



Influence of Entrepreneurship Education Programmes on Community Development in Port Harcourt Metropolis of Rivers State

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ABSTRACT

The study examined the influence of entrepreneurship education programmes on community development in Port Harcourt Metropolis in Rivers State. To achieve the purpose of the study, the researcher developed three (3) objectives of the study, research questions and hypotheses that guided the conduct of the study. The researcher used descriptive survey design for the research. The population of the study was made up of 6,200 of entrepreneurship education participants and beneficiaries. The sampling technique used for the study was multistage sampling technique with a sample size of 620 persons which is 10% of the total population. The instrument used for the study is a structured. The instrument was validated by two experts in the Department of Adult Education and Community Development and one in Measurement and Evaluation. Test of internal consistency using Cronbach Alpha was used for the reliability of the instrument to obtain the reliability coefficient value of 0.85, 0.72 & 0.60. The data collected was analysed using frequency table, weighted mean score and standard deviation while the null hypotheses were tested using z-test statistical tool at 0.05 level of significance. Based on the analysis, the study revealed that entrepreneurship education programme like computer networking, fashion design and innovative entrepreneurship have positive and significant influence on community development in Port Harcourt Metropolis. Based on the findings, the researcher recommended that Government or multinational companies should create more entrepreneurship education programmes in the area. Government or multinational companies should economically empower the youths by establishing more computer training centres in the community.

Keywords: Influence, Entrepreneurship Education, Programmes, Community Development, Port Harcourt Metropolis

INTRODUCTION

Entrepreneurship process entails looking at things in such a way that possible solution to problems and perceived needs might evolve in venturing and that the managerial function in entrepreneurship combines skills development and capital in a cost effective way and uncovers new opportunities to earn profit. The problem of high rate of unemployment among school leavers has for a long time been a cause for concern to the Nigerian government. Sound education which equips people to challenge the status quo and proffer better alternatives is the way out of the present economic quagmire. A qualitative education, be it formal or informal, plays a critical role in raising a generation that will create wealth for sustainable development.

Community development is not a new thing in the history of human living as a social group. From time immemorial, man has often tried the best means of bringing about a better living through peaceful co-existence with his co-habitants (Rodney, 2012). Behind the whole idea of community development is the idea of organized self-help by the people for their people. The method is often local, the people tax themselves, organize communal labour, and punish deviants or intransigents. In this way the people not only encourage initiatives, self-help and mutual assistance but also make them more effective. Behind every life and cry about, community development is the need to encourage affected communities to improve their conditions.

Kumar (2014) reveals that community development therefore, can be seen as a voluntary participation of people themselves in efforts aimed at improving economic, physical and social conditions in communities in order to raise standards of living with as much reliance as possible on the people. Stolurow & Davis (2015), explain that, community or rural development implies any conscious attempt focused on the upliftment of the living condition in the rural environment through a definite policy. Entrepreneurship and entrepreneurial skills are core components to building socially inclusive and highly participatory economies in an increasingly global and competitive world (Bird, 2009). He observed that, based on entrepreneurship working relationship with the business environment they are functioning in their various types of entrepreneurship, the chiefs among them are: computer networking, cinematography, fashion designing, makeup and *gele* typing, *akara* bag making and coding (shoemaking). However, the study seeks to examine the influence of entrepreneurial education programmes on community development in Port Harcourt Metropolis in Rivers State.

Statement of the Problem

It is observed that majority of Nigerian youths are still idle waiting for government and oil companies employment. There is also high rate of unemployment among the school leavers which has also affected the level of development of the communities in Rivers State. Lack of government attention to the rural communities is a major problem now, which needs urgent attention. These are as a result of inability of the government to attend to the needs of all people.

Over three decades, government introduced and adopted laudable initiative skill which is the entrepreneurship. The essence of this skill was to have strong technological skills or experts in a key area. Encourage or engage the school leaver to have a skill or doing something after leaving the school and finally to make the youths to be creative, have the ability to keep and have the social skills needed to build great team. There is still a high level of crime rate, kidnapping, cultism, electoral violence as a result of idle, uneducated and unemployed youths who are helpless victims to these situations in Port Harcourt in Rivers State. The researcher has to make a case that this problem persists despite all that has been done so far to resolve it. Therefore, it is against this backdrop that the researcher intends to examine the influence of entrepreneurial education programmes on community development and also proffer solutions and the way forward by making recommendations.

Purpose of the Study

The purpose of this research was to examine the influence of entrepreneurship education programmes on community development in Port Harcourt Metropolis of Rivers State. The specific objectives are to:

1. Ascertain how computer networking as entrepreneurship education programme influence community development in Port Harcourt metropolis of Rivers State.
2. Examine how fashion designing as entrepreneurship education programme influence community development in Port Harcourt Metropolis of Rivers State.
3. Determine how innovative entrepreneurship education programme influence community development in Port Harcourt metropolis of Rivers State.

