

# Impact Of Entrepreneurship Undertaking On Employment Generation In Calabar Metropolis Cross River State

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*Abstract: This inquiry focuses on the investigation of the role played by entrepreneurship undertaking in employment generation among young school leavers in Calabar metropolis Cross River State Nigeria. The choice of this endeavour is driven by the overwhelming recognition that school leavers unemployment has constantly risen due to insufficient availability of civil services employment. The study is thus justified on the premises that there is paucity of information to substantiate the true perspective of the unemployment scenario in the domain of study. The study population is selected based on age criteria, and school attendance. Population sampling limits the level of school attendance to students of tertiary institution. Areal or cluster sampling were employed for the selection of respondents using the questionnaire as instrument for data collection. Two hypotheses were tested using the technique of 'Analysis' of variance (ANOVA). The findings from the results of the statistical testing tend to support the fact that there is impact made by entrepreneurship initiative in employment generation among young school leavers in the study areas.*

**Keywords:** *Entrepreneurship, Employment, school leavers*

## I. INTRODUCTION/BACKGROUND OF THE STUDY

Education is widely accepted as a major instrument for the promotion of socio-economics, political and cultural development in Nigeria. Education plays an important role in national development and self-actualization. With education, ignorance is eliminated, the skills for productivity and leadership are acquired and it also helps to open the key to the future productivity and comfort. In general terms, education refers to any act of experience that has a formative effect on the mind, character and physical ability of an individual. It is the process by which society, through schools, colleges, universities and other institutions deliberately transmit its cultural heritage from one generation to the other.

It is generally observed that, there is low rate of development in our economy resulting from our system of education. There is so much emphasis on formal education while skill acquisition which can enhance national development is neglected. This phenomenon has resulted to various crimes such as, youth restiveness, militancy, armed robbery, kidnapping, and recently the insurgency caused by Boko Haram, and also the Fulani herdsmen saga. To avert all

these, there is an urgent need for manpower development in the areas of non-formal and entrepreneurship education for self-reliance and national development. Manpower constitutes the ultimate basis for the wealth of nations. Capital and natural resources are factors of production, human beings are the active agents who accumulate capital, exploit national resources, building social economic and political organizations and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else. Human capital management teaches people on how to utilize the power of diverse thinking in order to achieve the best practical solution to problems. Human capital development is about investment in people, using a variety of means including education, training, coaching and mentoring.

Human beings in the society are the ultimate target of development as well as the key factors in the development process. A nation's growth and development is determined by its human resources (human capital). Non-human resources (physical, material and financial) are to be mobilized and utilized by the available human resources of a nation for

national development. The National policy on Education (2013:14) has as one of its goals of education to promote functional education for skills acquisition, job creation and poverty reduction.

As a result of this, every developing country should see entrepreneurial education as lifelong issue to be undertaken at the primary, secondary and tertiary levels of education. This will develop the manpower resources of a nation that will enhance self-reliance.

#### STATEMENT OF THE PROBLEM

In the world over, the frenetic pace of change places a great challenge on groups, organizations and governments. An important dimension of this change is witnessed by demographic transition which results in the world population growing beyond the limit of resources endowment of areas. In this case the carrying capacity of the environment continues to dwindle. This leads to competition for the scarce resources by members of the society. This competition underlies the sheer essence of unemployment that characterize most parts of the world today including Nigeria and Cross River State in particular.

Cross River State falls among the group of states in Nigeria that maybe categorized as economically backward and poverty stricken. Though a variety of resources endowment abound, they have not been sufficiently harnessed for the benefits of its citizenry. Consequently, massive unemployment characterize both rural and urban centers of the state. Constrained by the economic realities, most youth and some adult persons have turned attention to alternative means of survival. Both literate and illiterate members of the society are engaged in self-help activities in different sectors like agriculture, commerce, transportation, and information and communication technology and so on. Some of this engagements have provided full scale livelihood opportunities for the individuals. Young school leavers from colleges and universities are no more depending on government-paid employment for their survival.

In Calabar metropolis as elsewhere, young school leavers are found undertaking various occupations such as commercial transport occupation, ICT Business, street market trading and others.

Inherently, this research work sets out to unravel the following among others.

- ✓ The need for an appreciation of the extent of entrepreneurship engagement by young school leavers in the area.
- ✓ Appreciation of the contributions of entrepreneurship to the livelihood sustainability of members in the areas.
- ✓ Investigation of the general perception of members in the alternative occupations. And;
- ✓ The need for an understanding of the extent of government intervention in the unemployment situation in the area.

Its therefore hoped that clarification of the above issues will provide avenues for a fuller understanding of economic machinery of the state.

#### AIM AND OBJECTIVES OF THE STUDY

**AIMS:** The overall aim of this research endeavor is to investigate the extent of young school leavers engagement in entrepreneurship undertaking in the study area.

#### OBJECTIVES OF THE STUDY

Specifically, the objectives of this study include the following among others.

- i. An investigation of the general nature of the entrepreneurship engagements by young school leavers in the Calabar Metropolis.
- ii. Examination of the livelihood sustainability of entrepreneurship engagements to the lives of young school leavers.
- iii. To evaluate the general perception of the entrepreneurial undertaking by the individual engaged in them.
- iv. To assess the contribution of entrepreneurial activities to employment generation in the study area.

