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Impact of Entrepreneurship Education Programmes on Youths' Empowerment in Ogba/Egbema/Ndoni and Ahoada-East Local Government Areas of Rivers State

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ABSTRACT
The study examined Impact of Entrepreneurship Education Programmes on Youths Empowerment in Onelga and Ahoada East Local Government Areas of Rivers State. To achieve the purpose of the study, the researcher developed 3 objectives of the study, research questions and hypotheses that guided the study. The study was a descriptive survey design. The population of the study consists of 760 registered members of youths in community based organizations in Onelga and Ahoada East Local Government Areas of Rivers State. The sample size of the study was 760 youths and facilitators which the entire population. This is because of the manageability of population size. The study made use of a self-structured questionnaire for the instrument for data collection. The data gathered were analyzed using mean and standard deviation for the research questions while the null hypotheses were tested using z-test statistical tool at 0.05 level of significance. Based on data analysis, the findings of the study revealed that computer networking entrepreneurship programme, vocational entrepreneurship progrmame, micro business entrepreneurship programme and innovative entrepreneurship programme have positive impact on youths empowerment in Rivers State. However, the study recommends that government should create more computer networking entrepreneurship programme centres and non-governmental origination or multinational companies should train more youths on vocational entrepreneurship programme.
Keywords: Impact, Entrepreneurship, Education, Programmes, Youths' Empowerment, Computer Networking, Vocational, Micro business, Innovative.

INTRODUCTION

Entrepreneurship education is a process of training our students at the secondary, undergraduate and post-graduate levels to acquire resourceful skills to enhance productivity and self-reliance in Nigerian society. According to the Carpenter (2014), entrepreneurship education in Nigeria, among other things seeks to provide students in secondary schools and higher education with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. It applies to all levels of education and training and concerns all stages of life as well as the different forms of apprenticeship. Therefore, the move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in secondary schools across the country should be seen as a positive step in the right direction as it will serve as a panacea for cultism and youth unemployment. This

is to inculcate in the youths the spirit of self-reliance. This development will not only address the problem of unemployment, under employment and cultism but will also ensure an entrepreneurial human capacity for national development.

Carter (2012) also noted that entrepreneurship is the management of skills, or the personal initiative used to combine resources in productive ways. In fact, entrepreneurship involves taking risks. Growth in entrepreneurship education has accelerated dramatically over the past years in both developed and developing countries. Robinson and Carpenter (2014) confirmed that this is reflected in the inauguration of numerous international inter-collegiate business plans, competitions, new entrepreneurship curricula and programmes, and endowed professorships in entrepreneurship. Youth empowerment is one of the most cancerous problems inhibiting sustained economic growth and development in Nigeria. Youth unemployment has led to a lot of the social vices. Prominent among them include internet and other frauds, kidnapping, armed robbery, destitution, prostitution, terrorism, political thuggery, among others (Okoye et al., 2014).

According to Cartar (2012), the basic entrepreneurship training that empower the youths are computer training or networking, vocational training, micro business entrepreneurship and innovation entrepreneurship programme. The basic objective of computer training is to achieve computer literacy in an inclusive manner. The basic computer course is to impact basis level computer appreciation programme with more emphasis on hands on training and empowering the youths. Vocation training refers to instructional programmes or courses that focus on the skills required for a particular job function or trade and empowering of the youths. Vocational education or vocational education training (VET), also called career and technical education (CTE), prepares learners for jobs that are based in manual or practical activities, that empower the youths. Micro business is a business that operates on a very small scale. It is a subcategory of small business, with sales and assets valued at less than a million naira per year and less than five employees, including the owner. Its purpose is mainly to empower the people economically. Innovative entrepreneurship are people or youths who are constantly coming up with new ideas and inventions. They take these ideas and turn them into business ventures. They often aim to change the way people like for the better.

