



ENTREPRENEURSHIP DEVELOPMENT AND POVERTY ALLEVIATION: AN EMPIRICAL REVIEW

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ABSTRACT

The main purpose of this paper is to corroborate the relationship between entrepreneurship development and poverty alleviation constructed on empirical reviews. In this study, we conducted general search to accumulate empirical literatures by the name of entrepreneurship development and poverty alleviation in different online database sources such as Google Scholars, Springer Link, Wiley, Science Direct, JSTOR, Emerald full text, Scopus, and EBSCO HOST etc. We found innovation, entrepreneurship training & education, family background, government support program, social entrepreneurship, women participation, individual entrepreneurial characteristics, participation of micro, small & medium enterprises, youth empowerment, collaboration of government-university-industry is the key tool for entrepreneurship development which is stimulating employment are eventually alleviating poverty.

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Keywords: Entrepreneurship development, Poverty alleviation, Entrepreneurship education, SME & microenterprise, Social entrepreneurship, Women entrepreneurship.

Contribution/ Originality

The present study highlighting the shortcomings of the current poverty alleviation strategy of the world, this study provide a new dimensions in the research world that brings entrepreneurship development to the fore in the fight against poverty.

1. INTRODUCTION

Poverty is the main obstacles and problem of the people are facing particularly in the world [1]. As of 2013, there were about 2.47 billion people in the world living in poverty with an income of USD 2 or less a day most of them from developing or under developing countries located in African and Asian continent [1]. The population living under poverty only declined from 2.59 billion to 2.47 billion between 1981 and 2013 [1]. Hence the declines principally are seated mostly in developed countries [1].

Poverty means the lack of income or shortage of assets; the lack of competence, confidence, disempowerment, etc.; has also deprivation of national currency; it is also common to speak of a poor understanding, or culture, or spirit [2]. Poverty may arise from low productivity of the households and they face financial constraints and lack of other incentives of entrepreneurship [3]. Alan E. Singer in 2006 said that the best cure for poverty alleviation in any region of the world lies in encouraging more on business activity and startup the new ventures through entrepreneurship development [2]. Moreover, entrepreneurship provides a basis for economic change through new knowledge creation and application [2].

On the other hand, development and growth require shifts from low to high productivity, the creation and adoption of new goods and services, new skills and new knowledge [4]. These shifts are made possible by entrepreneurs who are the architects of “capacity creation” for productivity and growth [4]. Mobilizing the specific factors of capital, labor and technology which are generally imperfectly marketed, may not otherwise be allocated to activities supplied where productivity could be the greatest [4]. The creation of successful new ventures locally also helps to generate indigenous growth and reduce the reliance on the mercurial character of foreign direct investment [4]. However, entrepreneurship consistent source of income earnings not only to the entrepreneur and labor but also other factor inputs and given the long-term focuses and the growth potential of entrepreneurial activities [3]. The entrepreneur and labor with all income earners become more economically independent and confident to confront the challenges of life and it can, therefore, be stated that entrepreneurship promotes income empowerment in an economy and in the modern world; entrepreneurship provides a new approach for fighting poverty and stimulating economic growth in developing countries [3].

Entrepreneurship development contributes to poverty reduction when it creates employment through the startup of new entrepreneurship or the expansion of existing ones and they increases social wealth by creating new markets, new industries, new technology, new institutional forms, new jobs and net increases in real productivity, increases income which culminates in higher standards of living for the population then it is logically to state that if the number of entrepreneurs of any given country increase the poverty indicators will decrease [5]. In 2013, Bruton, G. D., D. J. Ketchen Jr, et al. examined the extant knowledge about entrepreneurship and where the future research on this important topic should move to enhance the knowledge about entrepreneurship as a pathway to reducing poverty [1]. Individuals are living in poverty is a critical issue which is focuses on how entrepreneurship will help to solve the poverty, on the other hand, those who living under poverty create their own business, ultimately, entrepreneurship is a process which is creating long lasting solutions to alleviate poverty [1]. One line of thinking about poverty reduction has

developed around the idea of entrepreneurial activities in the form of new venture formation, innovation and high-growth firms [4]. Entrepreneurship is viewed today as a key driver of economic growth [4]. This is because small rapidly growing firms started by entrepreneurially minded individuals, create wealth and a significant number of jobs in particular economies, thereby impacting greatly on social and economic development [4].

