest in entrepreneurship and self-employment among youths even though it is not possible for all youths to start or own a business. Entrepreneurship can help in the development of young people as they prepare to become adults instead of waiting for government paid jobs. Young people who get involved in entrepreneurship activities may develop valuable skills (Bronte-Tinkew, J&Redd, Z. in Kaufman & Stuart, 2017).

At the College of education level, the purpose of entrepreneurship education according to (Enukoha, Meremikwu and Odey 2013) is to expose learners to the knowledge, skills and attitudes geared to making the learners self-employed at the end of their NCE Programs. (Brown, 2015) in the same vein states that entrepreneurship education is designed to inculcate competences, skills, attitudes, values and abilities essential for recognizing business opportunities while developing the creative instincts in students to make them eager to start their own business.

To what extent entrepreneurship education can realize the dreams espoused in the foregoing depends largely on how it is run in the Colleges of education (Technical) as well as the attitude of the recipients of the course to it. In the Federal Colleges of education (Technical) Gombe, as in all other Colleges of education, entrepreneurship education is run as a general studies course. It is usually offered by students at NCE 2. Preliminary observations of the researchers indicate that these courses are taught to large classes using the lecture method, with business plans written in groups to satisfy continuous assessment requirements. (Abukakar 2022) categorically states that no amount of book based learning will make the students to acquire entrepreneurship skills.

The concept of entrepreneurship came into being in the early 1700 A.D and its meaning has been debated among scholars and educators ever since (Omolayo cited in Omede and Oguchi, 2016). Defined entrepreneurship as “The process of bringing together creative, innovative ideas and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth” p. 127. This definition highlights the essential ingredients of entrepreneurship such as creative ideas, managerial skills and resources. In a slightly different perspective, (Nwangwu, 2018) refers to entrepreneurship as the process of bringing together the factors of production, which include land, labour and capital in order to provide a product or service for public consumption. This definition is silent about the skills that will enable the individual to manipulate the factors of production and the benefits to be gained from such ventures.

Disability and issues surrounding it are getting more attention because its prevalence is now on the rise. Disability is often viewed from two contrasting viewpoints: the medical model and the social model of disability. The medical model views disability as a characteristic of the individual, which needs medical attention and which can be treated like any other ailment. The social model on the other hand, which was pioneered by Oliver, (cited in Kichin, 2014) believes that societal

attitudes and environmental barriers disable people. The social model distinguishes between “impairment” as limitations of the mind and body from disability as social exclusion (Shakespeare, in Kichin, 2014).

These distinctions are important, as they are likely to influence who is technically disabled and is eligible for government support. For the purpose of this research, disability shall be considered to mean a condition of one or more impairments that leads to experiencing activity limitations. In current times, a distinction is made between those with work-limiting disability and those with non-work limiting disability in order to isolate the personal characteristics and labour market potentials of the two sub groups (Schurz, in Kichin, 2014). Many people experience disabilities at a certain point in their working lives, which makes the term “able-bodied” a temporary condition. The two populations are therefore not static; because they can change at any time.

Kichin (2014) argues barriers to entrepreneurship may be compounded by gender and his call for policy action on disability supports Shields’ (2016) feminist plea for greater intersectional research, as Shields emphasizes the need for disability to be explored alongside other measures to address the disadvantages experienced by incumbents of varying categories of difference. Whilst the disability and entrepreneurship literature will explore the concept of entrepreneur, it is limited to a focus upon an individualistic conceptualization (Cooney, 2018); neglecting different contexts and the complexities this brings to experiences of entrepreneurship. Pavey (2016) for example problematizes entrepreneurship studies through a critique of the use of the concept of capital, arguing it is premised upon an individualistic understanding, which fails to consider the impact of disability on the potential to develop capital. It is recognized that social inclusion, including access to employment and social activities, contributes to social capital which correlates to positive outcomes (Blackmore, 2011; Williams et al., 2013).

