

Comparative Analysis of Entrepreneurship Education Programmes and Its influenced on Socio-Economic Development of Youths in Rivers State

Ihejirika, David Chijioke & Deekor, Holly

Department Adult Education & Community Studies.
Rivers State University, Port Harcourt.

Abstract

The study investigates the perceived influence of entrepreneurship education programmes on the socio-economic development of youth in Rivers State. Three research objectives were raised; three research questions and hypotheses were formulated based on the objectives. A total population of 2,600 youth participants derived from five (5) youth entrepreneurship programmes carried out in eighteen (18) Local Government Areas in the State. Cluster sampling technique was used in selecting six local government areas from each senatorial district in the state. A sample size of 520 respondents representing 20% of beneficiaries of each programmes was obtained using proportional sampling techniques. The questionnaire was the instrument used for data collection with a reliability coefficient of 0.82, using Cronbach Alfa method. The face and content of the instrument was validated by the researcher's supervisor and two other experts in the field of Adult Education and Community Development to ensure appropriateness of the structure, focus, coherence and clarity. The research questions were answered using mean and standard deviation statistics while the hypotheses were tested with Z-test statistics at 0.05 level of significance. Based on the data gathered and analyzed, the study revealed to a high extent that post-programme engagement scheme, group-targeted skill acquisition/empowerment, business seminar and workshop, entrepreneurial co-operatives, digital business knowledge and skills are entrepreneurship education programmes which have significant influence on the socio-economic development of youth in Rivers State. Based on the findings, the researcher recommended that government should establish more entrepreneurship education programme; embark on post-programme engagement scheme to ensure skill sustainability; organize group-targeted skill acquisition/empowerment to foster the employability of youth; organize and sponsor more business seminar and workshop to enhance mentorship consultation and networking. The youth on the other hand should imbibe entrepreneurial co-operative values to increase their saving potentials and participate in digital business training to boost their internet skill set for entrepreneurial success.

Keywords: *Entrepreneurship, Programmes Socio-Economic, Development, Youth*

1.1 Background to the Study

The majority of youth in Rivers State have nothing doing to occupy them, and since idle mind is the devil's workshop, these youth plunge into all sorts of anti-social activities such as kidnapping, vandalization of oil pipelines, destruction of public properties, internet fraud, political thugery, bunkering, cultism, robbery, theft, assassination, bribery and corruption (Afolabi, Omoluwa and Oyetayo, 2011). In a way, they are pressed to the wall by the general hardship in the land and would therefore, be easily tempted to do anything in the name of survival strategy. They are in desperate need of viable means of livelihood. However, the government engages in programmes that enhance socio-economic development is an attempt to curb youth unemployment because unemployment continues to be a developmental

challenge in Rivers State despite the positive infrastructural growth rates experienced over the past decade. There are indicators that this growth has not generated sufficient and decent employment opportunities for the youth (UNECA, 2011).

In an effort to enhance the socio-economic development of the youth, various measures addressing the demand and supply sides of labour have been created and implemented. Promotion of entrepreneurship programmes and overall self-employment through targeted youth empowerment schemes are increasingly considered as viable options (Culkin & Smith, 2000). Certainly, previous research shows that in addition to job creation, entrepreneurship has the potential to improve livelihoods and economic independence of young people (Chigunta, 2002). Awogbenle and Iwuamadi (2010) noted that in the recent past, the governments of Nigeria (Federal and States) have also initiated programmes to support youth entrepreneurship and self-employment. Tande (2014) noted that the Nigerian government, at various levels has adopted policies and programmes aimed at enhancing the performance of entrepreneurship education programmes in order to reduce unemployment. As a result different administrations; often in collaboration with the private sector, have embarked on youth employment programmes, leading to the establishment of the Rivers State Sustainable Development Agency (RSSDA), Rivers State Youth Empowerment Scheme (RS-YES), Rivers State Skill Acquisition Programme, Youth Technical Capacity Development Programme, National Directorate of Employment (NDE), Small and Medium Enterprise Development Agencies (SMEDAN), the Poverty Alleviation Programme, Subsidy Reinvestment Programme (SURE-P), Youth Enterprise With Innovation in Nigeria (YOUWIN), National Agency for Poverty Eradication (NAPEP), Agricultural Sector Employment Programme etc.

Based on the foregoing, numerous scholarly works has been carried out (e.g. Culkin & Smith, 2000, Baidoun, 2003; and Cooke-Davis, 2002) to examine the effect of government entrepreneurship programmes on SME performance, but none has been extensive enough to capture the issues regarding influence of entrepreneurship education programmes on the socio-economic development of youth in Rivers State. Given the identified knowledge gap, the researcher point of departure from previous research is to empirically fill this gap in literature that has been noticed. Hence, the researcher intend to examine the influence of post-programme engagement scheme, group-targeted skill acquisition and empowerment, business seminar and workshop, entrepreneurial co-operative society, digital business knowledge and skill on the socio-economic development of youth in Rivers State.

1.3 Purpose and Objectives of the Study

The purpose of this study is to examine the influence of entrepreneurship education on the socio-economic development of youth in Rivers State. Specifically, the objectives of the study are to:

1. Investigates the extent to which business seminar and workshop enhanced socio-economic development of youth in Rivers State.
2. Find out the extent to which entrepreneurial co-operative society has helped improved socio-economic development of youth Rivers State.
3. Find out the extent to which digital business knowledge and skill enhanced the socio-economic development of youth in Rivers State.

1.4 Research Questions

The following research questions guided the study;

1. To what extent has business seminar and workshop enhanced the socio-economic development of youth Rivers State?

2. To what extent has entrepreneurial co-operative society improved the socio-economic development of youth in Rivers State?
3. To what extent has digital business knowledge and skill enhanced the socio-economic development of youth in Rivers State?

1.5 Hypotheses

The following null hypotheses were stated to guide the study

1. There is no significant difference in the responses of male and female youth on the extent to which business seminar and workshop enhanced the socio-economic development of youth in Rivers state
2. There is no significant difference in the responses of male and female youth on the extent to which entrepreneurial co-operative improved the socio-economic development of youth in Rivers State
3. There is no significant difference in the responses of male and female youth on the extent which digital business knowledge and skill enhanced the socio-economic development of youth in Rivers State

METHODOLOGY

This chapter explains the different methods that were adopted in finding solutions to research problems, data collection and data analysis.

3.1 Research Design

The study adopted correlational survey research design. According to Nzeneri (2005), a correlational research design is a type of descriptive study that deals with what is happening at present and it handles situational problems as they are without manipulation of variables and also allows the researcher to make recommendations based on findings from the data collected. Nwankwo (2010) described correlational or descriptive survey as a design in which the features or variables being studied for any sample are never compared for various strata of the sample, which in most cases are the dependent variable for the study.