REVIEW OF RELATED LITERATURE

Concept of Entrepreneurship

The concept of entrepreneurship is a contemporary issue in Nigeria. A dictionary of economics in Osaat (2012) defines entrepreneur as "owner manager" of a firm. Entrepreneurship, therefore, becomes the process of enterprising – bold or forward to undertake new projects, resolute, active, or prompt to attempt great or untried schemes. Webster Dictionary (1979) informs that entrepreneurship is a process of carrying out final initiation for the purpose of making profit.

In a quest to stem the staggering unemployment rate in the country, the Federal Government in 1987 set up the National Directorate of Employment (NDE) which was saddled with the following responsibilities:

1. To reduce unemployment among youths and university graduates in the country by creating employment opportunities.
2. To provide enabling atmosphere for self-reliance.
3. To foster entrepreneurship.
4. To encourage the culture of maintenance and repair

Since then, NDE has been making frantic efforts to discharge these responsibilities by providing the youths and young graduates the facilities to set up their own businesses. But unfortunately, youths do not possess basic and sound knowledge of entrepreneurial education. Nwangwu (2017) asserted that entrepreneurship transcends skill acquisition. It is the acquisition of skills creativity, confidence, drive, courage in order to create employment for self and others. It involves exploring, evaluating, exploiting business opportunities and pursuing such opportunities to a successful end in the form of business enterprise. It is a concept that is focused on learning for achievement and desire to build and surmount

obstacles in order to achieve success irrespective of seen and unforeseen difficulties. Oladejo (2012) posits that entrepreneurship is a process of change where innovation is the most vital function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy.

According to Osaat (2012) entrepreneurship education deals with the process of undertaking or business initiatives as the application of knowledge acquired competently for the purpose of self-reliance, self-sustenance and for the overall society's development. Williams (2016) views entrepreneurial education as acquisition of practical knowledge and skills which are imparted simultaneously for self-employment and self-reliance. Entrepreneurship education is a process of training secondary, undergraduate and postgraduate students to acquire resourceful skills to aid productivity and self-reliance in society.

In the same perspective, Ayeduse (2011) supports that entrepreneurship education will provide meaningful education for undergraduates which could make them to be self-reliant and provide them with creative and innovative skills necessary for identifying new business opportunities. Ivowi (2019) emphasized that educating an individual entrepreneurially makes him to be equipped with enabling skills to live peacefully and productively in a dynamic society. Entrepreneurship education as a programme of study has been proved to be a useful and practical system of education that provides immediate employment for young school leavers. It will therefore, prepare undergraduates adequately to be resourceful and to have full initiative for managerial competencies.

Roles of Entrepreneurship in Youth Employment Creation Empowerment

Entrepreneurship helps young people develop new skills and experiences that can be applied to solve many other challenges in life. It creates employment, both for the young person who owns the enterprise and those employed in the business. It alsoprovides valuable products and services for the community consumption, promotes innovation and development; it also encourages young people to find new solutions,ideas and ways of doing things.

Moreover, by engaging young women and men in productive economic activities, a new resource for innovation and change can be accessed. Furthermore, enterprise education provides valuable life skills; an entrepreneurial mind-set, promotes confidence, communication and decision making skills (Commonwealth Secretariat 2013). Thus, this study is intending to add new but employable skills to Makangarawe youth which they can apply in identifying opportunities within their surroundings and be able to utilize them for creating self-employment. In so doing they will solve other problems facing them such as income poverty.

Different Types of Entrepreneurship

Though entrepreneurship is the overall process of developing, launching and running a business, there are many different types of entrepreneurship. People have varying aspirations and visions for the kind of businesses they want to create. Everyone operates their business based on their own personality, skills and characteristics. Some people think that with hard work they can find success, while others may use capital to help them get there. For some entrepreneurs, profits are less important than providing a social good.