The main objective of this paper is justifying the linkage between entrepreneurship development and poverty alleviation. This paper is divided into five sections. Section one is the introductory part of the paper. It provides a concise overview on the paper. Section two describes the backgrounds of the study in order to provide insight into the concepts of alleviating poverty through entrepreneurship development. Section three highlights the methods and materials used for the research with justification for its adoption. Section four, presents the empirical findings and outcomes of the study with a table. Section five concludes for effective utilization of entrepreneurship development as tools for poverty reduction, stimulating employment as well as fast-tracking realization of universal primary education and promoting gender equality.

2. BACKGROUND OF THE STUDY

2.1. Concept of Poverty

One of the major challenges facing developing and underdeveloped countries of the world is poverty. It has been so common problem for all is that the high rate of unemployment and that has become the major obstacle of the developing and underdeveloped countries of the world. Although the level and extent of poverty and unemployment has been observed to be different within and across the nations and it is still remains the major obstacle to the optimum utilization of human resources for both social and economic development of the nations. The World Bank indicates that poverty is categorized as both absolute and relative [6]. When poverty is said to be absolute, it describes as a lack of resources to meet the physical needs for survival, a lack of basic security, the absence of one or more factors that enable individuals and families to assume basic responsibilities and to enjoy fundamental rights [6]. On the other hand, relative poverty can be categorized in relation to particular groups or areas in relation to the economic status of other members of the society which is interpreted as a lack of resources to achieve a standard of living that allows people to play roles, participate in relationships, and live a life that is deemed normative of the society to which they belong [6]. Poverty results from and even consists of a lack of basic securities, which not only include financial resources, but also education, employment, housing, health care and other related aspects leading to deprivation [6]. The World Bank also believes that political instability, lack of improvement in infrastructure, inadequacy of national policy and structural adjustment, lack of investment are among the main causes of poverty [6]. Poverty is widely understood as the condition of living on an income below a certain minimum threshold. The World Bank defines those living on under US\$2 a day as living in poverty, and those living on under US\$1.25 as living in extreme poverty internationally [7]. Individual countries generally have their own poverty lines, based on a basket of 'essential' goods, including the cost in that country of obtaining 2100 calories, a minimum for healthy functioning [7]. Poverty also relates, however, to other deprivations such as poor health, lack of education, vulnerability, exposure to risk and

powerlessness [7]. On the other hand, the four broad categories of assets have been identified by Rogerson in 1999 for measuring poverty in the context of South African perspective these are; i. human capital, such as labour, education, health, ii. social and institutional assets, such as household relations, trust, access to decision-making, iii. natural resources, such as land, water, common property, and, iv. human made assets, such as housing, productive infrastructure, social infrastructure [8]. The individuals, households and communities have or secure access to and those who are these assets managed, they are less vulnerable, on the other hand, those who are the greater the losses of their assets have more insecurity and they have associated poverty [8]. However, poverty is a state of absolute economic deprivation in which the individual cannot independently have access to the basic human life-sustaining essentials such as food, clothing, protection, and shelter [3]. The Western societies have become less tolerant against poverty over time, on the other hand, Asian societies tolerate high economic inequality or poverty [9].

2.2. Concept of Entrepreneurship

Entrepreneurship is defined as the identification of a new business opportunities and the mobilization of economic resources to initiate a new business or regenerate an existing business, under the conditions of risks and uncertainties, for the purpose of making profits under private ownership [3]. In simple, entrepreneurship is a process which may develop a single entrepreneur or enterprise with the main objective is to making profit by using of scarce resources most likely under private ownership [3]. On the other hand, entrepreneurship is concerned with creating long-term value and creates regular cash flow streams on an individual or the group of individuals for the future through the process of imagination, initiative and innovation for the purpose of maximizing profits and minimizing risk with the view of long term expansion [3]. Moreover, entrepreneurship is the key to the growth and development of local industries through the processing of local raw materials into finished and semi-finished goods for the domestic and foreign markets [3]. It also promotes the utilization of improved and cost-effective technology in small and medium-scale enterprises which enhances higher factor productivity at the local level especially in low-income countries where the traditional rural economy is predominant [3].