#### JUSTIFICATION/SIGNIFICANCE OF THE STUDY

Gainful employment is an important index of societal welfare. Useful engagement in the activities of any kind yields economic benefits that provides societal progress of all kinds. Unemployment and underemployment provide all sorts of societal ills such as stealing/robbery, banditry, ill health, hunger, short life expectancy and the likes. The individual and the general society stand to gain if there is an appreciation of how different opportunities can be harnessed by individual to their own advantage in the event of failure by government to adequately mobilize its people.

This understanding will provide insight to the government and others engaged in development for capacity building towards economic social and environmental sustainability.

Environmental planning depends heavily on a clear understanding of the people's wellbeing, the "people first" policy demands that adequate attention be paid to the welfare of people in environmental context in order to curb environmental abuse caused by unethical exploitation of environmental capital. This research will be a veritable tool for environmental planners at all levels.

#### RESEARCH QUESTIONS/HYPOTHESIS

##### *RESEARCH QUESTIONS*

- ✓ How significant is the level of school leavers participation in entrepreneurial activities in Calabar?
- ✓ How sustainable are the entrepreneurial activities engaged upon by the young school leavers in Calabar Metropolis?
- ✓ How do the school leavers perceive the prospect or otherwise of their activities embarked upon?

##### *RESEARCH HYPOTHESIS*

In line with the research questions stated above, the following research hypotheses are accordingly stated:

### *HYPOTHESIS ONE*

Hi: there is significant impact of entrepreneurial activities engaged by school leaver in the study area.

Ho: There is no significant impact of entrepreneurial activities engaged by school leavers in the study area.

### *HYPOTHESIS TWO*

Hi: There is a significant difference in the perception of the young school leavers towards entrepreneurial activities in the area.

Ho: There is no significant difference in the perception of young school leavers towards entrepreneurial activities in the area.

### *HYPOTHESIS THREE*

Hi: Entrepreneurial activities contribute to employment generation in the study area.

Ho: Entrepreneurial activities do not contribute significantly to employment generation in the study area.

### SCOPE OF THE STUDY

Geographically, this study covers Calabar Metropolis which stretched from the marine coastland of the Gulf of Guinea inland to the hinterland area of Ikot Ekpo around the fringes of the PAMOL rubber estate. In this areal extent, there is a marked variation in the ecological condition between the coastal marine environment and the hinterland sub-equatorial biome.

Conceptually, the research focuses on exploration of issues bordering on entrepreneurial self-help undertakings by young school leavers in the areas. Definitely, young school leavers categories envisaged for this study encapsulate young graduate from tertiary institutions such as polytechnics, colleges of education, and the universities. Chronologically, persons between the ages of 20-35 years are so considered.

## II. LITERATURE

To many people, business is a game to be played, enjoyed and won. The more skillful you are at the game, and the better your strategies, the greater your chances of winning the game. However, you may have all the skills and superior strategies and yet lose some of the time. The risk of losing has not deterred many from joining the game. For on the long run, those who are skilled at the game are most likely to get to the hall of fame.

Entrepreneurship is about the skills needed to assume the risk of establishing business. It is about developing the winning strategies and executing them without all the vigor, persistence and passion needed to win the game.

Entrepreneurship is an exciting game, its popularity has increased all over the world in the last two decades. In North America, it has become the norm to get involved and become a major player. In Europe, interest in the game has rekindled. The fast growing economies of Asia and the Far East are

energized by the emergence of thousands of players in the game. In Africa, it is gradually taking root and promises to be the bedrock of renewal and growth of the economy in the future.

In the past, entrepreneurs in Africa were men and women of modest education and little management skills. Nonetheless, through hardwork, they surmounted hurdles placed on their path by colonial regimes and their collaborators in foreign owned banks. They escaped from being mere buying agents, representatives of manufacturers in Europe and distributors to foreign companies. They competed successfully with Lebanese and Indians firms. Today, young men and women are more educated. With democracy firmly in place, and with a stable policy, the economy is set for vibrant entrepreneurship. The opportunities are immense and with some luck, you may just be the owner of a fast growing enterprise that will be a major player of the century.

### CONCEPT OF ENTREPRENEURSHIP

Entrepreneurship originated from the French word 'entreprendre', which fundamentally describes a person who undertake or go between. Since 1970s the term relating to starting a business borders around a wide range of definitions but it focuses on innovation and creativity the basic tools for self-sustenance.

From the above illustration, it can be deduced that entrepreneurship is a creative or innovative function (Shumpeter, 1934). In other words, it processing new services, new pattern of products and new markets.

According to Ebmer (2003), an entrepreneur is a factor of production which mobilizes other factors of production such as land, labour and capital to start the production process. In this regards, an entrepreneur is the individual who takes advantage of the available factors of production, sees a business opportunity and invests in that business opportunity to start the production of goods and services. Entrepreneurship have also been defined as risk takers who invest in starting the process of production with the view of yielding profits (Berg, 1996). Entrepreneurship is a dynamic process of visions, change and creation which requires the use of energy and passion for the purpose of creating and implementing new ideas and creative solution (Mainoma and Aruwa, 2008). For Igwe in Adeyeye (2008), entrepreneurship has to do with the process of bringing together creative and innovative ideas as well as management, and organizational skills so as to be able to integrate man, machineries and other organizational resources for the purpose of satisfying the identified needs of the customer, thereby creating wealth.