Though every type of entrepreneur experiences similar challenges, they may choose to address them differently. Each type of entrepreneur sees challenges in a unique way and has different resources to overcome them

Here are the different types of entrepreneurship:

1. Computer networking
2. Vocational Entrepreneurship Programme
3. Micro business entrepreneurship

Computer Networking – This is a system in which multiple computes are connected to each other to share information and resources. The hands on course that takes you through the basics of computer networking from the different types of networks to IP addressing and even a bit about network security. This course is targeted at students in secondary/high schools and introduces them to the concept of

networking. A major development in computer-assisted language learning has been the expanded use of the computer as a medium of communication. This, in turn, allows for computer learning networks of students within a class or across classrooms who share information and documents, hold electronic discussions, do collaborative writing and organize cross-cultural exchanges. Proponents of computer learning networks claim that they are an excellent tool for fostering new social relations in the classroom, resulting in greater student empowerment. This paper examines whether computer networks are indeed an effective tool for empowering second-language learners, focusing on three aspects: autonomy, equality and learning skills. It concludes that computer learning networks do have the potential to empower students when they are used appropriately, and provides some pedagogical suggestions for the effective use of computer networking in the second and foreign-language classroom. Copyright © 1996 Elsevier Science Ltd Collapse Computer networking refers to connected computing devices (such as laptops, desktops, servers, smartphones, and tablets) and an ever-expanding array of IoT devices (such as cameras, door locks, doorbells, refrigerators, audio/visual systems, thermostats, and various sensors) that communicate with one another. A computer network is a system in which multiple computers are connected to each other to share information and resources.

Vocational Entrepreneurship Programme

Vocational education has always been dedicated to preparing its graduates for employment in the workplace--typically in existing businesses. Students learn job-specific and employability skills and are given opportunities to use these skills through work experience programs that connect them with the business community. These experiences help students form a base of knowledge about the function and operation of a business and develop some level of familiarity and comfort with the business environment--two basic elements of entrepreneurship. Vocational educators have come to recognize that starting a business is a natural outgrowth of vocational skills training (Ashmore 2020). To be effective in preparing students for a changing society and workplace, vocational education must extend beyond the delivery of occupational knowledge, job skills, and work experience. It must offer students an incentive for thinking creatively about an industry and broaden their understanding of the career opportunities afforded in that industry.

Vocational skills typically refer to skills and occupations that you gain toward becoming knowledgeable in a specific trade or profession. Acquiring one or two vocational skills is a vital first step to entrepreneurship. Vocational skills are skills you gain toward becoming knowledgeable in a specific trade or profession. In this lesson, you will learn more about vocational skills.

Vocational Skills: Many have been laid off from her job as a bank clerk, and her counselor Jake has told her that one option she has is to gain vocational skills. Vocational skills, Jake explains, are practical or firsthand skills that help a person master a trade or a job. Often, vocational skills can be obtained through hands-on experience on the job. However, these skills may also be obtained at a vocational school. A vocational school, also called a trade school, provides technical education to prepare people for work in a trade, craft, or profession.

But what is the difference between a vocational school and a traditional college? Well, vocational schools are less expensive compared to traditional colleges, offer focused practical training in one specific area of interest, and offer shorter programs that usually culminate in diplomas or certificates. Keep in mind that even though vocational training is career-oriented, some jobs require a college degree or higher education. For example, you cannot be trained for a career as a doctor at a vocational school. Fortunately, Mary doesn't want to be a doctor, but she still wants to know more about vocational skills before making a career decision.

Micro Business Entrepreneurship Programme

This is a business that started or operates on a very small scale. A majority of business are small businesses. According to Carter (2012), people interested in small business entrepreneurship are most likely to make a profit that supports their family and a modest lifestyle. They are not seeking large scale profits or venture capital funding. Small business entrepreneurship is often when a person owns and runs their own business for economic empowerment. In this type of business, they typically hire local

employees and family members. Local grocery stores, hairdressers, small boutiques, consultants and plumbers are part of this category of entrepreneurship.