3.2 Area of the Study

The name Rivers was gotten from the many rivers that flow through the state. Rivers State came into existence on 27th May 1967, located in the coastal southern part of Nigeria. Rivers State covers a land area of 11,077 square kilometers according to (NPC, 2006). Rivers state is bounded on the south by the Atlantic Ocean, to the North by the Anambra, Imo and Abia State, to the East by Akwa-Ibom State and to the West by the Bayelsa and Delta State. Rivers state is oil rich and blessed with agricultural, minerals and mangrove endowments among other resources. It lies in the south-south region of Nigeria, where both human and natural resources are bountiful. The paramount occupation of Rivers State inhabitants are farming, fishing, hunting, small business, etc. although the state is wealthy in natural, mineral and human resources. The vibrant youth make up the largest group of functional citizens of the state, however, majority of them has nothing doing to earn a living, take care of their families and contribute to socio-economic development. Extreme poverty and hunger invariably caused by unemployment and lack of skill development remains at a very high level despite all government efforts to handle the situation. To contribute in the efforts to remedy the situation, the researcher examined the perceived influence of post-programme engagement scheme, group-targeted skill acquisition, business seminar and workshop, entrepreneurial co-operative, digital business knowledge and skills on the socio-economic development of youth in the aforementioned state.

3.3 Population of the Study

Rivers State youth accounted for 61% out of the entire population (NPC, 2006). The state has twenty-three (23) local government areas. The population comprise of youth who benefited from five (5) entrepreneurship programmes which cut across eighteen (18) local government areas of the state. The population of the study is made up of 600 registered youth who benefited from Rivers State Youth Empowerment Scheme (RS-YES) 2019/2020 held in five local government areas of Port Harcourt, Ahoda East, Tai, Eleme and Oyibo, (780) beneficiaries of Rivers State Skill Acquisition Programme held in Bonny, Ahaoda West, Okirika, Andoni, Opobo/Nkoro local government areas, (360) beneficiaries of Youth Skill Acquisition and Empowerment Programme held in three L.G.A's of Akuku-Toru, Asari-Toru and Degema, (820) beneficiaries of Capacity Building and Youth Skill Acquisition Programme based at Etche, Omuma, Knana, Gokana local government areas and (40) beneficiaries of Youth Technical Capacity Development Prorgamme based in Obio/Akpor Local Government Area. Therefore, the total population of the study is 2, 600. Breakdown of the population is shown in the table

Table 3.1: Population distribution for the selected Entrepreneurship Education programmes for the study

S/N	Youth Entrepreneurship Education Programme	L.G.A	No. of benefactor
1	Rivers State youth empowerment scheme (RS-YES)	Port Harcourt, Tai, Ahoda East, Eleme, Oyibo	600 (Male 410 female 190)
2	Youth skill technical and empowerment prorgamme	Bonny, Ahoda-West, Okirika, Andoni, Opobo/Nkoro	780 (male 516 female 264)
3	Rivers State skill acquisition programme	Akuku-Toru, Asari-Toru, Degema	820 (male 437 female 383)
4	Capacity-building and youth skill acquisition prorgamme	Etche, Omuma, Knana, Gokana	400 (male 218 female 182)
5	Youth Technical capacity development programm	Obio-Akpor	40 (male 37, female 9)

Sources: Office of Director for empowerment prorgamme, Rivers State Ministry of Youth Development 2019/2020.

Office of the secretary to Deputy Governor of Rivers State.

Department of Human Resource Management at Accord for Development, Rivers State.

Office of the secretary-general of the Self Help and Rural Development Association, Rivers State chapter.

3.4 Sample and Sampling Technique

For objectivity, the (520) respondents used for the study were selected through the combination of cluster sampling and proportionate sampling techniques. The justification of using the cluster sampling method in selecting (18) local governments to ensure that all the senatorial zones of Rivers State were sampled and fairly represented in the study without bias, while proportionate sampling technique was used in selecting (20%) of the beneficiaries of each of the five (5) youth entrepreneurship prorgammes in the state to ensure that no bias was introduced in selecting the respondents. Using the above methods, 6 local governments

were selected from each senatorial zones of the state to ensure equal representation. Out of the 250 respondents, 316 are male while 204 are female.

3.5 Instrumentation

The instrument for data collection was a structured questionnaire tagged “Influence of Entrepreneurship Education Programmes on the Socio-Economic Development of Youth in Rivers State”. The Questionnaire contained relevant information about the respondent’s level of awareness on entrepreneurship education programmes in Rivers State. It also contained items structured on modified four-point Likert scale rated on Strongly Agree- SA(4), Agree A(3), Strongly Disagree-SD(2), and Disagree-(1). Very High Extent- VHE (4), High Extent- HE (3), Low Extent LE (2), Very Low Extent VLE (1).

3.6 Validity of Instrument

Validity of the instrument is the degree at which an instrument measures that which it is expected to measure in-line with the objectives of the study. The face and content of the instrument to be used for this study was validated by the researcher’s supervisor and two other experts from the field of Adult Education and Community Development in the Department of Adult Education and Community Studies to ensure the appropriateness of the structure, focus, coherence and clarity of the instrument before it was administered. The experts also examined the suitability of the language in relation to the level of the respondent’s knowledge (youth). Suggestions and modifications from the supervisor and other experts were incorporated in the production of the final version of the instrument to ensure its validity.

3.7 Reliability of the Instrument

The reliability of the instrument was established through the Cronbach Alfa method. Cronbach Alfa is a measure of internal consistency, that is, how closely related a set of variables or items are as a group. It was used because of the clustered questions in the questionnaire that form a scale and to determine if the scale is reliable. The researcher devised a twenty-item questionnaire to measure the perceived influence of entrepreneurship education programmes on the socio-economic development of youth in Rivers State. Each question was a 5-point likert item from “strongly disagree” to “strongly agree”. In order to understand whether the questions in the questionnaire all reliably measure the same latent variable, a Cronbach’s Alpha was run on a sample size of twenty youth beneficiaries of the programmes using SPSS statistics and it yielded a reliability index of 0.82. According to Nzeneri (2010), in a study of this nature, reliability index of 0.82 and above is high enough to ascertain the reliability of the instrument.

3.8 Administration of the Instrument

Questionnaire on Influence of entrepreneurship education programmes on the social-economic development of youth was administered to 520 youth who participated in 5 youth entrepreneurship programmes held in 18 local government areas in Rivers State. Using the secretaries and HRM officers as research assistants, the questionnaire was administered to the respondents in the various entrepreneurship programmes. The research assistants were also instructed on what the youth should do. The completed data was retrieved by the researcher after a week. The researcher ensured that those who are not literate enough to write down their responses were adequately assisted.

3.9 Method of Data Analysis

The researcher summarized the data in tables to reflect the view of the respondents. The Data Collected on the research questions were analyzed with mean(X) statistic and grand mean.

Since the items are rated on a modified four (4) point Likert Scale, the average mean score is 2.5. Therefore, any item whose mean (X) score is less than 2.5 are considered negative response, while those with mean (X) score of 2.5 and above are accepted as positive responses. The SPSS Version 22 Statistical Software was used as an aid to test the null hypotheses using z-test at 0.05 level of significance.