The entrepreneur is the person who kick starts business enterprise by mobilizing the available factors of production. He/she puts new forms or industry on their feet, shoulders the impact of risks, uncertainty and other inevitable contingencies emanating from the business ventures. An entrepreneur is an individual with the right motivation, energy and managerial skill and ability to build up a business by his/her own efforts. According to Afonja (1996), the entrepreneurs is in his/her role the center of an integrated model of economic development, which incorporated a theory of profit and interest as well as the theory of the business cycles and the capitalized system.

From this point of view, the entrepreneur is an innovator who carries a combination of the following roles; the introduction of new product, the opening of new product, the conquest of new sources of materials and the organization of new industry. He/she is a pacesetter, an inventor, a risk bearer who crafts strategies. He/she performs pioneering roles in an organization. The outcome of the entrepreneur's input or effect is as a result of his/her entrepreneurship. In line with this, the World Bank (1996) asserted that entrepreneurship seeks to discover how best the graduate can convert their education to productive ventures. Most scientific, technological and socio-economic development of many nations is essentially dependent on entrepreneur education.

Entrepreneurship in the language of the economist involves a whole range of aptitude like innovativeness, capacity to take risk and forecast prospect of an enterprise and confidence in one's ability to meet unforeseen adverse situation or marked use of competencies in business. Thus, entrepreneurship is the personal quality that enables people to state a new use of competencies in business. Thus, entrepreneurship is the personal quality that enables people to start a new business or vigorously and innovatively expand an existing one thereby maintain and revitalizing the growth of an economy, Odeyemi (2004) defines entrepreneurships as a process of organizing, managing business and assuming the risk of an enterprise. According to Ganah (2000), entrepreneurship is the willingness and ability of an individual to seek investment opportunity in an environment, and be able to establish and run an enterprise successfully based on the identified opportunities. This position could be said to have an economic and managerial perspective.

#### ENTREPRENEURSHIP EDUCATION

Entrepreneurship education is obviously a necessary *sine qua non* in a capitalist economy like Nigeria. This is necessary in the face of youth restiveness resulting from joblessness huge unemployment rate. In order to address this economic instability, the Federal Government of Nigeria in 2006 had to mandate its supervisory agencies across the various tertiary institutions to introduce entrepreneurship education for all students. The idea was to promote self-employment and the spirit of entrepreneurship in students before graduation (Ofishe, 2016).

Entrepreneurship is now recognized worldwide as a basic means of promoting and improving innovative activities and capabilities. In order to promote these entrepreneurship skills and attitudes that will benefit individuals in their application to new business ventures, education is needed. Against this background, Wikipedia (2006) gave a definition of entrepreneurship as a type of education that provides students with the knowledge skills and motivation to entrepreneurial success in variety of settings.

Gibb (2002) defined entrepreneurship education and training as programme aimed at developing entrepreneurial capacities and mindsets, advocates an action learning approach and stimulating independent small scale business. He argued that the heart of a more innovative approach to entrepreneurial education is creating methodology which affords students opportunities to learn by doing.

Bolarinwa, (2001) also defined entrepreneurial education as education which provides training, experiencing and skills that are sustainable for organizing a commercial enterprise. For an entrepreneur to be successful, the person needs to be well trained knowledgeable and skilled through doing something for a period of time by understanding a formal education in a relevant field.

Akpomi (2009) and Adejmolola and Olufunilayo (2009) jointly agreed that entrepreneurship education is a discipline to build students entrepreneurship spirit and culture for economic growth/development. On his part, Olisaeloka (2012) opined that entrepreneurship education involves teaching and learning of needed skills and knowledge that will equip one to become self-reliant through being an effective and successful initiator, manager, innovator and risk bearer of business undertaking. Also Igbo (2009) as cited by Olisaeloka (2012) supported the above view of entrepreneurship education as an educational system that can produce self-reliant, job creators, initiators and not job seekers.

This implies that a well programmed entrepreneurship education will not only lead to self-reliance in the short run, but it will lead to general economic development in the long run. In the opinion of Akudolu (2010), entrepreneurship education is the acquisition of knowledge, skills and attitudes to enable the learner comprehend the challenges of life and cope with them. In the same vain, Akpomi (2010) stated that entrepreneurship education develops human activities and changes their views and attitudes in order to accelerate the process of development. Also Arogundade (2011) defined entrepreneurship education as the willingness and ability of a persons or person to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise.

Entrepreneurship education is meant to enable the Nigerian Youth overcome the problem to unemployment and business challenges. This must have been the reason why the Federal Republic of Nigeria (FRN, 2004) stated in her National policy on Education that one of the goals of technical and vocational education (TVE) is to give training and impart the necessary skills to the individual who will be self-reliant economically.

Interpretatively, entrepreneurship education is to prepare students to lead rather than following, to operate within a global parameter rather than following, to operate within a parochial perspective, to exhibit and uphold basis values rather than hoping for the fast buck; to add value/role to the market place and invest in innovation, technology and human resources that offer long-term solution rather than being seduced by quick fixes and initiatives practices (Marchingiano Monraoy 1991). Entrepreneur education has a multi-disciplinary focus which includes technological, sociological and psychological perspective.

Entrepreneurship education is not new in Nigeria. It has earlier on been stated that Nigerian philosophy of education is geared towards educating her citizens for self-reliance (FRN, 2004). The critical problem is that entrepreneurship education has not been redressed as it ought to, in most disciplines at the tertiary education level. The students are still interested in their certificates and grade level of pass. Similarly, Abiogu (2004), stated that teachers are treated like Fulani cattle, where



the herdsmen decides what grass the cattle must feed on irrespective of whether the cattle like the taste of the grass or not. Be that as it may, the tertiary institutions are busy pushing out their graduates to join the band-wagon that languish away in the reservoir of unemployed at the twilight of Nigeria epileptic economy and socio-political summer-sault. Therefore, it is the logic of this research that entrepreneurship education is a necessary condition for socio-economic and industrial development of Nigeria. This is a possible practical option by Nigeria education industry to create employment for the masses.

