

Perceived Influence of Entrepreneurship Education Programmes on the Socio-Economic Development of Youth in Rivers State

Ihejirika, David Chijioke & Ihejirika. J. C.,
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. Two research objectives were raised; two 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

Nigeria has obviously become a smooth playground for crisis. According to Girigiri,(2000),the socio-economic crisis which began in the 1970's had been persistent and indeed aggravated throughout the 1980's and 1990's. It is on the increase currently especially in this administration. Side-by-side with this ugly economic trend has been rising unemployment rates, rising crime rates, decaying educational standard, rising incidents of fraud, deplorable state of health care delivery system, malnutrition, crisis in housing and rising death rates among various categories

of the population (Girigiri, 2000). The political thoughts to drive development is lacking among the holders of leadership positions. Besides, communal/ political clashes and religious crisis have fast become trademarks of the country. Added to these is the ever persisting phenomenon of youth unemployment which this work addresses and how entrepreneurship education programmes can drive youth socio-economic development in Rivers State.

Rivers State today is passing through a period of socio-economic and political vicissitudes. Many economic and social problems prevalent in Rivers State are being reported daily in some national and international newspapers and magazines including online platforms. The innumerable challenges facing the state have now become regular features of national and international broadcasting corporations and some of the reported menaces include: land disputes, resources mismanagement, armed robbery, vandalization of pipeline and public amenities, theft and assassination, political thugery, feud over chieftaincy affairs, inter-religious crisis, kidnapping, bunkering, cultism in educational institutions, strike by workers over poor service conditions, bribery and corruption (Afolabi, Omoluwa and Oyetayo, 2011). According to Okoh (2007), the phenomenon has assumed multifarious manifestations which include: secret cult clashes on campuses, religious riots, hostage taking of perceived rich persons and intra/inter-ethnic clashes.

It has become a problem that cannot be ignored and therefore, deserves urgent attention. Analysis of the prevailing socio-economic sad reality of unemployment and lack of skill development in Rivers State locates its axiology within the context of the socio-economic/political contradictions that have bedeviled the state. In this work, a firm grip of the phenomenon can be best achieved from the standpoint of the state's socio-economic/political economy. These socio-economic challenges are critical, persistent and agonizing as they relate seemingly to poverty and high rate of unemployment among youths. Every year, thousands of youth are turned-out of school for whom there are no jobs, streets are littered with youth hawkers who ordinarily would have found gainful employment in some enterprises or would have demonstrated their skills and resourcefulness if there was enabling environment to do so.

However, the socio-economic consequences of youth unemployment are dire; hence entrepreneurship education programmes were called to duty by this work. Unemployment affects not only those out of work but their families as well. The impact is felt at the person's community and even at the State level, with individuals and families, suffering the brunt of emotional, psychological, spiritual and physical effects (Kibiko, 2011). There are more than one million young people between the ages of 16 and 24, and 85 percent of them live in developing countries (Ilo, 2001).

Youth socio-economic underdevelopment has also been aggravated by flawed and inconsistent public policies on employment, empowerment and engagement. Another reason might be that policy makers have had to confront inadequate information and data that can form the basis of effective planning for the youth. As reported by Iwayemi (2014), employment data are very hard to obtain even from statutory institutions established for gathering socio-economic data. This lack of adequate and reliable data makes it very difficult for policymakers to understand the nature of socio-economic challenges and make informed decisions on how to support young people in the labour market.

Among various factors discussed above, there are other explanations for youth socio-economic underdevelopment. One explanation views the phenomenon as a concomitant of the emergence of modern industrial society. It contends that the industrial society is prone to youth unemployment because traditional entrepreneurial norms have broken down under the weight of certain factors peculiar to the industrial society. In this study, explanation of youth

unemployment in Rivers State situates it within the context of certain socio-economic/political factors which characterize the phenomenon. First it should be understood that the youths of Rivers State are part and parcel of the disadvantaged minority indigenous population living in the area. The later have been in conflict with the Nigerian State and the Multinational Oil Companies doing business in the region.