Research Question 1: To what extent has business seminar and workshop enhanced socio-economic development of youth in Rivers state? To answer Research Question 3, the Mean and Standard Deviation were calculated from the frequency distribution of the responses. The result of the computation is shown in Table 4.1.

Table 4.1: Mean Responses of male and female on the extent to which business seminar and workshop enhanced socio-economic development of youth in Rivers state

S/N	Item Statement	Male (n = 316)			Female (n = 204)		
		\bar{X}_1	SD ₁	RMK	\bar{X}_2	SD ₂	RMK
19	Business seminar and workshop help guide the youth into becoming better entrepreneurs.	2.72	1.13	HE	2.96	1.03	HE
20	It encourages cooperation, creativity and legal practice in business approach rather than competition.	2.63	1.15	HE	2.56	1.12	HE
21	Through business seminars, mentors can be available for consultation by the youth.	2.25	1.07	LE	2.89	0.89	LE
22	The youth acquired management and leadership skills through business seminar and workshop.	2.84	1.16	HE	2.69	1.17	HE
23	Business seminar enhances opportunities for start-ups loans and empowerments.	3.55	1.41	HE	3.38	1.43	HE
24	It breads business minded people aiming for success.	2.62	1.16	HE	2.88	1.06	HE
25	Business seminars and workshop help in disseminating relevant government empowerment information in various sectors.	2.77	1.14	HE	2.58	1.12	HE
26	Through business seminar, the youth acquire new knowledge in their various industries.	3.81	1.02	HE	3.6	0.8	HE
Grand Mean/SD		2.90	1.16	HE	2.94	1.08	HE

Source: Researcher's Field Result, 2020

Table 4.1 shows mean responses of male and female on the extent business seminar and workshop enhanced socio-economic development of youth in Rivers state. The table above

shows that the grand means for both response from Male and Female youth in Rivers State is higher than the decision mean of 2.5 (that is 2.90, 2.94 > 2.50), an indication that both groups share the same opinion agree that to high extent business seminar and workshop enhanced socio-economic development of youth in Rivers state. This is further confirmed by the items by item analyses which mean ratings for both groups are higher than the bench mark of 2.5 with low standard deviations which describes the homogeneity of responses.

Research Question 4.2: To what extent has entrepreneurial co-operative improved socio-economic development of youth in Rivers State? To answer Research Question 4, the Mean and Standard Deviation were calculated from the frequency distribution of the responses. The result of the computation is shown in Table 4.4

Table 4.2: Mean Responses of male and female on the extent to which entrepreneurial co-operative had improved socio-economic development of youth in Rivers State

S/N	Item Statement	Male (n = 316)			Female (n = 204)		
		\bar{X}_1	SD ₁	RMK	\bar{X}_2	SD ₂	RMK
27	Entrepreneurial co-operatives can build the spirit of business cohesion among youth.	2.87	1.13	HE	3.19	0.96	HE
28	It improves work performances and cooperation instead of competition among productive youth.	2.83	1.14	HE	2.72	1.13	HE
29	It enhances business formation blocks and encourages healthy saving practices among youth.	2.19	1.08	LE	2	0.9	LE
30	It gives room for group idea sharing initiative within a cooperative.	3.41	1.12	HE	2.96	1.12	HE
31	It breeds sectionalism in business which does not allow for general circulation of ideas, innovation and information.	2.75	1.39	HE	2.7	1.42	HE
32	It helps the entrepreneurial co-operative youth indulge in funding measures for their individual business by saving collectively.	2.77	1.17	HE	3.12	1.01	HE
33	It enhances unity of purpose and foster organizational spirit among co-operative youth.	2.95	1.11	HE	2.86	1.1	HE
34	It fosters productive and collective business action among the youth	3.79	1.03	HE	3.57	0.8182	HE
Grand Mean/SD		2.95	1.15	HE	2.89	1.06	HE

Source: *Researcher's Field Result, 2020*

Table 4.2 shows mean responses of male and female on the extent entrepreneurial co-operative had improved socio-economic development of youth in Rivers State. The table above shows that the grand means for both response from Male and Female youth in Rivers State is higher than the decision mean of 2.5 (that is 2.95, 2.89 > 2.50), an indication that both groups share the same opinion agree that to high extent entrepreneurial co-operative had improved socio-economic development of youth in Rivers State. This is further confirmed by the item by item analyses which mean ratings for both groups are higher than the bench mark of 2.5 with low standard deviations which describes the homogeneity of responses.

Research Question 3: To what extent has digital business knowledge and skill enhanced socio-economic development of youth in Rivers State? To answer Research Question 5, the Mean and Standard Deviation were calculated from the frequency distribution of the responses. The result of the computation is shown in Table 4.5

Table 4.3: Mean Responses of male and female on the extent digital business knowledge and skills enhanced socio-economic development of youth in Rivers State

S/N	Item Statement	Male (n = 316)			Female (n = 204)		
		\bar{X}_1	SD ₁	RMK	\bar{X}_2	SD ₂	RMK
35	It encourages basic technological know-how	3.03	1.06	HE	3.03	1.06	HE
36	It encourages the use of gadgets, smart phones and internet in business promotions	2.56	1.19	HE	2.56	1.19	HE
37	It inculcates efficient record keeping skills into the youth	2.52	1.13	HE	2.52	1.13	LE
38	It promotes the use of applications and effective social media skills for business development	3.88	1.26	HE	2.88	1.26	HE
38	It encourages vast reach of business clientele and better communication	3.55	1.34	HE	2.55	1.34	HE
40	It enhances research in business development.	3.08	1.06	HE	3.08	1.06	HE
41	It helps to minimize the rigorous process of business growth.	3.43	1.21	HE	2.43	1.21	HE
	Grand Mean/SD	3.15	1.18	HE	2.72	1.18	HE

Source: *Researcher's Field Result, 2020*

Table 4.3 shows mean responses of male and female on the extent to which digital business knowledge and skill enhanced socio-economic development of youth in Rivers State. The table above shows that the grand means for both response from male and female youth in Rivers State is higher than the decision mean of 2.5 (that is 3.15, 2.72 > 2.50), an indication that both groups share the same opinion agree that to high extent that digital business knowledge and skills enhanced socio-economic development of youth in Rivers State. This is further confirmed by the items by item analyses which mean ratings for both groups are

higher than the bench mark of 2.5 with low standard deviations which describes the homogeneity of responses.

HO₃: There is no significant relationship in the responses of male and female youth on the extent to which business seminar and workshop enhanced socio-economic development of youth in Rivers state.

Table 4.4: z-test Analysis of relationship between the mean responses of male and female youth on the extent to which business seminar and workshop enhanced socio-economic development of youth in Rivers state

Variable	N	\bar{X}	SD	Z-cal	Z-crit	α	Remarks
Male	316	2.90	1.16				Accepted
				-0.40	1.96	0.05	H ₀
Female	204	2.94	1.08				

Source: *Researcher's Field Result, 2020*

The analysis shows a Z – calculated value of -0.40 which is less than the Z- critical value of 1.96 and since the computed value is less than the table value, it is insignificant which confirms the stated null hypothesis. Consequently, the null hypothesis which says there is no significant relationship in the responses of male and female youths on the extent to which business seminar and workshop enhanced socio-economic development of youth in Rivers state is accepted and the alternative hypothesis is rejected. However, any observed difference can be attributed to sampling error.