According to Kuratko and Hodgetts “*entrepreneurship is a dynamic process of vision, change and creation*” [10]. M. Coulter in 2001 tries to find out the definition of entrepreneurship “*entrepreneurship is the process whereby an individual or a group of individuals use organized efforts and means to pursue opportunities to create value and grow by fulfilling wants and needs through innovation and uniqueness, no matter what resources are currently controlled*” [11].

So, entrepreneurship has been considered as self-employment. While, there is a consensus among entrepreneurship scholars on that entrepreneurship is not just running a small business that already exists [12]. Rather, it is change management, creative thinking, opportunity seeking, and innovativeness [12].

2.3. Entrepreneurship Development and Poverty Alleviation Strategy

2.3.1. Alleviating Poverty through Entrepreneurship Education

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings [13]. Entrepreneurship education is known as a specialized knowledge that inculcates in learners the traits of risk-taking, innovation, arbitrage and co-ordination of factors of production for the purpose of creating new products or services for new and existing users within human communities [14]. Entrepreneurial education is considered central to the economic development of nations [15]. Entrepreneurship education has to increase entrepreneurial self-efficacy, self-employment, and risk-taking attitude of the entrepreneur [16]. Entrepreneurship education creates enormous business opportunities and trains people with innovative enterprise skills to grasp the opportunities for starting new entrepreneurial activities [16].

Entrepreneurship education is one way of addressing poverty reduction, as there is strong empirical evidence suggesting that economic growth over time is necessary for poverty reduction. Entrepreneurship boosts economic growth, enhances educational attainment and increases the rate of economic growth [4]. The World Economic Forum in 2009 claims that the three relationships are suggestive of productive outcomes emanating from education provision [4]. For example, in eradicating extreme hunger and poverty even if developing countries focus on innovation, creativity, talent and resources to overcome poverty, they lack the infrastructure and the expertise to support such an objective [4]. These deficiencies could be overcome through capacity building through entrepreneurship education to transform these assets into products and services, thereby creating more jobs, enhancing their global trade opportunities and reducing the incidence of poverty [4].

2.3.2. Alleviating Poverty through Micro, Small & Medium Enterprises

Micro, Small & Medium Enterprises (MS&MEs) has been played a importance role for development of the economic growth of a country as well as alleviating poverty through new jobs creation and provide income for the people [17]. MS&MEs not only help during the period of economic growth but also in economic recession [17]. The strong turbulence in the world economy in 1970s had made many large firms in developed countries lay off their employees then MS&MEs were regarded as the problem solver to these structural changes [17]. The strategic importance of micro, small and medium-sized enterprises in national economic development is widely recognised by many countries, developed and developing countries alike [18]. Simultaneously, there have been reports and evidence of contributions that MS&MEs make in the process of industrial development [18]. It was noted that MS&MEs consist of 91–93% of the total industrial establishments in countries such as Singapore, Taiwan, Thailand and South Korea [18]. In these countries, contributions of MS&MEs to employment ranged from 35 to nearly 61% with the contribution to value added ranging between 22 and 40% [18]. In Malaysia, MS&MEs accounted for about 84% of manufacturing establishments, while their contribution to total value added and employment was about 28 and 38%, respectively [18]. Moreover, there have been evidence that MS&MEs link themselves with large and multinational companies as has been the case in Japan, the United States,

the United Kingdom, Canada, Germany etc [18]. MS&MEs remain a vital force in the manufacturing sector and their importance has increased rather than diminished in many countries [18]. An ILO study in 2003 examined firms with fewer than 10 workers found that they generated 58% of total employment in Paraguay, 54% in Mexico, and 53% in Bolivia, on the other hand, its contribute approximately 31% of overall GDP in the Dominican Republic, 13% in Kenya, and 11% in Pakistan [19].

2.3.3. Alleviating Poverty through Social Entrepreneurship

Social entrepreneurship is now creating new business model. It also bridges an important gap between business and social action. Social entrepreneurship, commonly defined as “*entrepreneurial activity with an embedded social purpose*” [20]. Social entrepreneurship is perceived to be about applying the expertise, talents and resources of entrepreneurs to the variety of problems developing countries face, such as education, health, personal safety and security, poverty alleviation, social advancement, environmental sustainability, and so forth [21]. Social entrepreneurship has developed a global phenomenon that influences the society by using innovative approaches to elucidate social problems [22]. Therefore, Duke University’s Fuqua School of Business, the Center for the Advancement of Social Entrepreneurship (CASE) writes, *Social entrepreneurship is the process of recognizing and resourcefully pursuing opportunities to create social value with the innovative method. Social entrepreneurs are innovative, resourceful, and result-oriented, who draw upon the best thinking in both the business and nonprofit worlds to develop strategies that maximize social impact. These entrepreneurial leaders operate in all kinds of organizations: large and small; new and old; religious and secular; non-profit, for-profit, and hybrid* [22].