The youth have clamored against what they see as exploitation, deprivation, marginalization, environmental problems and other forms of injustices. The youth hold the Nigerian state and oil multinationals responsible for these deeds because of the way the Nigerian economy is operated and the manner crude oil is exploited in the state. In this light, it is plausible to state that the socio-economic underdevelopment of youth is engendered by the adverse but avoidable conditions to which the youth of Rivers State have been subjected and the centrality of oil in the Nigerian polity and economy. It was observed by Deebom and Okwelle (2016) that poverty and its symptoms are dominant features in Rivers State since the vast majority of the inhabitants, especially the youths are considered to be perpetually poor, unemployed and lacked marketable skills. However, the Y-STEP programme was brought on board to salvage the situation. The Y-STEP implementation strategies include screening and selection of apprentice youth as beneficiaries, identification of vocational training centers, placement and monitoring, provision of basic start-up equipment. The following skills are acquired by the youth participants; Welding and Fabrication, ICT, Fashion Designing, Catering, Carpentry, interlocking etc. Rivers State Youth Empowerment Scheme (RS-YES) was established by the State Government to enable youths acquire useful skills that would help them in life. Every year, youth are beckoned to apply and take advantage of the programme. Interested and willing youth apply in the following skill area; make-up art, ankara craft work, fashion design, catering, shoe making, cosmetology, bead/hat making, tile work, Cain making, cassava flour/plantain flour, hair dressing, video/photography, agro (fishery, feed processing, snail farming) etc. Rivers State government free skill acquisition training programme was established for all interested youth to apply and learn any of the skill available to better their lives and families and promote socio-economic development. It is against this background that this study investigates the perceived influence of entrepreneurship education programmes 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 investigate the influence of entrepreneurship education on the socio-economic development of youth in Rivers State. Specifically, the objectives of the study are to:

1. Ascertain the extent to which post-programme engagement scheme enhanced the socio-economic development of youth in Rivers State.
2. Find out the extent to which group-targeted skill acquisition and empowerment has helped in 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 post-programme engagement scheme enhanced the socio-economic development of youth in Rivers State?
2. To what extent has group-targeted skill acquisition and empowerment helped in 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 post programme engagement scheme enhanced 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 group-targeted skill acquisition and empowerment helped in 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 cover 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 makeup 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 Programme 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 programme | 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 programme | Etche, Omuma, Knana, Gokana | 400 (male 218 female 182) |
| 5 | Youth Technical capacity development programme | Obio-Akpor | 40 (male 37, female 9) |

Sources: Office of Director for empowerment programme, 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 programmes 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.

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Research Question 1: To what extent has post programme engagement scheme enhanced socio-economic development of youth in Rivers state? To answer Research Question 1, 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 which post programme engagement scheme enhance 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 |
| 1 | Through post programme engagement scheme, youth received empowerment packages and start up funds after programme completion. | 3.25 | 0.9 | HE | 3.22 | 0.91 | HE |
| 2 | On programme completion, youth are provided gadgets/ mini technologies such as laptops, tabs, smart phones, wi-fi, hard drive, computers etc. | 2.76 | 1.14 | HE | 2.71 | 1.153 | HE |
| 3 | Post programme engagement scheme helped to connect programme beneficiaries with a functional brand in relation to their specific skills acquired. | 3.99 | 0.89 | LE | 3.51 | 1 | LE |
| 4 | It encourages quarterly check-ups and evaluation of their business progress. | 2.98 | 1.13 | HE | 2.94 | 1.15 | HE |
| 5 | It promotes skill sustainability. | 2.74 | 1.41 | HE | 2.68 | 1.43 | HE |
| 6 | It promotes engagement opportunities after programme completion. | 3.18 | 0.95 | HE | 3.14 | 0.97 | HE |
| 7 | It encourages internship and services for moral development in business. | 2.89 | 1.1 | HE | 2.83 | 1.12 | HE |
| 8 | It provides direct job opportunities and further trainings | 3.53 | 0.76 | LE | 3.51 | 0.75 | LE |

| | | | | | | |
|----------------------|-------------|-------------|-----------|-------------|-------------|-----------|
| Grand Mean/SD | 3.17 | 1.04 | HE | 3.07 | 1.06 | HE |
|----------------------|-------------|-------------|-----------|-------------|-------------|-----------|

Source: *Researcher's Field Result, 2020*

Table 4.1 contains mean responses of male and female on the extent to which post programme engagement scheme enhanced socio-economic development of youth in Rivers state. The table above shows that the grand means for both responses from Male and Female youth in Rivers State is higher than the decision mean of 2.5 (that is 3.17, 3.07 > 2.50), an indication that both groups share the same opinion agree that post programme engagement scheme enhanced 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 2: To what extent has group-targeted skill acquisition/ empowerment programme helped in socio-economic development of youth in Rivers State? To answer Research Question 2, the Mean and Standard Deviation were calculated from the frequency distribution of the responses. The result of the computation is shown in Table 4.2