#### DEVELOPING HUMAN INVESTMENT MENTALITY FOR ENTREPRENEURSHIP SKILLS

Mentality could be regarded as a mindset, thought, pattern, perception, paradigm or way of thinking, while investment could be seen as a channel, system, structure or asset that helps in the accumulation and multiplication of wealth from time to time with or without stress. Olumide (2008) defined investment mentality as a mindset that is concerned about the multiplication of all that one has. When human investment mentality is in place, one always looks for avenue to multiply what you have through different investment channels instead of consuming or wasting it.

However, vocational and technical education in Nigeria which is the pivot of entrepreneurial education cannot be developed without developing human investment mentality because no one can plan the future of our nation if we do not plan it for ourselves first. According to Olumide (2008) as previously cited of human investment mentality from being in place, he further explained that in order to develop human investment mentality, we must eradicate five (5) toxic mentalities which he feels exist as hindrances to entrepreneurship skills in Nigeria. These are:

- ✓ The Nomadic Mentality
- ✓ The consumer mentality
- ✓ The victim/entitlement mentality
- ✓ The salary mentality
- ✓ The materialism mentality.

#### The Nomadic Mentality

This is a kind of vagabond spirit that controls people without a fixed technical skill and plan to own anything. Therefore, someone with nomadic mentality goes from place to place without owning a skill even though he has received formal vocational and technical training. Persons under nomadic mentality fail to be stable with one defined vocational or technical skill after graduation from training. This perhaps has been the major setbacks in our educational and economic system.

#### THE CONSUMER MENTALITY

This mentality has to do with consumption of products rather than produce. Many people live the way they like, spend all their time consuming everything they have without making any provision for savings and investment. In order to allow entrepreneurship to thrive, one needs to eradicate

consumer mentality because there is sensibility in storing up precious treasures by way of saving and investment.

#### THE VICTIM/ENTITLEMENT MENTALITY

This mentality has to do with a person who has a low mindset or low self esteem. Victim/entitlement mentality makes one to reason very low and always falls victim by the way he/she perceives or think about himself/herself is what others think or feel about him/her. Olumide (2008) opined that the low mindset is always feeling victimized and marginalized. Victim mentality believes that someone can make him/her fail or lose a job with plenty excuses and shifting of blames are trade mark of this category of mentality. A victim mentality keeps one in the same spot and level of life except it is eradicated.

#### THE SALARY MENTALITY

The mentality is generally, common in Africa, especially Nigeria. People value working under a firm or government for monthly, fortnightly and weekly remuneration or wages instead of being self-reliance and independent. Olumide (2008) further asserts that 'many stay in the poverty zone' because they live all their lives on salary to make them rich and wealthy. Continuing, he stated your boss, jobs, salary, employer or government is not your source but just a resource. This perhaps means that your constant skill manipulation is your daily strength to survive and not relying on your employer.

Finally it is important that one should eradicate salary mentality in achieving greatly from entrepreneurial education program.

#### THE MATERIALISM MENTALITY

This mentality leads to material wealth rather than contributing to social and economic wealth generation to the citizens, especially by youths. In Nigeria, many professionals or entrepreneurs do involve in politics rather than contribute to nation building through their expertise or professions. Their self-centeredness has been one of the problems of the development and practice of entrepreneurship education. They invest heavily outside Nigeria with huge resources looted from national resources Olumide (2008) argue that if your only reason to be rich and wealthy is for you to acquire materials, possessions and be comfortable alone, then you have a very wrong and wicked mindset. In order to achieve entrepreneurship, he however advised that one must move from prosperity mindedness to posterity minded with desire to use one's wealth not only to positively affect his generation, but also leave a legacy for the generations.

### III. METHODOLOGY

#### RESEARCH DESIGN

This research is a field survey design aimed at eliciting information from the respondents using the "de facto"

approach to data collection. Primary sources data will be collected using questionnaire, voice recorders and photographic techniques. Secondary sources data will be collected based on map acquisition, statistical information on the employment rate from the state ministry of commerce and other relevant sources.

#### AREA OF STUDY

The study area is Calabar Metropolis Cross River State. The Metropolis comprises two geopolitical units namely Calabar South and Calabar Municipal Local Government. Ecologically Calabar situates on the coastal marine environment flanked by the Gulf of Guinea on the Atlantic shore to the south and bordered by the sub-equatorial hinterland to the North. (See map Fig 1).

Socially, Calabar comprises predominantly of civil service residents. Other variants of economic engagement relates to military services, commercial business undertaking, commercial transport business, fishery, aquaculture and other itinerant occupations. By regional and national standards the tempo of business is low in the area due to scarcity of industries and other employment outlets. This calls attention for a concern for entrepreneurship engagements as alternative sources of revenue.

#### TYPES OF DATA

Primary source data will be collected by the use of questionnaire, checklist, voice recorders and digital cameras from the field.

Secondary data will be derived based on information gathered from relevant agencies and organizations in regards to employment and other regular information.

#### INSTRUMENTS FOR DATA COLLECTION

Instrument employed for data collection include the questionnaire, check lists, voice recorders, digital cameras, GPS instrument and others.