The term “social entrepreneurship” is used to refer to the rapidly growing number of organizations that have created models for efficiently catering to basic human needs that existing markets and institutions have failed to satisfy [23]. Social entrepreneurship combines the resourcefulness of traditional entrepreneurship with a mission to change society [23]. Social entrepreneurship offers insights that may stimulate ideas for more socially acceptable and sustainable business strategies and organizational forms, because, it contributes directly to internationally recognized sustainable development goals, social entrepreneurship may also encourage established corporations to take on greater social responsibility [23].

Finally, Social entrepreneurship paves the way to a future that may allow coming generations to satisfy their needs better than we are able to satisfy even the basic needs of today’s population [23]. Social entrepreneurship is thus having profound implications in the economic system: creating new industries, validating new business models, and re-directing resources to neglected societal problems [20]. The World Bank brings social entrepreneurs with poverty-fighting ideas into contact with partners that have the resources to help them implement their vision [23]. In 2003, World Bank President James Wolfensohn awarded more than US\$6 million in seed money to be shared among 47 small-scale, innovative development projects in 27 countries [23].

2.3.4. Alleviating Poverty through Women Entrepreneurship

Entrepreneurship is today considered to be a relevant vehicle for economic development and women contribute to it significantly worldwide: indeed, in 2010, 187 million women were involved in creating and operating enterprises, meaning that almost 42% of entrepreneurs in the world were women [24]. On the other hand, however, women have a number of parental duties and inflexible household obligations which they try to effectively combine to maintain a balance between running a business and running a home [25]. Moreover, women to date represents an important engine of economic growth for developing countries as it has a leading role in generating productive work, achieving gender equality and reducing poverty [24]. Global Entrepreneurship Monitor (GEM) in 2004 showed that women perform 66% of work globally and produce more than 50% of food globally and these women turn locally available raw materials into processed and finished goods for sale, therefore making them innovators in business [6]. Women entrepreneurship is relatively new area of research which originated in the mid-1980s [25]. Three stages can be illustrious in the research into women entrepreneurship [25]. The first stage, before the 1970s, was a move from the gender-neutral position to the male-specific position [25]. The second stage, from the 1970s to the beginning of the 1990s, was conventional in nature, indicating how women are perceived in relation to men [25]. Finally, the third, postmodernist, stage began to study the otherness of women entrepreneurship [25]. The postmodernist context makes it possible to ask questions about how women perceive being entrepreneurs and business owners [25].

Female entrepreneurship can be divided into two categories: the traditional generation of entrepreneurial women, concentrated around businesses involving household services, which require reduced skills and experience; on the other hand, the modern generation, more actively involved in businesses more oriented towards profit and creating new markets [25]. Women entrepreneurship is becoming gradually popular across the globe. The participation of women is progressively being observed as one of the major contributors in economic growth. Regardless of their involvement in small or medium scale enterprises or in the informal or formal sectors, their contribution to output and value addition is considerable [26]. Women entrepreneurship is not only necessary for their economic survival but also for strengthening the social system [26].

3. METHODOLOGY OF THE STUDY

This is the review study which has examined the determinants of entrepreneurship development and poverty alleviation from the flow of existing literature. In this study, we conducted general search by the name of entrepreneurship development and poverty alleviation in different online database sources such as Google Scholars, Springer Link, Wiley, Science Direct, JSTOR, Emerald full text, Scopus, and EBSCO HOST etc. From this search we found number of journal articles, conference and other types of work, which we have read to determine which articles need to be included in the review of this paper. After reading thoroughly most relevant articles have collected those were found as the best fit within objectives of the present issues about entrepreneurship development as well as poverty alleviation. The review have examined on the basis of objectives, methods and findings accordingly of the all collected empirical studies.