Youths' empowerment is a programme that helps young people to involve themselves in the things that are happening in the community. When young people are educated, most of them, what they want is to reduce poverty and gain self-empowerment by helping others and even to invest in the lives of other people. According to Ashmore (2020), the diverse area of the youth empowerment is what saves birth to types of youth empowerment. In this view, the basic type of youth empowerment includes skill, educational, business, moral, financial youth empowerment and others. Youth empowerment is also a process whereby young people gain the ability and authority to make informed decisions and implement change in their own lives and lives of other youths or people, helping the youth to develop confidence and self-identity or self-reliance. Youth empowerment can curb the rate of poverty to a large level. One of the keys to empowering the youth is with skill development. When a youth is equipped with essential skills, he or she can utilize them to feed, assist others and even invest for future use, adding the nation economically.

Statement of the Problem

Despite the energy, large population and huge proportion of youth in the labour force, yet these entrepreneurship education programmes are not fully utilized in economic production in Nigeria. Evidence shows that employment opportunities are scarce and especially youth are generally more likely to be unemployed than the older people. Compared to adults, the youth of today are almost three times unemployed, and globally one in five working youth continues to live in extreme poverty on 1USD per day. Many youth are therefore simply pushed into self-employment becoming "entrepreneurs by necessity" rather than "entrepreneurs by choice" (Commonwealth Secretariat Report 2013).

In Nigeria, various efforts have been made by the government and other stakeholders in alleviating youth un employment and entrepreneurship challenges. These include among others formulation of macro and micro policies, programmes and action plans. However, despite these efforts, yet the problem of youth unemployment persists. Only little research has been done specifically on youth entrepreneurship in relation to employment. In some cases, what were considered to be youth problems were not actually the key problems but rather the symptoms. Also, the challenges that youth are facing in the world is lack of self-employment which have not been fully addressed. It is in this background that the researcher in this study concurred with the Makangarawe community as recommended after the CNA that entrepreneurship skills training project could provide solution for the identified problem which was lack of entrepreneurship culture and skills among youth. It is hoped that the project will improve employability status of youth in Makangarawe and eventually employment creation can be realized.

Purpose of the study

The purpose of the study is to examine the impact of entrepreneurship education programmes on youths' empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State. Specific objectives of the study are to:

1. Examine the impact of computer networking entrepreneurship programme on youths' empowerment in ONELGA and Ahoada-East Local Government areas of Rives State.
2. Determine the impact of vocational entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State.
3. Examine the impact of microbusiness entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State.

Research Questions

The researcher developed the following research questions that will guide the conduct of the study:

1. What is the impact of computer networking entrepreneurship programme on youths' empowerment in ONELGA and Ahoada-East Local Government areas of Rives State?
2. What is the impact of vocational entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State?

3. What is the impact of microbusiness entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State?

Hypotheses

The researcher developed the following hypotheses that will guide the study.

1. There is no significant difference in the mean responses of the facilitators and youths on the impact of computer networking entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government areas of Rives State.
2. There is no significant difference in the mean responses of the facilitators and youths on the impact of vocational entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State.
3. There is no significant difference in the mean responses of the facilitators and youths on the impact of microbusiness entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State.

METHODOLOGY

The research design that was adopted in this study is descriptive survey. Descriptive survey design according to Nzeneri (2002) deals with what is happening at present and it handles situational problems as they are, without manipulation of variables. It also allows the researcher to make recommendations based on findings from the data collected. The population of this study consists of 760 registered members of youths' community based organizations in ONELGA and Ahoada-East Local Government Areas of Rivers State and facilitators who participated in Shell Petroleum Development Company's skill acquisition in the study area. The sampling technique used was a census method of sampling. According to Wimmer & Dominick (2011), a census method is that process of sampling or statistical list where all members of a population are analyzed or used. However, the entire population size 760 of facilitators, youths of Egi and Ekpeye were used for the sample size because of the manageability of the population size. A well-structured questionnaire was used as an instrument for data collection. The response to each of the items in the questionnaire was based on four (4) response options modified liker scale. The data collected were analysed using weighted mean and standard deviation to answer the research questions. The criterion decision rule is that any mean score that was from 2.50 and above was accepted, while the mean score that was less than 2.50 was rejected. The null hypotheses were tested using t-test statistical tool at a significance level of 0.05. The decision rule was used to accept the null hypotheses where z-calculated value is less than the z-critical value of 1.96 but reject the null hypotheses where z-calculated value is greater than z-critical value of 1.96.