#### POPULATION OF THE STUDY

The population of the study comprises young school leavers from colleges, polytechnics, and universities who are within the age brackets of 20-35 years of age. The actual size of the population is indeterminate due to the itinerant categories of respondents.

To effectively track the prospective subjects target clusters were purposively selected for data collection and administration. Important target centers includes commercial business centers such as market centers, institution centers (campus), city parks/hospitality zones or amusement zone etc. The entire area will be delineated into city blocks for representative data collection.

#### SAMPLING TECHNIQUE

Multistage sampling is employed involving:

*PURPOSIVE SAMPLING*, which undertook delineation of area into city blocks based on land use/human activities profile. Important designated city blocks includes;

Commercial business centers or central business district (CBD), old residency, satellite residential quarters, institutional areas, city parks or amusement park, hospitality business centers, motor parks, planned residential areas, unplanned residential areas etc. from each of the above representative, samples have been selected from which data was captured.

*RANDOM SAMPLING*: Randomization involved representative selection from each cluster. The total population sample size used for the study was 1000.

#### METHODS OF DATA COLLECTION

With the questionnaire instruments information was elicited from respondents by defector means where the subjects were handed the questionnaire to elicit information. In some cases, direct interaction through interview schedule by the researcher was adopted.

Besides, the questionnaire, oral interview were conducted to elicit respondents perception of the entrepreneurship engagement. Digital images capturing were also carried out to complement information from the two sources earlier employed. The method of blind interviewing was employed where subjects were not initially identified as self-employed or not. From the interview process, subjects were identified based on their responses.

Following this discrimination was made between employee respondents, self-employed respondents and unemployed respondents. Discrimination was also made between young graduates, non-graduates, and other categories. Data was also collected from secondary sources in the state ministry of Labour and productivity, Commerce and industry and other sources.

#### METHODS OF DATA ANALYSIS

Data was analyzed using two statistical measures namely, the chi square ( $\chi^2$ ) technique and the one-way analysis of variance (ANOVA).

#### DATA PRESENTATION AND ANALYSIS

Prior to data analysis, field data were presented in tables for transposition into statistical analysis as shown in tables 1-111 below.

Accordingly the values were correspondingly transposed for analysis as represented in table IV-VI.

Field data was analyzed using two statistical techniques namely, the Chi square ( $\chi^2$ ) technique and the one way analysis of variance (ANOVA). For each test case following the relevant hypothesis, data were transposed from the field data presented in tables e.g. Table.1a is transposed to table.1b for computation of results using  $\chi^2$  Technique for hypothesis one accordingly, table.11a is also transposed for computation of results in.11b using the same  $\chi^2$  test case and finally table.111a is used for analysis of variable in table.111b for hypothesis three.

For each case analysis the hypothesis is restated in the alternative and null form for consideration in decision rule taking.

**DATA PRESENTATION**

Data collected from the field were presented in tables as follows

**HYPOTHESIS ONE**

Hi: There is a significant impact of entrepreneurial activities engaged by young school leavers in the study area.

Ho: There is no significant impact of entrepreneurial activities engaged by young school leavers in the study area.

Location	Enterprise engaged in Calabar											Total	% Total
	Street Hawking	Restaurant/Business	Taxi Transportation	Roadside Mechanics	Carpentry	Tailoring	Masonry	Computer/ICT	Crop Farming	Live stock farming	Fish farming		
1. Ikot Omin (CC)	15	10	17	8	6	10	7	18	5	4	-	100	-
2. Ikot Ishi/Mcc Cluster	22	15	21	10	4	14	9	20	-	-	4	98	
3. Effio-Ette/Timber market (cc)	25	12	18	6	6	12	4	12	-	4	-	96	
4. Marian mkt/Ndidem Usang Iso	28	16	24	7	7	13	6	-	-	2	-	99	
5. Unical/Etta Agbor	20	12	20	8	5	7	4	20	-	3	-	98	
6. Etim Edem/Watt Market (cs)	29	18	15	2	-	15	-	10	-	5	2	96	
7. Mount Zion.Uwansse (cs)	30	17	21	08	2	10	4	8	-	-	-	100	
8. CRUTECH/Ekpo Abasi	18	20	19	10	4	12	6	10	-	-	-	99	
9. Target Area (cs)	71	18	26	12	6	10	-	5	-	-	-	100	
10. Bedwell Commercial Area (cs)	15	18	25	12	8	10	-	10	-	-	-	98	
TOTAL												984	

Table 1a: Areal Distribution or Respondents by Engagement characterization for analysis of impact of entrepreneurial activities in the study area

Data presented in this table is further transposed for analysis of spatial distributions of entrepreneurship engagement in the area. The method of Chi Square stated under hypothesis one is used in the analysis of data.

**HYPOTHESIS TWO**

School leavers perception of impact of entrepreneurial activities in the study area

**HYPOTHESIS RESTATED**

Hi: There is significant difference in the perception of school leavers towards entrepreneurial activities in the area.

Ho: There is no significant difference in the perception of school leavers towards entrepreneurial activities in the area.

Table 11 below provides information for the hypothesis testing.