4. EMPIRICAL REVIEWS OF ENTREPRENEURSHIP DEVELOPMENT AND POVERTY ALLEVIATION

By using descriptive statistical method R. E. Goldsmith and J. R. Kerr in 1991 tested Kirton's Adaption-Innovation (KAI) Theory into 34 business students in a class at the beginning and end of the semester which have described deep-seated differences in styles of creativity, decision making, and problem solving that appear to be relevant to entrepreneurship. They found that students in a class in entrepreneurship and small business would have KAI scores higher than those of the general population and the control group [27].

A. Kanitkar in 1994 conducted case studies from 86 village-based entrepreneur and micro enterprise owners in different regions of rural India. He examined the process of emergence of successful entrepreneurs and owners of micro-enterprises in rural areas. He used case survey method for collected data with a semi-structured questionnaire followed by an open-ended interview from the entrepreneur. He found that based on socio economic profile of entrepreneur's they were motivated for shifting from an agriculture-based occupation to a non-farm activity, raising resources for their enterprises and entry of the village-based entrepreneurs into a business activity [28].

McMullan and Gillin in 1998 surveys the activities and performance of graduates students who were passed from the Swinburne University of Technology in Melbourne, Australia. They found that about 87% students were started ventures, either independently or under the supports of a corporation [29].

M. A. Abdullah in 1999 conducted a survey about 185 small and medium-sized enterprises in Penang, Malaysia for evaluated the accessibility of government sponsored support programmes to SMEs. He conducted this survey by using structured questionnaire. He found that clumsy legislative process, inadequate knowledge about the support programmes, individual thinking, lacking of information etc. are the main reasons for the limited access of the programme [18].

Kodithuwakku, S. S. and P. Rosa in 2002 based on a qualitative case study of Sri Lankan villagers they tried to examine the nature and role of entrepreneurial processes in the success of the Mahaveli rural entrepreneurs. They found that after 10 years most of the commercially successful farmers had succeeded in adding new ventures to their portfolio of income-generating activities engaging in an average of 3.7 ventures each. They also found that the successful farmers were not only successful as farmers, but had also diversified into other business ventures [30].

C. K. Wang and P.-K. Wong in 2004 examined the level and determinants of interest in entrepreneurship among university undergraduate students in Singapore. They applied historical regression for measuring the student's self-perceived knowledge in starting a business and knowledge in managing business. They found that three background factors significantly affect the interest to starting new business such as gender, family business experience and education level. While they found little effect about ethnicity, citizenship and family income status for became an entrepreneur. Moreover, they found female university students were less entrepreneurship knowledge and influenced by traditional social role [31].

P. Agupusi in 2007 examined the role of the small business sector in poverty alleviation by the support from government and private sector initiative in Alexandra, South Africa. He applied

critical analysis of secondary material complemented with primary data obtained through semi-structured interviews with key informants and actors, entrepreneurs and potential entrepreneurs. He found that with positive interaction between development agencies, and small businesses in Alexandria, predominantly informal and semi-formal SMMEs in Alexandria could not only alleviate poverty but could also contribute to the general transformation process [32].

V. Sriram, et al. in 2007 develops a model and set a research framework for their further research regarding entrepreneurship development based on African-American regions. They found that motivation and skills is the important driver of the entrepreneurial behavior. The entrepreneur needs certain skill to sustain. The impact of culture is considerable matter for entrepreneurship development [33].

T. Tambunan in 2008 examined the effects of the development of small and medium enterprises (SMEs) in less developed countries (LDCs) on two issues: the survival of SMEs in the course of economic development and the importance of government promotion programs for SME development with Indonesian data. He found that both real gross domestic product per capita and government development expenditure have positive impacts on SME growth. He also found that SMEs in LDCs can survive, and even grow in the long-run, for three main reasons: (a) they create a niche market for themselves, (b) they act as a “last resort” for the poor, and (c) they will grow along with large enterprises (LEs) because of their increasingly important production linkages with LEs in the form of subcontracting [34].