However, disabled people face a range of barriers to inclusion in social activities (Williams et al., 2021), gaining educational qualifications and maintaining employment (Burchardt, 2010, 2014; Foster, 2017; Harlan and Robert, 2018; Pavey, 2020), all of which are recognized as necessary to offer opportunities for the development and deployment of capital. A number of studies raise a concern for the negative impact of disability upon business performance. Whilst some studies consider financing of disadvantaged entrepreneurs (Rouse and Jayawarna, 2016), and microfinance services used by disabled people in developing countries (Beisland and Merslan d, 2012; De Klerk, 2013), there is a suggestion that disability is a burden for entrepreneurship more generally.

Cooney (2018) argues that disability is the forgotten minority within studies of entrepreneurship even though disabled people are more likely than non-disabled people to be self-employed (Boylan and Burchardt, 2016; Cooney, 2018). Given these higher rates of self-employment for disabled people, there is a real need to encourage a disability research agenda (Pagán, 2019) and thereby inform entrepreneurship policy recognizing the diversity of impairments (Kitching, 2014), which Shields (2015) argues will facilitate social change. Niekerk et al.’s (2020) study suggests disabled entrepreneurs’ motivation is more out of necessity to overcome dissatisfaction, gain greater flexibility and empowerment beyond that available in standard employment.

Research on policy support for disabled entrepreneurs is limited, so little information is available on the kinds of initiatives that work, for whom, how and why they work in the ways they do, and the wider economic and social consequences of such support programmes. This makes it difficult to generalise with a view to recommending the transfer of particular policies to places and social contexts beyond those in which they originate. The principal implication of the admittedly small number of studies reviewed is that initiatives are more likely to be successful where support is client-centred, tailored to the particular concerns and aspirations of the individual recipient. This support should recognize the individual's very particular needs with regard to starting and running a business with a particular impairment but also their specific capabilities in terms of business and management knowledge and skills, and other personal characteristics, which influence the ability to become, and remain, self-reliant.

Methodology

Descriptive survey research designed was adopted for the study. This design is appropriate for the study because it sought opinions of students living with disabilities at federal colleges of education. The Estimate of people living with disability prevalence in Nigeria varies across sources, and range from Two percent 2% to Ten percent 10% of the population (NBS 2019, P. 438).

Population of the study

The Joint National Association of Persons with Disability (JONAPWD) and World Health Organization have estimate that there are 3.4 million persons living with disability in which Four Hundred and Twenty-Five Thousand Seven Hundred and Thirty-Eight (425,738) persons are recorded from North Eastern Nigeria. Out of which six hundred and seventy three (673) students with disabilities are recorded across four federal colleges of education within north east Nigeria.

Sampling and Samples

Conveniently, to prevent picking the incorrect sample size and ensure accuracy, a Krejcie and Morgan (1970) table for determinant sample size was use to arrived at 286 respondents as the sample size.

Instrument for data

The instrument used for data collection was a structured questionnaire on 5-rating scale showing, Strongly Agree=5, Agree=4, Disagree=3, strongly Disagree=2 and undecided=1.

Validation of Instruments

The instrument was subject to face and content validity by three experts two from department of vocational and technical education, Abubakar Tafawa Balewa University Bauchi and the other from School of secondary education (Business education), Federal College of Education (Tech.) Gombe.

Reliability of the Instrument

The reliability of the instrument yield coefficient alpha value of 0.75 which was established using product moment correlation coefficient. This shows that, the instrument was reliable and adequate for the study.

Method of Data analysis

Mean and standard deviation were descriptive statistics tools adopted to analyze the three research question and the decision rules was bases on the criterion mean 3.00. Thus, any item with a mean score of 3.00 and above will be accepted while any item with a mean score below 3.00 will be rejected. Standard deviation values wide apart shows homogeneity in the responses.

Research Question 1: How does entrepreneurship education became a factor in determining self-reliant of students Living with Disability.