A four item rating scale is provided for respondents rating as follows:

- ✓ Agree-A
- ✓ Strongly Agree-SA
- ✓ Disagree-DA
- ✓ Strongly Disagree-SD

These items are stated to table below for respondents rating. The item options are stated under a 7-parameters specification as follows:

Respondents Location	Items rating on a four scale option				
	A	SA	DA	SD	TOTAL
1. Ikot Omin	32	38	22	06	98 NR=2
2. Ikot Ishi/Mcc Area	27	33	34	2	96 NR=2
3. Timber Market/Effiotte	26	25	29	14	94 NR=6
4. Marian Market	29	32	25	10	96 NR=4
5. Ndidem Usang Iso	36	32	18	12	98 NR=2
6. University of Calabar/Etta Agbor	41	38	11	10	100
7. Etim Edem/Watt Market	39	42	12	4	97 NR=3
8. Mount Zion/Uwansse	40	29	18	7	94 NR=6
9. CRUTECH/Ekpo Abasi	45	33	13	6	97 NR=3
10. Bedwell Commercial Area	38	36	14	7	95 NR=5

Table 11: School leavers perception of impact of entrepreneurial activities

From the table above, 100 respondents were drawn from each cluster to elicit information based on their assessment of entrepreneurial contribution to the employment generation in Calabar. The notation “NR” above indicates the number of respondents who did not respond to the item.

**HYPOTHESIS THREE**

Contribution of entrepreneurial undertaking to employment generation in Calabar.

Hi: There is a significant contribution made by entrepreneurial activities to employment generation in Calabar.

Ho: There is no significant contribution made by entrepreneurial activities to employment generation in Calabar.

As seen in table.111, the data generated were accordingly entered in table .111 for statistical analysis. Here the areal location of respondents in used as independent variables.

S/NO	RESPONDENTS LOCATION	Items rating on a four scale option				
		A	SA	DA	SD	TOTAL
1.	Self-help engagement is better than paid employment	340	228	200	146	814 NR =186
2.	Engagement in self-help is due to lack of government	460	312	108	140	880 NR = 120

	employment					
3.	Preference for paid employment as against self help enterprise	305	307	325	64	971 NR =22
4.	Private sector contribution to the economy of the area	445	350	85	15	896 NR=104
5.	Likely shift from paid employment to self-help engagement	302	150	104	104	960 NR=140
6.	Extent of government encouragement of self-help engagement	410	300	200	80	990 NR=10
7.	Anti-social behavior due to unemployment	460	410	100	115	985 NR=15
		CTA	CT	CTA	CTA	CTA

Table 111a: Respondent perception of contribution of entrepreneurial undertakings in employment generation in Calabar

From the table.111 above, the total respondents used for the survey were 1000. This derives from table 4.1 where 100 respondents were drawn from each of the study locales in the city domain. In the process of data collection through instruments such as the questionnaire and other instruments, the respondents were at liberty to any or all of the question presented on the instrument.

TABLE IV – HYPOTHESIS ONE

Hi: There is a significant impact of entrepreneurial activities engaged by school leavers in the area.

Ho: There is no significant impact of entrepreneurial activities engaged by young school leavers in the area

S /NO	RESPONDE NTS LOCATION	Items rating on a four scale option				TO TAL
		A	D			
1.	Ikot omin	2	8	2		98
2.	Ikot ishi MCC area	7	3	4		96
3.	Timber market	6	5	9	4	94
4.	Marian market	9	2	5	0	96
5.	Ndidem using isor	6	2	8	2	98
6.	University of calaba (Ettagbor)	1	8	1	0	100
7.	Etim edem/watt market	9	2	2		97
8.	Mount zion/uwanse	0	9	8		94
9.	CRUTECH/ek po abasi	5	3	3		97
10	Bedwel commercial area	8	6	4		95

$$E_{ij} = R_i \times C_j / N$$

R<sub>i</sub>= total observed frequency in the roll

C<sub>j</sub>=total observed frequency in the column

N=Grand total

E<sub>ij</sub>=expected frequency observed (ij) cell

Df=(R-1) (C-1)

O <sub>ij</sub>	E <sub>ij</sub>	(O <sub>ij</sub> - E <sub>ij</sub> )	(O <sub>ij</sub> - E <sub>ij</sub> ) <sup>2</sup>	(O <sub>ij</sub> - E <sub>ij</sub> ) <sup>2</sup> / E <sub>ij</sub>
32	36	-4	16	0.4444
38	34	4	16	0.4706
22	20	2	4	0.2000
6	8	-2	4	0.5000
27	35	-8	64	1.8285
33	34	-1	1	0.0294
34	19	15	225	11.842
2	8	-6	36	4.5000
26	34	-8	64	1.8823
25	33	8	64	1.9394
29	19	10	100	5.2631
14	8	6	36	4.500
29	38	-9	81	2.1316
32	34	-2	4	0.1176
25	19	6	36	1.8947
10	8	2	4	0.5
36	36	1	0	0
32	34	-2	4	0.1176
18	20	-2	4	0.2
12	8	4	16	2.0
41	37	4	16	.04324
38	35	3	9	0.2571
11	20	-9	81	4.050
10	8	2	4	0.500
39	35	4	16	0.4571
42	34	8	64	31.882
12	20	-8	64	3.2
4	8	-4	16	2.0
40	34	6	36	1.058
29	33	-4	16	0.4848
18	19	-1	1	0.0526
7	8	-1	1	0.125
45	35	10	100	2.8571
33	34	-1	1	0.0294
13	20	-7	49	2.45
6	8	-1	1	0.125
38	35	3	9	0.2571
36	33	3	9	0.2727
14	19	-5	25	1.3157
7	8	-1	1	0.125

$$X^2 = \sum_{i=\&} \frac{(O_{ij} - E_{ij})^2}{E_{ij}} = 91.90346$$

Decision rule:



The degree of freedom and critical value (R-1) (C-1) = (10-1), (4-1) = 9, 3) at  $\alpha=0.05$  level of significance and degree of freedom 4, 3. A table value of  $X^2$  (0.05, 9, 3) = 16.9 and 7.89, if the computed  $X^2$  is >the table  $X^2$  we reject the null hypothesis otherwise if  $X^2 > 16.9$  or  $X^2 < 7.89$ . Therefore we reject the null the null hypothesis and accept the alternate hypothesis.