G. Singh and R. Belwal in 2008 tried to identify the problem areas and developmental issues involved with women’s entrepreneurship particularly in Addis Ababa, the capital city of Ethiopia. They attempted to identify the problem areas in terms of nature, needs, desire, motivations and problems of women entrepreneurs in Ethiopia by an extensive review of the existing literature. And, then they incorporated a ground survey and focused interviews with groups of female entrepreneurs for assessing the factors related to entrepreneurship. The focused interview identified problems in the areas of securing finances for establishing and running small and medium enterprises, lack of entrepreneurial and management competence and exposure, problems in finding the markets and distribution networks; limited opportunities for promotion and participation; limited amount of government and institutional support; absence of technological know-how and integration mechanism; and rampant corruption in an undisguised or disguised form, as major bottlenecks [26].

Robson, P. J., H. M. Haugh, et al. in 2009 has been adopts a multi-level theoretical framework to examine data from 496 entrepreneurs in Ghana. They accumulate seven types of innovation activity against three categories of variables these are the characteristics of the entrepreneur, the internal competencies of the firm, and firm location. They found that the level of innovation was related to the educational level of the entrepreneur; moreover, the firm size and involvement were positively related to innovation. They also found that entrepreneurs have introduced innovations in a range of products, services, production processes, work practices, and marketing which have brought benefits to their firm [35].

M. Y. Cheng, W. S. Chan, et al. in 2009 evaluated effectiveness and limitations of the development of entrepreneurship education in Malaysia. They collected primary data to reveal

students' perceptions of the effectiveness of the entrepreneurship teaching and their knowledge about entrepreneurship. They found that entrepreneurship education in Malaysia is not matching students' skill expectations with skill acquisition. They also found that the level of understanding on "what is entrepreneurship" is still low among the selected respondents [16].

S. Nichter and L. Goldmark in 2009 conducted a comprehensive survey from the secondary research for found factors affecting the growth of micro & small enterprises in perspective of developing countries. From the survey they found four types of factors were associated with small firm growth that is: individual entrepreneur characteristics, firm characteristics, relational factors such as social networks or value chains and contextual factors such as the business environment [19].

Mensah, S.-A. and E. Benedict in 2010 conducted desk research and quantitative analysis from the poorest regions of South Africa for found out the impact of government initiative for alleviating poverty through entrepreneurship development. They found out that the training in entrepreneurship and provision of other facilities could give poor owners of micro and small enterprises opportunities to grow their businesses and get themselves and other out of poverty [36].

A. Bagheri and Z. A. L. Pihie in 2010 tried to identify the processes of entrepreneurial learning that contribute to university students' entrepreneurial leadership learning and development. They used qualitative research method for analyzing the data collected from selected fourteen undergraduates' students by using semi-structured interviews. They found that social interactions played a significant role in students' entrepreneurial leadership learning, students had the opportunity to learn from direct observation, and the students has been learned entrepreneurial leadership competencies through individual and collective reflection [12].

Kobia and Sikalieh in 2010 tried to search the meaning of entrepreneurship through literature review by focusing on the trait, behavioral and opportunity identification approaches. They found a direct correlation between the small & medium entrepreneur with the economic growth and poverty. They recommended that researchers and educators need to study the entrepreneur before, during and after the entrepreneurial process [37].

M. N. Mohd Shariff, C. Peou, et al. in 2010 examined government policy is a moderating effect on the relationship with entrepreneurial values, firm financing, management, market practices and growth performance of SMEs in Cambodia. They used survey questionnaires from 220 SME owner-managers in the City of Phnom Penh in Cambodia and used hierarchical multiple regression method for analyzing the data. They found that there was a positive relationship between entrepreneurial values, firm financing, management, market practices and SME growth performance as hypothesized. They also found that government policy have an important role as full moderator in such relationships [17].

J. Mitra, Y. Abubakar, et al. in 2011 by using an illustrative case study they examined the participation of graduate entrepreneurship in perspective of human capital development – education, training and research to meet the Millennium Development Goals (MDGs) in Nigeria. They found that knowledge creation lies at the heart of entrepreneurship development in developing economies is based on human capital development [4].

C. Jones and H. Matlay in 2011 developed a conceptual framework based on Gartner's 1985 conceptual framework for understanding the complexity of entrepreneurship education. Also, they tried to ascertain two questions that were why entrepreneurship education is important and how such importance can be prolonged. They proposed an alternative framework based on the logic of Gartner's framework to advance the understanding of entrepreneurship education where dialogic relationships exist between students, educators, educational process, institutions and the communities they exist in [38].