Table 4.2: Mean Responses of male and female on the extent group-targeted skill acquisition/ empowerment programme helped in the 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 |
| 9 | Target-group skill acquisition has helped programme initiators focus on specific objectives to meet the needs and aspirations of the group. | 3.63 | 0.58 | HE | 3.57 | 0.60 | HE |
| 10 | It helps programme curriculum designers plan specifically for a group of benefactors considering their learning needs. | 3.22 | 0.97 | HE | 3.12 | 1.00 | HE |
| 11 | It trained manpower resources for a particular type of employment in the world of work. | 1.75 | 0.86 | LE | 1.81 | 0.86 | LE |
| 12 | Target-group skill acquisition limits the availability of manpower resources in other areas of work. | 3.43 | 0.88 | HE | 3.34 | 0.92 | HE |
| 13 | Functional literacy components are easily inculcated in the skill acquisition programme since it is group oriented. | 3.25 | 1.22 | HE | 3.13 | 1.27 | HE |

| | | | | | | | |
|---------------|---|------|------|----|------|------|----|
| 14 | It focused on labor-demand skill acquisition/empowerment which positioned the youth for immediate employment. | 3.57 | 0.69 | HE | 3.50 | 0.72 | HE |
| 15 | It provides one-sided employment especially in the trained areas of the economy. | 3.35 | 0.86 | HE | 3.27 | 0.89 | HE |
| 16 | It deals with a small group at a time compared to the large number of unemployed youth in the state | 1.42 | 0.68 | LE | 1.43 | 0.66 | LE |
| 17 | It encourages high specialization in the world of work. | 3.79 | 0.46 | HE | 3.76 | 0.49 | HE |
| 18 | It retards knowledge growth in other areas of work, trade vocation or skills. | 3.47 | 0.82 | HE | 3.50 | 0.72 | HE |
| Grand Mean/SD | | 3.09 | 0.80 | HE | 3.04 | 0.81 | HE |

Source: *Researcher's Field Result, 2020*

Table 4.2 shows mean responses of male and female on the extent group-targeted skill acquisition/ empowerment programme helped in the 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 3.09, 3.04 > 2.50), an indication that both groups share the same opinion agreed that to a high extent group-targeted skill acquisition/ empowerment programme helped in the 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.

4.2 Test of Hypotheses

HO₁: There is no significant relationship between the responses of male and female youth on the extent to which post programme engagement scheme enhanced socio-economic development of youth in Rivers state.

Table 4.6: z-test Analysis of Differences between the mean responses of male and female youth on the extent to which post programme engagement scheme enhanced socio-economic development of youth in Rivers state

| Variable | N | \bar{X} | SD | Z-cal | Z-crit | α | Remarks |
|----------|-----|-----------|------|-------|--------|----------|----------|
| Male | 316 | 3.17 | 1.04 | 1.05 | 1.96 | 0.05 | Accepted |
| Female | 204 | 3.07 | 1.06 | | | | |

Source: *Researcher's Field Result, 2020*

Table 4.6 contains z-test Analysis of Differences between the mean responses of male and female youths on the extent to which post programme engagement scheme enhanced socio-economic development of youth in Rivers state. The analysis shows a Z – calculated value of 1.05 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 post programme engagement scheme 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.

HO₂ :There is no significant difference in the responses of male and female youth on the extent to which group-targeted skill acquisition/ empowerment programme helped in the socio-economic development of youth in Rivers State.

Table 4.7: z-test Analysis of relation between the mean responses of male and female youth on the extent to which group-targeted skill acquisition/ empowerment programme helped in the socio-economic development of youth in Rivers State

| Variable | N | \bar{X} | SD | Z-cal | Z-crit | α | Remarks |
|----------|-----|-----------|------|-------|--------|----------|----------------|
| Male | 316 | 3.09 | 0.80 | | | | Accepted |
| | | | | 0.69 | 1.96 | 0.05 | H ₀ |
| Female | 204 | 3.04 | 0.81 | | | | |

Source: *Researcher's Field Result, 2020*

The analysis shows a Z – calculated value of 0.69 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 group-targeted skill acquisition/ empowerment programme helped in the 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.