RESULTS

Research Question 1: *What is the impact of computer networking entrepreneurship programme on youths' empowerment in ONELGA and Ahoada-East Local Government areas of Rives State?*

Table 1: Mean and standard deviation analysis on the impact of computer networking entrepreneurship programme on youths' empowerment in ONELGA and Ahoada-East Local Government areas of Rives State

S/ No	Questionnaire Items	Facilitators = 10			Youths = 750		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
1.	Youths having good knowledge of computer center that share resources from one computer to another enhance youth empowerment.		0.85	Agreed	2.95	0.86	Agreed
2.	Computer networking create files and stores them in one computer, access those files in another computer connected over the network thereby enhancing youths empowerment in the area.		0.83	Agreed	2.86	0.84	Agreed
3.	Training youths to have good knowledge and skill of network systems helps for empowerment youths.		0.83	Agreed	2.91	0.85	Agreed
4.	Internet based networking is one of the computer networking that enhances youths empowerment in the area.		0.84	Agreed	2.82	0.84	Agreed
5.	Enterprise network is an aspect of computer networking that promotes youth empowerment in the area.		0.84	Agreed	2.86	0.84	Agreed
	Grand Total	**2.84**	**0.84**		**2.88**	**0.85**	

Source: Field Survey, 2022

The analysis in Table 1 above revealed that the respondents agreed on the view that youths having good knowledge of computer center that share resources from one computer to another enhance youth empowerment. The analysis still indicated that the respondents accepted on the point that computer networking create files and stores them in one computer, access those files in another computer connected over the network thereby enhancing youths empowerment in the area. It was also observed in the table that the respondents accepted the fact that training the youths to have good knowledge and skill of network cables helps for empowerment youths. The table still showed that the respondents agreed on the view that internet based networking is one of the computer networking that enhances youths empowerment in the area. The analysis also revealed that the respondents agreed on the view that enterprise network is an aspect of computer networking that promotes youth empowerment in the area.

Research Question 2: *What is the impact of vocational entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State?*

Table 2: Mean and standard deviation analysis on the impact of vocational entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State.

S/ No	Questionnaire Items	Facilitators = 10			Youths = 750		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
6.	Preparing the youths to learn employability skills helps for youth empowerment in the society	2.86	0.84	Agreed	2.91	0.85	Agreed
7.	Giving the youths opportunities to use their acquired skills through work experience programme that connect them with the business community help for youth empowerment	2.83	0.84	Agreed	2.95	0.86	Agreed
8.	Vocational training offers youths an incentive for thinking creatively thereby leading to youths empowerment in the society.	2.97	0.86	Agreed	2.98	0.86	Agreed
9.	Vocational skill or training help youths to be industrious and broaden their understanding of the career opportunities afforded in the industry.	2.94	0.86	Agreed	2.99	0.86	Agreed
10.	Vocational training is the skills and occupations that youths gain towards becoming knowledgeable in a specific trade or profession thereby helping for youth's empowerment..	2.92	0.85	Agreed	3.00	0.87	Agreed
	Grand Total	**2.90**	**0.85**		**2.97**	**0.86**	

Source: Field Survey, 2022.

The data analysis in Table 2 above indicated that the respondents accepted the point that preparing the youths to learn job-specific and employability skills helps for youth empowerment in the society. The analysis also showed that the respondents agreed on the view that giving the youths opportunities to use their acquired skills through work experience programme that connect them with the business community help for youth empowerment. It was still noticed in the table that the respondents agreed on the fact that vocational training offers students an incentive for thinking creatively thereby leading to youths empowerment in the society. The analysis also revealed that the respondents accepted the view that vocational skill or training help youths to be industrious and broaden their understanding of the career opportunities afforded in the industry. The table indicated that the respondents agreed on the fact that vocational training is the skills and occupations that youths gain towards becoming knowledgeable in a specific trade or profession thereby helping for youth's empowerment.