Z. Mohamed, G. Rezai, et al. in 2011 assessed the state and effectiveness of informal entrepreneurship extension education among Malaysian farmers especially the members of Farmers' Organization Authority (FOA). They interviewed four hundred farmers who were the members of FOA with a structured questionnaire. They found that informal entrepreneurship education is not able to provide the entrepreneurship skills acquisition as expected. They also found that the level of understanding on "what is entrepreneurship" is still low among the FOA members [39].

J. O. Okpara in 2011 examined the factors that obstruct the growth and survival of small businesses in Nigeria. He used a survey method to gather data from 211 small business owners and managers located in selected cities in Nigeria. He conducted several statistical analyses to identify the factors constraining the growth and survival of SMEs in Nigeria. He found that the most common constraints obstructing small business growth and survival in Nigeria are lack of financial support, poor management, corruption, lack of training and experience, poor infrastructure, insufficient profits, and low demand for product and services [40].

Nasution, H. N., F. T. Mavondo, et al. in 2011 have been examine effects of entrepreneurship with learning orientation, integrated market orientation, human resource practices on innovation and customer value. They collected data from small and medium size hotels in Indonesia and analyzed by using the structural equation model. They found that interaction of entrepreneurship and integrated market orientation as well as human resource practices has significant impact on customer value and innovation respectively [41].

P. M. Mshenga and R. B. Richardson in 2012 examined micro and small enterprise (MSE) contribution in tourism and the linkages between tourism businesses and MSEs in the coastal region of Kenya. They collected data by using structured questionnaire from two surveys involving 449 MSEs and 49 hotels. They used *Tobit* regression model to estimate the determinants of MSE participation in tourism, as well as the proportion of products purchased by hotels from MSEs. They found that older, larger MSEs and those that were members of associations were more likely to participate in tourism. They also found that the elements of hotel procurement from MSEs included age of the hotel, bed capacity, and management characteristics [42].

O. Ogundele, W. A. Akingbade, et al. in 2012 tried to investigate the intensity of entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. They select 250 entrepreneurs from five recognized local government areas Lagos state of South Western Nigeria. They used stratified random sampling technique through a self-monitored questionnaire survey and simple regression analysis was used to test the relationship between the entrepreneurship training and education and poverty alleviation. They found that entrepreneurship

training and education were significantly related to the youth empowerment and social welfare services. They also found that youth empowerment was influenced by their acquired technical skill. They recommend that effective technical education, youth empowerment, and social welfare service as a catalyst for poverty alleviation [43].

Tende, S. B. A. in 2013 has been examined government initiatives toward entrepreneurship development in Nigeria and evaluates the job creation capacity of the entrepreneurship development programs on Nigerians. Random samples of 1,159 beneficiaries of were selected from six geo-political zone and structured questionnaires were used to obtain information from the selected beneficiaries. He found that government credit policies have no significant effect on the development of entrepreneurial activities in the country and mostly the beneficiaries do not derived maximum satisfaction from government programs and policies [44].

Adofu, I. and O. Akoji in 2013 was assessed the impact of entrepreneurship skill acquisition on poverty in Kogi State of Nigeria. They used structured questioners for collecting primary data from six Local Government Area of the state and used descriptive statistics like frequencies and percentages. They found that 65% of the respondents accepted that lack of entrepreneurship skills among youth is responsible for the high rate of poverty in Nigeria. The result also revealed that at least 60% of the people that benefitted from the skill acquisition programme can afford the basic necessity of life. [45].

Ali, D. A. H. and A. Y. S. Ali in 2013 identified the relationship between entrepreneurship development and poverty reduction at Benadir region in Somalia. They use Correlation research design comprised of 80 participants of micro and small enterprises in Benadir region. The study found that Sig. or P-value was less enough, suggesting that the two variables indicated that the computed R-value was -0.195; this indicates that there was weak positive correlation between entrepreneurship development and poverty reduction [5].

A. A. Ndedi in 2013 investigated the South African Government support to youth entrepreneurship program through various agencies. They conducted desk research on the impact made by the various Sector Education Training Authorities in the area of entrepreneurship education and training. They found that there were no inter-disciplinary approaches in entrepreneurship training that make entrepreneurship education accessible to all students, and where appropriate, create teams for the development and exploitation of business ideas. They also found that business or engineering students with different backgrounds are not connected [46].