**HYPOTHESIS TWO:** respondent's perception of contribution under taking to employment generation entrepreneurial in Calabar

S/N	ITEMS	SA	A	D	SD	TOTAL
1.	Self-help engagement better than paid employment	340	228	20	146	914
2.	Engagement in self-help due to lack of government employment	460	312	108	140	1020
3.	Preference for paid employment as against self-help enterprise	305	307	305	64	981
4.	Private sector contribution the economy of the area	445	350	85	16	896
5.	Likely self from paid employment to self-help engagement	302	450	104	104	960
6.	Extent of government engagement	410	300	200	80	990
7.	Anti-social behavior due to unemployment	460	410	100	115	985

Table 4.111b: Respondent's perception of entrepreneurial activities in Calabar

$$E_{ij} = R_i \times C_j / N$$

- Ri=total observed frequency in the roll
- Cj=total observed frequency in the column
- N=Grand total
- Eij= expected frequency observed (ij) cell
- Df=(R-1) (C-1)

Hi: There is a significant contribution made by entrepreneurial activities to employment generation in calabar

Hi: There is no significant contribution made by entrepreneurial activities to employment generation in Calabar

Cross River State

$O_{ij}$	$E_{ij}$	$(O_{ij}-E_{ij})$	$(O_{ij}-E_{ij})^2$	$\frac{(O_{ij} - E_{ij})^2}{E_{ij}}$
340	363	-23	529	1.4573
228	315	-87	7569	24.0286
200	147	53	2809	19.1088
146	89	57	3249	35.5056
460	406	54	2916	7.1823
312	351	-39	1521	4.3333
108	164	-56	3136	19.1220
140	99	41	1681	16.9798
305	390	-85	7225	18.5256

307	338	-31	961	2.8431
305	158	147	21609	136.7658
64	95	-31	961	10.1158
445	356	89	7921	22.2500
350	308	42	1764	5.7272
85	144	-59	3481	24.1736
16	87	-71	5041	57.9425
302	382	-80	6400	16.7539
450	331	119	14161	42.7824
104	155	-51	2601	16.7806
104	93	11	212	2.27956
410	394	16	256	2.6667
300	341	41	1681	4.9296
200	159	41	1681	4.9296
80	96	-16	256	2.6667
460	431	29	841	1.9512
410	374	36	1296	3.4652
100	175	75	5625	32.1429
115	105	10	100	0.8696

$$X^2 = \sum_{i=\&} \frac{(O_{ij} - E_{ij})^2}{E_{ij}} = 538.27926$$

DECISION RULE

The degree of freedom and critical value (R-1) (C-1) = (7-1), (4-1) =(6, 3) at  $\alpha=0.05$  level of significant and degree of freedom 6, 3. A table value of  $X^2$  (0.05, 6, 3) = 12.6 and 7.89, if the computed  $X^2$  is >the table  $X^2$  we reject the null hypothesis of otherwise if  $X^2 > 12.3$  or  $X^2 < 7.89$ . Therefore we reject the null the null hypothesis and accept the alternate hypothesis.

**HYPOTHESIS THREE:** Contribution of entrepreneurship activities to employment generation in calabar. One way analysis variance technique is employed for analysis field data as follows:

Hi: There is a significant contribution made by entrepreneurial activities to employment generation in Calabar.

Ho: There is a significant contribution of entrepreneurial activities to employment generation in Calabar.

	1	2	3	4	5	6	7	8	9	10	11	
1	15	10	17	8	6	10	7	18	5	4		100
2	22	15	21	10	4	14	9	20	-	-	4	119
3	25	12	18	6	6	12	4	12	-	4		99
4	28	16	24	7	7	13	6	-	-	2	-	103
5	27	12	20	8	5	7	4	20	-	3	-	106
6	29	18	15	2	-	15	-	10	-	5	-	94
7	30	17	21	8	2	10	4	8	-	-	-	100
8	18	20	19	10	4	12	6	10	-	-	-	99
9	21	18	26	12	6	10	-	5	-	-	-	98
10	15	18	25	12	8	10	-	10	-	-	-	98
Total	230	156	206	83	48	113	40	113	5	18	4	1016

Table VI: computation of grand total (ANOVA)