HO₄: There is no significant relationship in the responses of male and female youths on the extent to which entrepreneurial co-operative improved socio-economic development of youth in Rivers State.

Table 4:5 z-test Analyses of relationship between the mean responses of male and female youth on the extent to which entrepreneurial co-operative improved socio-economic development of youth in Rivers State

Variable	N	\bar{X}	SD	Z-cal	Z-crit	α	Remarks
Male	316	2.95	1.15				Accepted
				0.61	1.96	0.05	H ₀
Female	204	2.89	1.06				

Source: *Researcher's Field Result, 2020*

The analysis shows a Z – calculated value of 0.61 which is less than the Z- critical value of 1.96 and since the computed value is less than the table value, it is insignificant which confirms the stated null hypothesis. Consequently, the null hypothesis which says there is no significant relationship in the responses of male and female youth on the extent to which entrepreneurial co-operative improved socio-economic development of youth in Rivers State is accepted and the alternative hypothesis is rejected. However, any observed difference can be attributed to sampling error.

HO₆: There is no significant relationship in the responses of male and female youth on the extent to which digital business knowledge and skill enhanced socio-economic development of youth in Rivers State.

Table 4.6 z-test Analysis of relationship between the mean responses of male and female youths on the extent to which digital business knowledge and skill enhanced socio-economic development of youth in Rivers State.

Variable	N	\bar{X}	SD	Z-cal	Z-crit	α	Remarks
Male	316	3.15	1.18				Reject
				6.25	1.96	0.05	H ₀
Female	204	2.72	1.18				

Source: *Researcher's Field Result, 2020*

Table 4.6 contains z-test Analysis of relationship between the mean responses of male and female youths on the extent to which digital business knowledge and skill enhanced socio-economic development of youth in Rivers State. The analysis shows a Z – calculated value of -0.218 which is less than the Z- critical value of 1.96 and since the computed value is less than the table value, it is insignificant which confirms the stated null hypothesis. Consequently, the null hypothesis which says there is no significant difference in the responses of male and female youth on the extent to which digital business knowledge and skill enhanced socio-economic development of youth in Rivers State is rejected and the alternative hypothesis is accepted. This simply means that there is significant difference in the responses of male and female youth on the extent digital business knowledge and skills enhanced socio-economic development in Rivers State.

4.3 Discussion of Findings

The findings show that both groups share the same opinion that Business Seminar and workshop for enhanced the socio-economic development of youth in Rivers State. Findings of the study indicated that business seminar and workshop to a high extent, guide the youth into becoming a better entrepreneur, encourages co-operation and creativity rather than competition, creates opportunity for youth to consult available mentors, acquire management and leadership skills opportunity for start-up loans or empowerment, disseminate relevant business information and acquire new knowledge and skill in their various industries. The mean value and standard deviation as shown in table 4.3, items 19, 20, 22, 23, 24, 25 and 26 indicate that business seminar and workshop enhanced the socio-economic development of youth in Rivers State. This is confirmed in the result of hypothesis 3 that there is no significant relationship between male and female youth on the extent to which business seminar and workshop enhanced the socio-economic development of youth in Rivers State. This finding is related to the observation of Obi (2005), who maintains that if the youth of Rivers State are fully equipped to exploit their God-given personality traits then there will be assurance that they will be self employed after any programme completion. Business seminar and works provide the youth entrepreneur the opportunity of networking, expanding clientele reach and spontaneous mentorship consultation. Attendance to government or NGO's business seminars should be considered free for the youth entrepreneurs who seek knowledge and is resilient to succeed in his endeavors. Regarding the rationale and opportunities for developing youth entrepreneurship is important in addressing high unemployment. Young people are more likely to prefer self-employment than adults, but at the same time their rate of

self-employment is much less. This may be accounted for by barriers related to lack of awareness, orientation of education and training, lack of experience, fewer financial resources, limited networks, and market barriers. These barriers can be addressed through business seminars and workshops. It is important to learn lessons from existing entrepreneurship programmes. In developing training, coaching and mentoring for youth entrepreneurs, it is important to develop approaches against the current context of youth in the economy and society. In training programmes there should be a focus on developing entrepreneurial mind-sets, which means changing attitudes. The knowledge required to be an entrepreneur is not only related to professional practice in running a business, but also to skills and attitudes, and to reflect on self-knowledge. Entrepreneurial networks are important in supporting entrepreneurship as sources of motivation, ideas, advice, information, business partners, employees and customers.

Entrepreneurial Co-Operative Among Youth: Entrepreneurial co-operatives among youth for enhancing the socio-economic development of youth in Rivers State. The results in research question 4, from the analysis in table 4.5, shows a grand mean of 2.95 and 2.89, standard deviation of 1.15 and 1.06 this result proved that entrepreneurial cooperative among skilled youth can build the spirit of business cohesion, improves work performances and cooperation, enhance business formation blocks and encourage saving practices, give room for group idea sharing initiative, develop funding measures for their individual business by saving collectively, enhance unity of purpose and organizational spirit among youth in Rivers State. Furthermore, the result of hypothesis 4 as shown in table 4.9, with a z-calculated value of 0.61 against critical p-value (1.96) greater than 0.05 level of significance indicates that there is no significant relationship between male and female youth on the extent to which entrepreneurial co-operative promote the socio-economic development of youth in Rivers State. Co-operative entrepreneurship attempts to meld cooperative principles with capitalist opportunity. The cooperative alternative suggests that manifest pain and misery continue to accompany capitalist development as proof of the failure of capitalist markets, and those quite visible and hard-working cooperative hands must be substituted for the self-serving invisible hands of capitalists. There is a correspondence with the position of Mishra, et al, (2010) that entrepreneurial cooperation is also seen as the application of one's energy for initiating, and creating an enterprise entrepreneurship cooperative concept is used to describe self-motivated process of creating incremental wealth (Shailesh et al, 2013). This wealth is created by individuals that take calculated risks in terms of equity, time and career obligation of providing value to some agreed products and services. Entrepreneurship and co-operative enterprises have operated across the world. Based on their great influence and tolerability for job and wealth creation, both continue to grow in most sectors, including consumer, banking, agriculture and service provision, not to mention sport and culture. They remain an economic and social reality whenever they function as profit or non-profit organizations. Far from having passed their self-by period, cooperatives are responding to the needs and demands of the market. Furthermore, they are also meeting the new and unsatisfied requirements of the people (Skurnik, 2002). Rivers State economy faced with economic downturn and high unemployment, particularly among young people, it needs innovative strategies to generate growth. Co-operatives societies are organizations based on democracy, and party. This business framework has a worldwide record in assisting members become self-sufficient and achieving more equitable distribution of the gains from its business operations. One of the most pressing problems facing Rivers State economy is the inadequacy of opportunities for the teaming young population. The era of government paid job for life has long ended. Graduates are becoming aware that their future employment is significantly tied to their ability to create their jobs.