I. Akhuemonkhan, L. Raimi, et al. in 2013 examined the plausibility of deploying entrepreneurship education as mechanism for employment stimulation in Nigeria. They adopt quantitative research method, specifically linear multiple regression model (LMRM) for analyzing the data. They found that entrepreneurship development is a key tool for poverty reduction; stimulating employment as well as fast-tracking realization of universal primary education and promoting gender equality. They recommended that institutions must intensify the integration of entrepreneurship in education systems [14].

S. C. Chen and J. A. Elston in 2013 investigated the characteristics of entrepreneurial activity among the small business owners in developing country, specifically in Chinese restaurant industry. They collected primary data by using survey questionnaires in four cities across three

provinces in China. They used descriptive statistical analysis and found three main results. First, the small entrepreneurs were characterized by autonomy seekers, family protectors, or profit seekers. Second, the small entrepreneur's generate funding predominantly from private sources rather than institutional. And third, entrepreneurial business was the main sources of the family's income [47].

H. Al-Dajani and S. Marlow in 2013 developed an empirically informed conceptual framework to analyze the gendered relationship between empowerment and entrepreneurship contextualized within the lives of displaced Palestinian migrant women operating home-based enterprises in Amman, Jordan. A longitudinal qualitative study was undertaken during which semi-structured in-depth interviews were regularly conducted with 43 women producing high-quality traditional embroidered goods within home-based enterprises. They found that marginalized subordinated women were empowered through their home-based enterprises [48].

Misango & Ongiti in 2013 has examined the economic role of women entrepreneurs in poverty reduction in Kenya. A case study was carried out among women entrepreneurs at the Maasai market within Nairobi City's Central Business District. From the target population of 664, 15% were sampled for this study, through stratified and purposive sampling techniques. Quantitative and qualitative data were collected by use of questionnaires and interviews, hence analyzed concurrently. The study showed that the economic activities carried out by the respondents were similar in nature and included selling of African artifacts, clothing and ornaments. Most respondents (95%) used readily available raw materials to make their products for sale. Majority of the respondents (83%) agreed that the businesses had made them improve their economic status. The businesses contributed to the promotion of tourism, employment and export trade. The study concludes that women entrepreneurs play a major role in poverty reduction in Kenya [6].

5. CONCLUSION

From the review we found that entrepreneurial processes were important in the successful entrepreneurs' development from an extremely unpromising and constrained environment. Motivation and skills is the important driver of the entrepreneurial behavior and the entrepreneur needs certain skill to sustain. The impact of culture is considerable matter for entrepreneurship development. On the other hand, the level of innovation was related to the educational level of the entrepreneur; moreover, the firm size and involvement were positively related to innovation. The entrepreneurs have introduced innovations in a range of products, services, production processes, work practices, and marketing which have brought benefits to their firm. Entrepreneurship and human resource management were shown to be the most significant drivers of innovation and customer value. Interaction of entrepreneurship and integrated market orientation as well as human resource practices has significant impact on customer value and innovation respectively.

We also found that the direct correlation between the small and medium entrepreneur with the economic growth and poverty. Government policies have no significant effect on the development of entrepreneurial activities in the country and mostly the beneficiaries do not derived maximum satisfaction from government programs and policies. The training in entrepreneurship and

provision of other facilities could give poor owners of micro and small enterprises opportunities to grow their businesses and get themselves and other out of poverty.

Again, students in entrepreneurship and small business would have KAI scores higher than those of the general population and the control group. About 87% students were started ventures, either independently or under the supports of a corporation. However, student's business knowledge was insufficient and they were not enough prepared for taken the risk to realized their dreams. On the other hand, social interactions played a significant role in students' entrepreneurial leadership learning, students had the opportunity to learn from direct observation, and the students has been learned entrepreneurial leadership competencies through individual and collective reflection.

Most importantly, entrepreneurship development is a key tool for poverty reduction; stimulating employment as well as fast-tracking realization of universal primary education and women entrepreneurs played a major role in poverty reduction in the Globe. Finally, we found that innovation, family background, government support program, social entrepreneurship, women participation, entrepreneurship training & education, individual entrepreneurial characteristics, participation of micro, small & medium enterprises, youth empowerment, collaboration of government-university-industry is the key tool for entrepreneurship development which is stimulating employment are eventually alleviating poverty.

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