Research Question 3: *What is the impact of micro business entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State?*

Table 3: Mean and standard deviation analysis on the impact of micro business entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State

S/ No	Questionnaire Items	Facilitators = 10			Youths = 750		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
11.	Establishing small business scale helps the youths to be self-reliant or self-independent thereby leading to youths' empowerment in the society.	2.83	0.84	Agreed	2.91	0.85	Agreed
12.	Youths make profits in micro business that supports their family and modest lifestyle thereby helping for youths empowerment.	2.72	0.82	Agreed	2.86	0.84	Agreed
13.	Micro business entrepreneurship programme helps for youths' economic empowerment hence making the youths to be self-made or independent of theirs.	2.75	0.83	Agreed	2.93	0.85	Agreed
14.	Youths or young people through micro business entrepreneurship reduce poverty and gain self-empowerment thereby helping others in the society.	2.69	0.82	Agreed	2.95	0.86	Agreed
15.	Micro business help youth to development confidence and self-identity or self-reliance thereby leading to youth empowerment in the society	2.67	0.82	Agreed	2.87	0.85	Agreed
	Grand Total	**2.73**	**0.83**		**2.90**	**0.85**	

Source: Field Survey, 2022.

The analysis in Table 3 above showed that the respondents accepted the point that establishing small business scale helps the youths to be self-reliant or self-independent thereby leading to youths' empowerment in the society. The table still revealed that the respondents agreed that youths make profits in micro business that supports their family and modest lifestyle thereby helping for youths empowerment. It was also observed from the analysis that the respondents accepted the point that micro business entrepreneurship programme helps for youths' economic empowerment hence making the youths to be self-made or independent of theirs. The analysis still indicated that the respondents agreed on the view that Youths or young people through micro business entrepreneurship reduce poverty and gain self-empowerment thereby helping others in the society. The table also showed that the respondents accepted the fact that Micro business help youth to development confidence and self-identity or self-reliance thereby leading to youth empowerment in the society.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of the facilitators and youth respondents of impact of computer networking entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government areas of Rives State.

Table 4: Z-test Analysis of no significant difference in the mean responses of the facilitators and youth respondents of impact of computer networking entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government areas of Rives State.

Status	N	Mean $\bar{X}$	Standard Deviation	df	z-cal	z-crit	Decision
Facilitator	10	2.84	0.84				
				758	1.29	1.96	Accepted
Youths	750	2.88	0.85				

The analysis on Table 4 revealed that the z-cal of 1.29 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is significant difference in the mean responses of the facilitators and youth respondents of impact of computer networking entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government areas of Rives State.

Hypothesis 2: There is no significant difference in the mean responses of the facilitators and youth respondents of impact vocational entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State.

Table 5: Z-test Analysis of significant difference in the mean responses of the facilitators and youth respondents of impact vocational entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State

Status	N	Mean $\bar{X}$	Standard Deviation	Df	z-cal	z-crit	Decision
Facilitator	10	2.90	0.85				
				768	1.24	1.96	Accepted
Youths	750	2.97	0.86				

The analysis on Table 5 indicated that the z-cal of 1.24 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus accepted and the conclusion is that there is no significant difference in the mean responses of the facilitators and youth respondents of impact vocational entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State.

Hypothesis 3: There is no significant difference in the mean responses of the facilitators and youth respondents of impact of microbusiness entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State.

Table 6: Z-test Analysis of significant difference in the mean responses of the facilitators and youth respondents of impact of microbusiness entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State.

Status	N	Mean $\overline{X}$	Standard Deviation	df.	z-cal	z-crit	Decision
Facilitator	10	2.73	0.83				
				758	1.39	1.96	Accepted
Youths	750	2.90	0.85				

The analysis on Table 6 showed that the z-cal of 1.39 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in the mean responses of the facilitators and youth respondents of impact of microbusiness entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State.