Specifically, digital business knowledge and skills enhanced socio-economic development of youth in Rivers State. Caro (2020), predicted that a lack of digital business knowledge will lead to 25% of companies losing their competitive ranking by 2023. It's also predicted that by 2022, existing businesses will have to introduce a digital workplace to keep up with the trends especially with the move to remote working, while all new companies will install digital concepts from the start. The growth of digital tools is changing the way businesses think about technology. In order to keep ahead in a competitive market, it's vital for youth entrepreneurs to recognize that digital business knowledge is no longer a supporting role, but rather a leading player's in market growth and revenue. Addressing a challenge such as youth unemployment requires general action. While it is generally agreed that going people are natives of the digital realm, relatively few possess the skills and knowledge needed in the digital economy and employers are struggling to find skilled professional equipped with technical and soft skills they desire. In light of the youth employment crisis and the job opportunities available for people equipped with digital skills, the question of skill training therefore, becomes central, governments, the private sector, civic organizations and academia, each have a responsibility in equipping young people and youth entrepreneurs with the digital skills necessary to be active members of the digital economy.

5.1 Summary

This study is on the influence of entrepreneurship education programmes on the socio-economic development of youth in Rivers State. The study contains three variables and they include; , business seminar and workshops and how it enhanced socio-economic development of youth in Rivers State, entrepreneurial co-operative society and how it improved the saving potential of youth in Rivers State, and digital business knowledge and skills and how it enhanced socio-economic development of youth in Rivers State. These form the bases of the five objectives, research questions and hypotheses that guided the study. Also, the hypotheses postulated in the study were tested at 0.05 level of significance. The study adopted descriptive research design. The target population for the study consists of 2,600 Youth in Rivers State. The sample for the study was 520 youths comprising of 316 male and 204 female youth from Rivers State. A proportionate sampling technique was used in the selection of male and female youth in Rivers State. The questionnaire was adopted as the instrument for the study with a reliability coefficient of 0.82, using the test-retest method. The research questions were analyzed using mean (\bar{x}) and standard deviation statistic while the hypotheses were tested with Z-test statistic at 0.05 level of significance. All the research questions tested were agreed to a high extent while all the hypotheses were accepted. Based on the data gathered and analyzed, the following findings emerge;

1. The study established that to a high extent post-programme engagement scheme enhanced socio-economic development of youth in Rivers state
2. The study further established to a high extent that group-targeted skill acquisition/empowerment programme helped in the socio-economic development of youth in Rivers State.
3. The study established to a high extent that business seminar and workshop enhanced socio-economic development of youth in Rivers state
4. The study provided evidence to a high extent that entrepreneurial co-operative improved socio-economic development of youth in Rivers State
5. The study established that to high extent that digital business knowledge and skills enhanced socio-economic development of youth in Rivers State.

5.2 Conclusions

Based on the findings, it was deduced that entrepreneurship education programmes has significant influence on youth socio-economic development in Rivers State.

Based on the findings, the study therefore concludes that entrepreneurship education programmes such as; post-programme engagement scheme, group-targeted skill acquisition/empowerment, business seminars and workshops, entrepreneurial co-operative society, digital knowledge and skills have a significant influence on youth socio-economic development in Rivers State.

5.3 Recommendations

Based on the findings and conclusion above, the researcher therefore recommends that:

1. The government, NGOs and other corporate organizations should embark on more business seminar and workshops which promote mentorship consultation to enhance socio-economic development of youth in Rivers State, Nigeria
2. The youth in business should imbibe the spirit of co-operative to improve their saving potential in Rivers State, Nigeria
3. The government, NGOs and other corporate organizations should embark on digital business training to enhance the socio-economic development of youth in Rivers State, Nigeria.

REFERENCES

- Adebayo, A. (1999). Youth Unemployment and National Directorate of Employment Programmes. *Nigeria Journal of Economics and Social Studies* 41(1), 81-102.
- Adedeji, S.O. & Osuagwu, J.N. (2001). Relative Labor Market performance of graduates from Nigeria Polytechnics and Universities during the NYSC programme in Oyo state, Nigeria. *Ibadan Journal of Educational Studies*. 1, No. 137-46.
- Ademiluyi, L.F (2007) Business Competencies need for effective Entrepreneurship as perceived by fresh graduates. *Business Education Journal*, 6(1), 18-10.
- Adofu, I. & Ocheja, A. (2013). Alleviating poverty through the use of Entrepreneurship skill acquisition in Kogi State, Nigeria *International Journal of Independent/research and studies*. 1:97-105.
- Afolabi, F.O & Omoluwa, O & Oyetayo, M.O (2011) Entrepreneurship Education for self-Reliance in Nigerian society: prospects and problems. *Nigerian Journal of Sociology of Education*, volume V October, 2001, pp 192-204.
- Agumuo, P.U. (2001). Nigeria Women in politics: Traditional and Religious constraints. Women Development and the Nigerian environments. Ibadan: Vintage Publishers.
- Akanbi, N.N. (2010), Vocational Education and Entrepreneurship. A Complementary relationship, 31st convocation lecture of Adeyemi Collage of Education, Ondo.
- Akinpelu, J.A (2008) Comments on literacy, poverty and democracy: education for millennium development, 1316-32.
- Amaewhule, W. (2000) Introduction to vocational education and administration. Owerri: Civirics Publishers.
- Amaewhule, W. (2014) A guide to entrepreneurship development through reflections on the world of work. Odesaq educational books; Owerri: Odessy Educational Books.
- Amini, C.M & Iheigbulem, O.T (eds) Basic Research Methods in Education. Owerri: Cape Publishers.
- Anne, C. & Dan, M. (2015). New and innovative forms of youth participation in decision making process. Council of Europe; 2015.
- Anyaele, J.U. (2003), Comprehensive Economics for Senior Secondary Schools, BureBet for WASSCE, NECO, GCE and JAMB (SS1, 2,3).