S/No	Items statement	SA	A	D	SD	U	Mean	SD	Decision
1	Acquisition of entrepreneurship education	82	74	49	65	16	3.21	1.74	Agreed
2	Effective utilization of entrepreneurship education will facilitate to condense joblessness among PLWD	104	67	52	38	25	3.40	1.21	Agreed
3	Knowledge gained from entrepreneurship education will help to establish small and medium business	116	84	71	14	0	3.62	1.92	Agreed
4	entrepreneurship education help PLWD in Possession of right knowledge by the labour market	93	78	64	32	19	3.18	1.58	Agreed
5	entrepreneurship education equip PLWD to accumulate skills needed by the labour market as well	85	61	82	35	23	3.53	1.11	Agreed
6	Entrepreneurship education equip PLWD with skills enable them to become independent.	69	102	39	56	20	3.37	1.40	Agreed
7	Entrepreneurship education helps PLWD in identification of viable investment.	79	84	67	50	0	3.26	1.32	Agreed
8	Entrepreneurship education helps PLWD to promote the acquisition of applied skills	97	51	63	14	61	3.74	1.92	Agreed

9	Entrepreneurship education makes PLWD more creative, innovative and self-reliant	114	73	52	47	0	3.42	1.21	Agreed
10	Entrepreneurship education will help to flow effectively in labour market	95	106	75	6	4	3.68	1.07	Agreed
11	students with disability are satisfied with the skills, aptitudes and facility provided through Entrepreneurship education	73	82	45	56	40	2.84	2.43	Disagreed
12	Ability to identify viable opportunity through Entrepreneurship education result to unemployment	84	61	73	68	0	3.04	1.98	Agreed
	Grand Mean						3.41		

The data presented in Table 1 revealed that, item 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 12 have their Mean value ranged from 3.00 to 3.84. The result indicates that the respondents agreed with all items except item 11. This shows that, the Mean value of each item was above the cut-off point of 3.00. The table also demonstrates that, the standard deviations (SD) of the items are within the range of 1.00 to 1.90. While only item 11 had 2.84 Mean which is below the cut-off and SD of 2.43 which indicates disagreement by the respondents.

Research Question 2: What are the challenges features the prospects of entrepreneurship education and self-reliance of students living with disability for economic development?

S/No	Items statement	SA	A	D	SD	U	Mean	SD	Decision
13	Lacko of Societal orientation on the important of Entrepreneurship education aims on people with disability	73	59	117	34	3	2.85	2.14	Disagreed
14	unequipped students with disability with skills and knowledge that will enable them identify viable opportunities and be self-reliant	113	72	57	38	6	3.61	1.09	Agreed

15	Lack of adequately Workshops equipped	93	126	54	13	0	3.47	1.51	Agreed
16	Lack of adequate motivation and welfare packages to people with disability	153	89	31	8	5	3.92	1.76	Agreed
	Grand Mean						3.75		

Table two, present the mean ratings and standard deviation of respondents on the challenges features the prospects of entrepreneurship education and self-reliance of students living with disability for economic development. The findings revealed that, three items that's 14, 15, and 16 had the Mean of 3.0 and above showed that the items were Strongly Agreed and accepted by the respondents' as the grand Mean score is 3.75 which indicates strongly agreed. While only item 13 had the mean of 2.8 and standard deviation of 2.14 which indicates disagreement by the respondents.

Research Question 3: What are the policies available to support those with disabilities become more entrepreneurial and self-reliant.