Grand total computing for

Corrected factor = G2 where G= grand total

$$CF \Rightarrow \frac{(1016)^2}{82} = \frac{1032256}{82}$$

$$\Rightarrow 12588.4878$$

Total sum of square 9SS<sub>T</sub>)

$$SST = \frac{\sum C_j^2}{1-1} - \frac{r \sum}{j-i} Y_{ij}^2 - CF$$

$$15^2+10^2+17^2+\dots\dots\dots 10^2-12588.4878$$

$$16933-12588.4878=4344.5121$$

SS<sub>trt</sub> (treatment sum of squares)

$$\sum \frac{Y_i^2}{r_i} - CF$$

$$230^2 156^2 + 203^2 \dots\dots\dots + 4^2 - 12588.4878$$

$$\frac{156364}{10} - 12588.4878$$

$$=30479.122$$

SST<sub>trt</sub> = 30479.122

Error sum of square (SS<sub>E</sub>)

$$SS_E = SST - SST_{trt}$$

$$4344.5121 - 30479.122$$

$$=26134.6099$$

ANOVA TABLE

Source of Variation	Degree of freedom	Sum of square	Mean square	F-Ratio
Treatment	t-1	$\frac{t \sum Y_i}{1} - \frac{cf}{r}$	$\frac{SS_{trt}}{t-1}$	$\frac{M_{strt}}{M_{SE}}$
Error	T(N-t)	SS <sub>T</sub> -SS <sub>trt</sub>	SSE/N-t	
Total	N-1	$\sum_{i=1}^t \sum_{j=1}^r Y_{ij}^2 - CF$		

The critical value of  $\alpha=0.05$  or follows the  $f(t-1, t(r-1))$  distribution we therefore reject  $H_0$  if  $f_{cal} > F_{(t-1), t(r-1)}$ , otherwise accept.

ANOVA TABLE

SOURCE OF VARIATION	Df	SS	Mean square	F-ratio
Treatment	10	30479.122	3047.9122	8.2803
Error	71	26134.6099	368.09310	
Total	81	4344.5121		

$$F^{0.01}(10,71) = 2.59$$

DECISION RULE

Since  $F_{cal}=8.2803 < F_{\alpha}=2.59$ , we reject the  $H_0$  and hence conclude that there is a significant contribution made by entrepreneurial engagement to employment generation in Calabar, Cross River State.

IV. RESULTS/ FINDINGS

Two statistical techniques were employed in analysis of field data. Thus, the Chi Square ( $X^2$ ) was employed for analysis of hypothesis one and two, while the one-way analysis of variance (ANOVA) was used for hypothesis three. In all cases the results from the findings proved that grossly entrepreneurial activities were far reaching sources of employment generation for young school leavers in Calabar. Details of each hypothesis results were provided as follows;

Hypothesis one devoted attention to the investigation of the overall impact of entrepreneurial activities engaged upon by young school leavers in the locale. The approach followed an exploration of the occupational engagement by the subjects with a view to an understanding of the areal spread of the activity on the landscape as well as an understanding of the

occupational hot spots among them. Table I conveyed the field data report which provides the broad view assessment of the activities spread among sampled occupations. Occupational types used are presented in row wise pattern while the activities location or domains are shown in the column wise axis. A total of 100 respondents were interviewed. A cursory evaluation of the distribution for all the occupational spectra revealed all the activities sampled for investigation were highly favoured. However certain occupational domains were more favoured such as street hawking, restaurant/hospitality industry, commercial motor transportation and fashion designers or tailoring.

Information and communication technology has the modal engagement by activity distribution. Spatial distribution of activities yielded some interesting insights. Hence, central business district have lower threshold of artisan engaged but higher concentration of internet business activities such as street hawking, transport business occupation, fashion designing and hospitality occupations.

The gross assessment of findings by the statistical analysis of the results following the Chi Square technique. Table IV presents the contingency table for statistical testing of results based on their stated alternative ( $H_i$ ) and null ( $H_0$ ) hypothesis.

Following the decision rule at critical value  $(R-1)(C-1)=(10-1)(4-1)=9,3$  at  $\alpha 0.05$  level of significance and degree of 9,3, it revealed the computed  $X^2$  is greater than table value ( $X^2_c > X^2$ ) i.e.  $X^2$  computed (16.9) > Table value (7.89), the null hypothesis is rejected while the alternative hypothesis is accepted. Thus, there is a significant of entrepreneurial activities on employment generation in the area. This result therefore strongly reflects the areal spread and the occupation distribution of those subjects engaged in the investigation.

Hypothesis two is devoted to the investigation of respondent's perception of the impact of entrepreneurial activities on employment generation in Calabar. The field data utilized for organization of data is presented on table 11 above. The total number of respondents utilized for the investigation were one hundred. Accordingly, the obtained data were transposed for statistical analysis of results as shown on table (V). The method Chi Square ( $X^2$ ) was equally employed for statistical testing of the hypothesis started for the investigation of results. The same procedure for derivation of calculated value and the critical value was employed. Thus, because the calculated value is greater than the table value at 0.05 level of significance, the null hypothesis was rejected while the alternative hypothesis was upheld. In other words, in line with the responses elicited by the respondents, there is a significant difference in the perception of school leavers concerning the impact of entrepreneurial activities to employment generation in Calabar, Cross River State. This finding presents another edge for research investigation.

Finally, hypothesis three directs attention to the investigation of entrepreneurial activities to employment generation in the study area. One-way analysis of variance was the statistical tool employed for analysis of results. The outcome analysis showed that  $F_{cal} (8.28) > F_{\alpha} (2.59)$ . The decision held that the null hypothesis was rejected while the alternative hypothesis was upheld. Hence, there is a significant

contribution made by entrepreneurial engagements to employ creation in the study area.

## V. CONCLUSION

Implicit in the overall findings is that entrepreneurial engagements have made significant impact in employment generation in the study area. It also follows that young school leavers have recognized this as an alternative source of employment thereby creating a new societal paradigm where education is not viewed wholly as an instrument for civil service occupation. The value of this new orientation is that it will inculcate independent livelihood thinking, diversity the economic and contribute to a reduction in societal ills and misery.

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