- Arogundade, B.B. (2011) Entrepreneurship Education. An Imperative for Sustainable Development in Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 2:1, 26.
- Awogbenle, A. C & Iwuamadi, K. C. (2010). Youth unemployment: Entrepreneurship development programme as an intervention mechanism. *African Journal of Business management*, 4(6), 831-835.
- Azih, N. (2011) Developing qualitative time entrepreneurship curriculum in tertiary institutions; An imperative for poverty reduction in Nigeria. A paper presented at the 24th Annual Conference of Curriculum Organization of Nigeria. 14th-17th September, 2011.
- Baidown, S. (2003). An Empirical study of critical success factors of TQM in Palestinian Organizations, *Logistics information management*, 16(2), 156-171.
- Baron, R.A & Ensley, M. (2006). Opportunity recognition as the detection of meaningful pattern: Evidence from comparison of novice and experienced entrepreneur. *Management Science*. 52, 1331-1344. Doi:10.1287/mnsc.106.0538
- Baron, R.A & Ensley, M. (2006). Opportunity recognition as the detection of meaningful pattern: Evidence from comparison of novice and experienced entrepreneur. *Management Science*. 52, 1331-1344. Doi:10.1287/mnsc.106.0538
- Boelhouwer, J. (2010) Well-being in the Netherlands. The SCP life situation index since 1974. The Hague: The Netherlands institute for social research.
- Blanchard, K.H (2003) Empowerment takes more than a minute, San Francisco: Berrett-Koehler.
- Caliendo, M., Fossen, F. & Kritikos, A. (2011) Personality characteristics and the Decision to become and stay self-employed. SOEP paper, (March).
- Casson, M. (2003). *The Entrepreneur: An Economic Theory* (2nd Ed), (pp.59) Cheltenham: Edward Elgar Publishing.
- Carol, M (2020). How to use a Digital Workplace to Boost Your Business.
- Chen, C., Greene, P., & Crick, A. (1998). Does entrepreneurial self-efficacy distinguish entrepreneurs from managers? *J. Business Venturing*. 13, 295-316.
- Chigunta, F. (2002). Youth Entrepreneurship. Meeting the key policy challenges: Wolfson College, Oxford University, England.
- Collings, Onis F. et al (1971). In Nwachukwu, C.C (2009) Understanding the philosophy of education, Ibadan: Bounty press Ltd.
- Cooke-Davies, T. (2002). The real success factors on projects, *International Journal of Project Management*, 20, 185-190.
- Cope, J. (2005). Toward a dynamic learning perspective of entrepreneurship. *Entrepreneurship theory and practical*. 29, 373-397. Doi: 10.1111/j.1540-6520.2005.00090.
- Culkin, N. & Smith, D. (2000). An Emotional Business: a guide to understanding the motivations of small business decision takers. *Qualitative Market Research; International Journal*, 3(3), 145-157.
- Davidsson, P. (2006). Nascent Entrepreneurship: Empirical Studies and Developments. *Journal of Foundation and Trends in Entrepreneurship*. 2(1): 1-76.
- Deakings, D. & Whiltan, G. (2000). Business start-up: theory, practice and policy. In carter S, Jones Evans D (eds) *Enterprise and small business: Principles, practice and policy*. Prentic-Hall, Englewood Cliffs, pp 115-131.
- Deebom, M.T & Okwell, P.C. (2016) Empowering Rural Youth for maximal societal impact through skill acquisition programme in Ogoni Area, River State. *African Journal of Historical Science in Education*. 12(1), 232-250.

- Dejardin, M. (2000). *Entrepreneurship and Economic Growth: an obvious conjunction? An introductory survey to specific topic* (Belgium, Crew, Faculty of Economic and Social Science, University of Namur. 103pp.
- DeTienne, D.R. (2010), Entrepreneurial exit as a critical component of the entrepreneurial process: theoretical development. *J. Bus Venturing* 25(2): 203-215.
- Dulta, A. Gerve, R., Chan F. Chou, C. & Ditchman, N. (2008). Vocational rehabilitation services and employment outcomes for people with disabilities: A United States study. *Journal of Occupational Rehabilitation*, 2008; 3(6): 67-75.
- Ebirim, U. (2011). Entrepreneurship Education for out-of- school Youths in Nsuka and IGBO-EZE SOUTH Local Government Areas of Enugu state. *Article in Journal of Adult Education and Development* Vol.5 No1, pp 65-77.
- Egai, N.A (2008) Entrepreneurial Development for Increased Competitiveness and Business Growth. Institute of Chartered Economists of Nigeria's Seminar Abuja; National Centre for Women Development, 6th June, 2008.
- Ejiogu-Okereke, N. E. Chikaire, J. Ogueri, E. I. and Chikezie, N. P ((2016). Roles of Information and Communications Technologies in Improving Fish Farming and Production in Rivers State, Nigeria. *Spring* 7-27.
- Ekwurife, A.N. (2000). *Cultism and the Youth*: Nsukka: Afro Orbis Publishing Company.
- Enyekit, E.O & Obara, J.K (2009) Entrepreneurial Skills Requirements as perceived by sole administrators for managing of Entrepreneurship education at secondary school level. *African Journal of Educational Research and Development*. 3(2), 335-343.
- European Commission (2003) *Entrepreneurship in Europe*, Green paper, Brussels: Commission of the European Communities.
- European Commission (2007). *Beyond GDP*.
- Ezimah, M.O.A (2004). *Knowing Adult Education: Its Nature, Scope and Process*. Owerri: Spring field publishers Ltd.
- Falusi, A.O. (2014): *Employment Generation for Poverty Reduction in Nigeria: Issues for consideration*. Paper Presented at the 21st Celebration of the Development Policy Centre in Memory of Professor Ojetunji Aboyade, 9th September.
- Fayolle, A. & Lyon, M.E. (2004). *Value Creation in Changing Student State of mind behavior: New Research Approaches to Measure the Effect of Entrepreneurship Education*. Retrieved on July, 03, 2019, from www.epi-entrepreneurship.com.
- Federal Republic of Nigeria (2004), *National Policy on Education*. Lagos: NERDC Press.
- Francis A. Agum & Awogbemi P. O (2018). *Impact of Government Support on Small and Medium Enterprises (SMEs) Development in Nasarawa State: Evidence from Keffi L.G.A.*
- Frank-Oputa, E.A (2015) *Entrepreneurship Education and the Prospects for employment generation in Niger Delta University Bayelsa State*. *Article Published in Journal of Technical and Science Education (JOTASE)*, Vol 18. Pp 191-199.
- Girigiri, B.K (2000). *Sociology of Rural Life in Africa*. Owerri, Springfield Publishers.
- Gray, J. & Rumpe, B. (2017) *Models for the digital transformation*. *Software and system modeling*. 16(2), 307-308.
- Green Leaf, W (2001). *Entrepreneur*, in M. Cummings (ad) *Encyclopedia Meucana* (vol.10.10, p.477) Danbury, Connidicut Grolialne.
- Grilo, I. & Thurik, A.R (2008). *Determinants of entrepreneurial engagement levels in Europe and the US*. *Ind Corp Change* 17(6): 1113-1145.
- Higher Education Academy (2004) *Circular 6: Graduate Enterprise*. Briefings for senior Mangers in Higher Education, York: Higher Education Academy. <http://www.heacademy.ac.UK/employability/Emp128D-Circularon> Graduate Enterprise)