4.4 Discussion of Findings

The findings show that both groups share the same opinion that entrepreneurship education programmes enhanced socio-economic development of youth in Rivers State. This agrees with Akanbi (2010) , who noted that through entrepreneurship programmes, youth will be properly equipped with entrepreneurial skills that will enable them to be self reliant or employable in the public-private sector of the economy. It could be seen that entrepreneurship education involves the acquisition of skills, knowledge, values and competencies that make the recipient well grounded in the areas of business.

Post-Programme Engagement Scheme: Post-programme engagement scheme for promoting the socio-economic development of youth in Rivers State. The findings from the study in table 4.1, research question 1, reveled to a high extent that post-programme engagement scheme enhanced skill sustainability among youth in Rivers State, hence, youth received packages like start up funds after programme completion, provided gadgets, connect beneficiaries with a functional brand in relation to specific skill acquired, promotes quarterly check-up of business progress and

internship for moral development in business. Result of hypothesis 1 also shows that there is no significant relationship between male and female youth on the extent to which post-programme engagement scheme enhanced socio-economic development of youth in Rivers State. However, this finding is in agreement with the position of Jaiyoba and Alanda (2008), which reveal that there is need for post-programme engagement to enhance entrepreneurial skill among youth, deepen and expand their ability to be employable as way of ameliorating the problems facing the youth. Lynch, (2000) and Johnson, (2003) went further to explain that people acquire useful skills especially in the ability to take decision, make commitment, take risk, motivate, and solve financial problems, understand family situations, be self confident, radiate energy, drive and great vibe, generate task orientation, leadership and personal responsibilities that are very important in the life of a potential entrepreneur, there is need for them to be able to establish enterprises and manage themselves well.

Group-Targeted Skill Acquisition/ Empowerment Programme: Group-Targeted skill acquisition and empowerment programme for enhancing the socio-economic development of youth in Rivers State. The finding in research question 2 shows that group-targeted skill acquisition and empowerment programme to a high extent enhanced the socio-economic development of youth in Rivers State. The data analysis in table 4.2, shows that items 9,10, 12,13,14,15,17 and 18 were accepted by the majority of the respondents that target-group skill acquisition and empowerment programme help programme initiators focus on specific objectives to meet the needs and aspiration of the group, curriculum designers plan specifically for a group considering their learning needs, programme planners inculcate functional literacy components in skill training, labour-demand skill acquisition which positioned the youth for immediate employment and encourages high specialization. This finding was affirmed by the test of hypothesis 2, which shows that there is no significant relationship between male and female youth on the extent to which group-targeted skill acquisition and empowerment programme enhance employability of youth in Rivers State. This finding is in-line with the discovery of Yaduma and Hammad (2013), that group-targeted skill acquisition and empowerment programme helps the youth to focus on specific learning objectives to meet the needs and plan specifically for a group benefactors considering their learning needs, enhances manpower resources for a particular type of employment in the world of work, encourages high specialization in the world of work and help in locating labor-demand skill acquisition/empowerment which positioned the youth for immediate employment. One of the major sustainable development goals which the State is set to achieve in 2030 is the eradication of extreme poverty and hunger with the target of having the proportion of people who earn less than a dollar a day through target-skill acquisition. Skills acquisition has been described by many as the recipe for job and wealth creation while instilling self-sufficiency and reliance (Isaac, 2011). Target-group skill acquisition is the key in the fight for the elimination of hunger and poverty reduction or elimination of joblessness in Rivers State and reduction of crime through effective engagement. This agrees with Blanchard (2003), when he postulated that it encourages the youth to gain skills and knowledge that will allow them to overcome obstacle in life or work environment and ultimately help them develop within themselves and the society. Targeted skill acquisition/empowerment help individuals or group to fully access personal/collective power through knowledge, skills and motivation for proper functioning in the State and contribution to the economy.

5.1 Summary

The results of the analysis revealed that to a high extent post-programme engagement scheme and group-targeted skill acquisition/ empowerment programme enhanced socio-economic development of youth 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 should establish more entrepreneurship education programmes to enhance socio-economic development of youth in Rivers State, Nigeria.
2. The government, NGOs and other cooperate organizations embarking on entrepreneurship education programmes should ensure that there is need for post-programme engagement scheme to enhance skill sustainability among youth in Rivers state, Nigeria

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