DISCUSSION OF FINDINGS

The findings of the study in research question one: What is the impact of computer networking entrepreneurship programme on youths' empowerment in ONELGA and Ahoada-East Local Government areas of Rives State revealed that youths having good knowledge of computer center that share resources from one computer to another enhance youth empowerment. The analysis still indicated that the respondents accepted on the point that computer networking create files and stores them in one computer, access those files in another computer connected over the network thereby enhancing youths empowerment in the area. It was also observed in the table that the respondents accepted the fact that training the youths to have good knowledge and skill of network cables helps for empowerment youths. The study showed that the respondents agreed on the view that internet based networking is one of the computer networking that enhances youths empowerment in the area. The analysis also revealed that the respondents agreed on the view that enterprise network is an aspect of computer networking that promotes youth empowerment in the area. However, the null hypothesis 1 was accepted and the conclusion was that there is no significant difference in the mean responses of the facilitators and youth respondents of impact of computer networking entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government areas of Rives State.

The findings of the study in Research Questions 2: What is the impact of vocational entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State indicated that vocational entrepreneurship programme has significant impact on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State. This study is in the same view with the Gastman (2009), who noted that preparing the youths to learn job-specific and employability skills helps for youth empowerment in the society. The analysis also showed that giving the youths opportunities to use their acquired skills through work experience programme that connect them with the business community help for youth empowerment. It was still noticed in the analysis that vocational training offers students an incentive for thinking creatively thereby leading to youths' empowerment in the society. The analysis also revealed that vocational skill or training help youths to be industrious and broaden their understanding of the career opportunities afforded in the industry. The study showed that vocational training is the skills and occupations that youths gain towards becoming knowledgeable in a specific trade or profession thereby helping for youth's empowerment. So, the null hypothesis 2 was accepted and the conclusion was that there is no significant difference in the mean responses of the facilitators and youth respondents of impact vocational

entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State.

The findings of the study in Research Question 3: What is the impact of micro business entrepreneurship programme on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State showed that Micro business entrepreneurship programme has positive impact on youths' empowerment in Onelga and Ahoada-East Local Government Areas of Rivers State. The findings is in the same vein with Deeprose (2014), who noted that The study showed that establishing small business scale helps the youths to be self-reliant or self-independent thereby leading to youths' empowerment in the society. It still revealed that youths make profits in micro business that supports their family and modest lifestyle thereby helping for youths empowerment. It was also observed from the analysis that micro business entrepreneurship programme helps for youths' economic empowerment hence making the youths to be self-made or independent of theirs. The analysis indicated that Youths or young people through micro business entrepreneurship reduce poverty and gain self-empowerment thereby helping others in the society. The study also showed that that Micro business help youth to development confidence and self-identity or self-reliance thereby leading to youth empowerment in the society. Therefore, the null hypothesis 3 was accepted and the conclusion was that there is no significant difference in the mean responses of the facilitators and youth respondents of impact of micro business entrepreneurship programme on youths empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State

CONCLUSION

The impact of entrepreneurship education programmes on youths' empowerment in ONELGA and Ahoada-East Local Government Areas of Rivers State cannot be over emphasis. However, based on the findings of the study, the researcher concludes that that entrepreneurship is a veritable tool for youth empowerment and employment generation but this cannot be achieved without given the youth a direction which can only be achieved through entrepreneurship education. Entrepreneurship education is a viable tool to youth empowerment. When youths are well trained they explore opportunities in their environment instead of chasing shadows and uncertainties in the society. The researcher also deduced that that entrepreneurship is the management of skills, or the personal initiative used to combine resources in productive ways.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made to ensure that the study meet its objectives.

1 Government should create more computer networking entrepreneurship programme centres hence it has positive impact on youths' empowerment

2 Non Governmental origination or multinational companies should train more youths on vocational entrepreneurship programme hence it has significant impact on youths' empowerment.

3 Government should grant loan to the youth to establish more micro business entrepreneurship programme hence it has significant impact on youths' empowerment.

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