- Hisrich, R.D & Peter, M.P (2002) *Entrepreneurship in Srigapore*: McGraw-Hill.
<http://www.beyondgdp.edu/indicatorlist.htmlindicator-weelbeing>
<http://www.beyondgdp.edu/indicatorlist.html> indicator-well-being.
https://www.insee.fr/fr/publications-et-services/dossiers_web/stiglitz/doc-commission/RAPORT_analysis.pdf.
- Idam, L. E. (2014). Entrepreneurship Development in Nigeria: A review. *IOSR Journal of Business and Management*, 16(1), 01-07.
- Ignatius, A and Cornelius. M. O(2014) The Role of Government in the Development of MSMEs in Nigeria between 1991 and 2012. *International Journal of Business and Social Research*.(4)1
- Ihonvbere, J. and Shaw, T.M (1998): *Towards a Political Economy of Nigeria*, Brookfield, Gower Pub. Company.
- Ikedinachi, K. O (2019) Millennial empowerment: youth entrepreneurship for sustainable development. *World Journal of Entrepreneurship, Management and Sustainable Development*.15(3), 267-278. DOI 10.1108/WJEMSD-05-2018-0048
- ILO, (2001) Youth Unemployment Policy: A global perspective. retrieved on 10th April, 2019. URL:http://www.toknowpress.net/ISBN/978-961-6914_13-0/papers/ML15-341.
- Isaac. N. (2011) Skill Acquisition: Tonic for Economic Empowerment. Leadership Newspaper, May. Retrieved from <http://leadership.ng/nga/articles/163/2011/05/22skills-acquisitin-tonic-economic-empowerment.html>. Accessed on 03-03-2021.
- Iwayemi, A. (2014); Youth unemployment in Nigeria-Challenges and way forward. Paper presented at the World Bank Regional workshop on youth. Abuja. July 23-24.
- Jacobs, F.S.U (2010) Chemists and Entrepreneurship. A paper presented at the 2nd Mandatory training workshop organized by ICCON at Emugu 24th and 25th August, 2010. Pp 1-15.
- Jaiyeoba, A.O & Atanda, A.I. (2008). Enabling education for poverty development in Nigeria. *Education for millennium development*. 1,519-537.
- Jarvis, P. (1995). *Adult and Continuing Education; Theory and Practice*. London: Routedge.
- Johnson, R. (2003) *Technical Education and Vocational Training Strategies in Asia*. India, Software Industry 46pp.
- Katz, J.A (2007). Education and Training in entrepreneurship, In the *Psychology of entrepreneurship*, eds J.R Baum, M.Frese, And R. Baron (Mahwah, N.J. Laurence Erlbaum Associates, Inc), 209-235.
- Kibiko, J. (2011), The Effect of Unemployment/<http://www.ehow.com/info>. Retrieved on 11 April 2019.
- Kirby, D. (2005). A case for Teaching Entrepreneurship in Higher Education <http://www.heacademy.ac.UK/employability/EMPO35-A> case for Teaching Entrepreneurship Ltf
- Koko, M.N & Ikpesu, O.C (2006). Entrepreneurship as the gateway for building women economic capacity in Nigeria: *An article in the African Journal of Education and Development Studies*. Vol. 3, NO1, pp112-119.
- Latham, D. (1999).*Entrepreneurship Action plan for wales-strategy Document: The sky is the limit*, Cardiff: National Assembly for Wales
- Lydia, Y & Olaleye (2012) Capacity-Building and its effects on reduction of youth unemployment in Nigeria. *African Journal of Historical Sciences in Education*. Vol 8. No 1,pp 16-13.

- Lynch, R.L (2000) High School Career and Technical Education for the First Decade of the 21st Century University Georgia. *Journal of Vocational Education Research*. 25(20), 98-105.
- Magro, C. et al., (2014) Digital culture and transforming organization, Barcelona: Rocasalvatella.
- Martin, B., Menally, J. & Kay, M. (2013). Examining the formation of human capital in entrepreneurship: a meta-analysis of entrepreneurship education outcomes. *J. Bus. Venturing* 28, 211-224. Doi.10. 1016/j.jbusveat. 2012.03.002.
- McGuik, P. M. & MacLain, A. (2001). Changing approaches to Urban Planning in an Entrepreneurial City: The case of Dublic European Planning Studies, 9(4):437-457.
- Mishra, R.C (2008). History of educational administration New Delhi: A.P.H Publishing Corporation.
- Mishra, A, EL-Osta, H. and Shaik, S. (2010) Succession Decision in U.S. family farm Agricultural and Resources Economics, Vol. 35, No. p. 133-152.
- Mohammad, A. (2018), The Impact of Entrepreneurship Initiatives in Enhancing Creativity and Innovation. *International Journal of Business and Management*. 13(7)
- Most Common Indicators of Development used in Geography <https://www.tutor2u.net>
- National Planning Commission, NPC (2013): Mid-Term Report of the Transformation Agenda, May 2011- May 2103; Taking stock, moving forward. Abuja.
- National Population Commission, NPOC (2013) Nigeria's Unemployment rate rises to 23.9%-NPC, Punch Newspaper, October 13, 2013.
- Nel, J.D & Badenhorst, W.J.A. (2003) Small Business Book and Entrepreneurship. Retrieved on June, 10, 2019, from <http://www.thinkinglike.com>.
- NISER, (2013) Analysis and Design of safety Nets and capacity Empowerment Programme for unemployed youth in Nigeria.
- Nwachukwu, C.C (2009). The Practice of Entrepreneurship in Nigeria. Port Harcourt: Davidstones Publishes Ltd.
- Nwachukwu, C.C. (2002). Human Resource Management, Enugu. Otunson Nigeria Limited.
- Nwafor, P.Z. (2007). Practical Approach to Entrepreneurship: Small and Medium Scale Enterprises (SME).
- Nwankwo, O.C (2010) A Practical Guide to Research writing. Port Harcourt: Golden Publishers Limited.
- Nwanna-Nzewunwa, O.P (2007); Issues in the problem of Youth Restiveness: The Niger-Delta Context: *Journal of social studies: foundations, method and Contemporary Social Problems*.
- Nwogu, M.M (2009). Vision 2020 and Nigeria's Economy and the way forward, (<http://www.gacbler.com/entrepreneur> - Characteristics, htm.uce. Retrieved on 10th August, 2019.
- Nwokoma, P. (2005). Women Entrepreneurship. A term Paper on women Entrepreneurship Education. Rivers State University, Port Harcourt.
- Nyerere, J.K. (1978). Development is for man, by man, and of man: The Declaration of Dar es Salaam, B.L. Hall and J.R. Kidd (Eds) Adult Learning: A Design for Action. Oxford: Pergamon Press Ltd.
- Nzeneri, I.S (2013). Adult Education and Socio-economic Development in developing countries. *Journal of Readings in Adult and Non-formal Education*. Pg 161-181.
- Nzeneri, I.S (2000). Community Development programmes/ projects in Nigeria; Role of Adult Education and Traditional Institutions. *Nigerian journal of professional research in pedagogy and psychotherapy*, No7 pgs 69-78.
- Nzeneri, I.S (2005) An introduction Research Methods and Statistics, Lagos: African Heritage Publishers.