S/No	Items statement	SA	A	D	SD	U	Mean	SD	Decision
17	More funding and support needed for entrepreneurship education courses at various colleges of education.	124	93	51	18	0	3.83	1.02	Agreed
18	Government and stakeholders are considered necessary for adequate supervision and monitoring of the entrepreneurship education courses.	73	85	52	41	35	3.49	1.03	Agreed
19	Provision of more equipments and machines after graduations to fully implementation of the skills acquired by PWD at various colleges	98	53	60	14	61	3.21	1.64	Agreed
20	Provision of skills acquisition facilities after graduating	103	72	63	38	10	3.62	1.16	Agreed
	Grand Mean						3.72		

The analysis of research question three revealed that, the respondents agreed with all the items above. This implies that all the items are policies measure in which entrepreneurship education in federal college of education can aid people with disabilities become self-reliant for the achievement of economic development in north eastern Nigeria.

The result indicates that the respondents in item 17-20 had the mean scores ranging from 3.83, 3.49, 3.21 and 3.62 with standard deviation as 1.02, 1.02, 1.64 and 1.16 respectively. The grand mean score is 3.72 which signify agreed and however, standard deviation ranged from 1.02 to 1.64 which revealed that respondents were not too far from the mean and each other in their responses.

Analysis and discussion of Findings

The analysis of research question one revealed how entrepreneurship education became a factor in determining self-reliant of students living with Disability. Acquisition of entrepreneurship education, Entrepreneurship education equip students with disabilities with skills enable them to become independent as well as promote the acquisition of applied skills as well as Entrepreneurship knowledge in identification of viable investment. This finding is in agreement with that of Ali and Hadi (2012) which states that, Entrepreneurship education helps students with disabilities to promote the acquisition of applied skills in other to be self employed, it also aid students with disabilities to identify viable opportunity where fit and impressed. However, Entrepreneurship education facilitate to flow successfully in labour market.

Research question two sought to find out what are the challenges features the prospects of entrepreneurship education and self-reliance of students living with disability for economic development. The findings shows that, lack of properly equipped p with disability with skills and knowledge of entrepreneurship education, Workshops need to be adequately equipped as well as Provision of adequate motivation and welfare packages to people with disability at college of education level with bring about economics development and increases the self reliance of those with disable. This is in line with Wahaba (2016) who added factors pose as challenges and constraints to entrepreneurship education students with disabilities are inadequate motivational package, provision of welfare as well as Lack of adequately Workshops equipment.

The analysis of research question three revealed that, the respondents strongly agreed with all items as proper policies measures for implementations of quality entrepreneurship education on people with disability in federal college of education within North Eastern Nigeria. This finding is in support with that of Beisland and Merlyn who ascertained that, stipulation of skills acquisition facilities within and after graduating by people with disability, funding and support for entrepreneurship education courses at various colleges of education with the aims to achieve economic development and self-reliance of people with disabilities are momentum.

Conclusion

This study examined the impact of entrepreneurship education on self-reliance and economic development among people with disabilities within federal college of education in north eastern Nigeria. The study disclosed that entrepreneurship education promote People with disability in federal college of education in North Eastern Nigeria by encouraging them to participate in businesses which will bring about economic development, mental development as well as self-

reliance. Based on research findings, it was concluded that entrepreneurship education had effect on self-reliance among people with disabilities as well as economic development within north eastern Nigeria. Finally, more efforts should be instituted to encourage people with disabilities to embrace entrepreneurship education at various colleges of education.

Recommendations

In order to enhance self-reliance and economic development through entrepreneurship education, the following policy recommendations are proffered:

The success of every programme is adequate supply of funds. Thus, for sustainable entrepreneurial education to be achieved by governments (Federal and States), there should provide enough funds and materials to be released to institutions of higher learning to enable them apply and utilize all the relevant skills and knowledge needed for the programme.

Nigerian governments have to implement a range of policies to support labour market participation of disabled people. These include: legislative measures imposing obligations on employers to make reasonable adjustments to premises and employment arrangements to facilitate access; financial support to encourage employers to adapt workplace facilities and to purchase equipment to enable use by disabled people.

The government should also create a good platform or enabling environment that will drive entrepreneurial education into a reality through the establishment of small and medium scale enterprises after graduation from the various college of education.

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