- Obi, C.A (2005). *Methodology in Business Education*; Enugu: Oktex Publishing Nigeria Limited.
- Okebukola, P.A.O (2008) *Education Reform Imperatives For Achieving Vision 20-2020*. Paper Submitted to the National Education Summit Organized by the Senate Committee on Education. Abuja, December 10-11.
- Okebukola, P.A.O (2010) *The future of university education in Nigeria*. Lagos: Okebukola Science Foundation.
- Okoh. C.F (2007), *Social Studies: Foundations, Methods and Contemporary Social Problem*.
- Olatomide, W.O & Omowum, A.O. (2015) Factors affecting entrepreneurship development in agric-business enterprises in Lagos State, Nigeria, *Global Journal of Management and Business Research: B-Economics and Commerce*, 15(7):24-32.
- Omolayo, B (2006). *Entrepreneurship in Theory and Practice* in F. Omotosha, T.K.O Akuko, O.I Wale, Awe and G. Adaramola (eds) *Introduction to Entrepreneurship Development in Nigeria*. Ado-Ekiti, UNAD Press.
- Ossat, S.D (2012). The concept and policy of Entrepreneurship Education in Nigeria: A thematic approach (1962-2008). *Africa Journal of Historical Sciences in Education*. pp 54-64
- Osuala, E.C. (2009). *Business and Computer Education*; Enugu: Cheston Agency.
- Otth, L.O. (2000). *Entrepreneurship towards Preparedness*, Port Harcourt: Pearl Publishers.
- Parker, S.C (2004). *The economics of self-employment and entrepreneurship*. Cambridge University press
- Peterman, N., & Kennedy, J. (2003). Enterprise education: Influencing student's perceptions of entrepreneurship. *Entrepreneurship theory and practice*. 28, 129-144. Doi:10.1046/j.1540-6520.2003.00035.
- Resources of Entrepreneurs. (2010). Characteristics of successful entrepreneurs. (<http://www.gaebler.com/Entrepreneur-characteristics.Htm>)/Uee. Retrieved on 11th of August, 2019.
- Rivers State Sustainable Development Agency (2007). Who are we? Retrieved from [www.http://rssda.org](http://www.rssda.org) 13th March, 2021.
- Rivers State Sustainable Development Agency (2013) Annual Report Bulletin.
- Robert, D.H (1995). *Entrepreneurship: Starting, developing and managing a new enterprise*: Irwin. M.C Graw-Hill.
- Roojji, S. (2005). Institutional Capacity Building for Rural Women's Empowerment, EJPAU 8(3), [Http://www.ejpau.media.pl/volume_8/issues3/art-3Dh_TML](http://www.ejpau.media.pl/volume_8/issues3/art-3Dh_TML). Retrieved on September 24th 2019.
- Santarelli, E. & Vivarelli, M. (2007). Entrepreneurship and the process of firm entry, survival and growth. *Ind Corp Change* 16(3): 455-488.
- Schumpeter, J. (1975), *Theory of Economic Development* Cambridge: Howard University Press. UNIDO, 1990 Report [ww.unido.org](http://www.unido.org).
- Sekaran, U. (2011) *Research Methods for business: A skills building approach* (2nded) New York: John Wiley and Song, Inc.
- Seya, P.T. (2005) *Adult Education and African Development in the Context of Globalization: Adult Education and Development Journal, DVV*. Vol. 65,pp 95-118.
- Shane, S. (2003). *A General Theory of Entrepreneurship: The Individual – Opportunity Nexus*-Edward Elgar.
- Shapiro, I. (2005). *Theories of Change*, File: [//www.undp.org/popin](http://www.undp.org/popin). Retrieved on 14th August 2019.
- Shailesh, K, Gyanendra, S. & Yadav, V.K. (2013). Factors influencing Entrepreneurial Behavior of vegetable growers, *Indian Res. J. Ext. Edu.* 13(1).

- Skurnik, S. (2002). The role of cooperative Entrepreneurship and firms in organizing future. LTA, Issue 1, 103-124. Studies, Vol. 13, N.4.
- SPDC (1995) Nigeria Brief: The Environment, Lagos.
- Stiglitz, J.E, Sen, A & Fitoussi, J.P (2009) Report by the Commission on the measurement of economic performance and social progress. Accessed November-2019.
- Tande, S.B.A. (2014). Government initiatives towards entrepreneurship development in Nigeria. *Global Journal of business Research*. 8(1), 109-120.
- Tang, J., Kacmar, K., & Busenitz, L. (2012). Entrepreneurial alertness in the pursuit of new opportunities. *J. Bus. Venturing* 27, 77-94. Doi:10. 1016/j. busevent. 2010.07.001.
- Thomas, N.G & Barra. O.C (1994). Entrepreneurship Education And Training Programme: A review of Evaluation. Part 1. *Journal of European Industrial Training*. Vol. 18, No.8. University Press Ltd.
- Tirusew, T. & Alemayehu, T. (2008). Including the Excluded: Integrating disability into EFA fast track initiative processes and National Education plans in Ethiopia. London: world vision 2008.
- Tobor, J.O & Odubo, F. (2017). Amnesty Programme as a Peace Building Initiative in Niger-Delta, Nigeria. *Arts and Social Science Journal*, 8:272. Doi:10.4172/2151-6200.10000272.
- Uche, C.M, Nwabueze, C.I, & Ememe, O.N (20 09) Developing Entrepreneurship Skills among University Students; A Tool for Achieving Millennium Development Goals in South-South state of Nigeria. *African Journal of Educational Research and Development*. 3(2), 54-64.
- UNECA, (2011). Promoting high-level sustainable growth to reduce unemployment in Africa. Retrieved from
- UNECE, OECD, Eurostat (2014), Conferences of European Statisticians Recommendations on Measuring Sustainable Development. New York/Genève: United Nations. Accessed December: 2019,
- Uy, M.A., Chan, K., Sam, Y., & Chernyshenko, O. (2005). Proactively, adaptability and boundryless career attitude: The mediating role of entrepreneurial alertness *J. Vocations Behaviour*. 86, 115-123. DOI:10. 1016/J.JVB. 2014.11.005.
- Wikipedia (2010) Nigeria Vision 2020. en.wikipedia.org/wiki/Nigeria- vision. Retrieved September, 5, 2019.
- Wong, P., Ho, Y., & Autio, E. (2005). Entrepreneurship, innovation and economic growth: Evidence from GEM data. *Small Business Economics*. 24, 335-350. Doi.10.1007/511187-005-200-1
- www.uneca.org/policybriefs. www.youthfunds.go.ke/48-fund-status-report.
- [www.youthforum.org/about/member organization](http://www.youthforum.org/about/member-organization)
- Yaboah, A.K., Owens, J.P. & Bynum, J.S (2011) Factors influencing Successful Small Farm Operations in North Carolina. Corpus Christi. Texas: Corpus Christi.
- Yaduma, P.S. & Hammad, D.B. (2013) Determinant of Entrepreneurial Potentials among Vocational Technical Teacher Education Students in North Eastern States, Nigeria. *Journal of Academic Research International*, vol 4, pp 445-452.
- Zeuli, K. & Cropp, R. (2004). Co-operatives: Principles and practices in the 21st century, Wisconsin Center for Co-operatives.