Research Questions

Based on the objectives of the study, the following research questions were used to guide the conduct of the study:

1. How does computer networking as entrepreneurship education programme influence community development in Port Harcourt metropolis of Rivers State?
2. How does fashion design as entrepreneurship education programme influence community development in Port Harcourt Metropolis of Rivers State?
3. How does innovative entrepreneurship education programme influence community development in Port Harcourt metropolis of Rivers State?

Hypotheses

The researcher formulated the following hypotheses that were tested at 0.05 level of significance:

1. There is no significant difference in the mean rating of the male and female respondents between influence of computer networking as entrepreneurship education programme on community development in Port Harcourt metropolis of Rivers State.
2. There is no significant difference in the mean rating of the male and female respondents between influence of fashion design as entrepreneurship education programme on community development in Port Harcourt Metropolis of Rivers State.
3. There is no significant difference in the mean rating of the male and female respondents between influence of innovative entrepreneurship education programme on community development in Port Harcourt metropolis of Rivers State.

LITERATURE REVIEW

Concept of Entrepreneurship Education

Entrepreneurship education includes all awareness, teaching, training and support activities in the field of entrepreneurship, in order to develop the mind of an individual to become an entrepreneur, that is one who will assume the responsibilities and the risk for business operations with the expectation of making a profit. The entrepreneur generally decides on the product, acquires the facilities, and brings together the labor force, capital, and production materials. If the business succeeds, the entrepreneur reaps the reward of profits; if it fails, he or she takes the loss.

Defining entrepreneurship is not an easy task because there appears to be as many definitions of entrepreneurship as there are books on the subject. To Bird (2009), entrepreneurship means primarily innovation; to Ottih (2000), risk-taking; to Okenwa (2009) a market stabilizing force and yet to others it means starting, owning and managing a small business. An economist, Joseph A. Schumpeter stressed the role of the entrepreneur as an innovator, the person who develops a new product, a new market, or a new means of production. One important example was Henry Ford. In the industrialized economies of the late 20th century, giant corporations and conglomerates have largely replaced the individual owner-operator. There is still a place for the entrepreneur, however, in small businesses as well as in the developing economies of the Third World nations.

Entrepreneurship is the process of designing, launching and running a new business, which is often initially a small business. The people who create these businesses are called Entrepreneurs. According to Momoh (2005), entrepreneurship has been described as the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit.

Concept of Community Development

Various definitions exist in the literature for the term community development. Jarvis (2010) defines community development as a process of enriching the social, economic, political and educational life of a geographical demarcated area often through the process of community action, community education and reconstruction. While United Nations define it as “the processes by which the efforts of the people themselves are united with those of government authorities to improve the economic, social and cultural conditions of communities, to integrate these community into the life of the nation and to enable them contribute fully to national progress”.

That notwithstanding, many people, authorities and academicians, have discussed much on the issue of community development. Many authorities have viewed the community as a classroom, a laboratory, a learning environment and the community programmes as being educational. Based on this view, Knowles (2010) stressed that: community development is closely related to the action project as a format for learning. According to Amirize (2012), community development is a programme of action meant to foster some positive changes and bring some succour to a distinct category of people, according to their needs, problems or circumstances, irrespective of where they live.

While quoting McClusky (2010) of the Michigan University, Knowles in Nzeneri (2014) stated that the adult educator is primarily interested in community development as a means of educating the community and the people who live there, thereby helping them learn about problems of health, need for reaction, identify areas of attraction for new industries, gather more information about town and city planning for the improvement of their area.

The rural community education as Moemeka in Nzeneri (2014) specified, involves social, economic, educational, political and cultural activities which influence the lives of the communities. He was of the view that these activities centre around better standard, progress and development of the communities. The essence of these, to him, was to create an environment of awareness that promotes the development process.

Other important organizations worth mentioning here include co-operative societies which organize the workers and traders into more compact they horizontally integrated all purpose co-operative societies e.g.

1. Agricultural multipurpose societies
2. Urban Co-operative Societies
3. Labour Co-operative Unions

These various organizations in co-operation with the Federal and State Government interests as well as the interest and commitment of the Local Government Authorities achieved a lot of success in the various community development programmes undertaken in the State. Through their active participation, the participants develop pride and local community feelings in seeing some of these programmes irrespective of their difficulties in the development process. Also presently, the civilian Government of Rivers State led by Sir Celestine Omehia as the Governor, is building a new ultra-modern market (formerly called mile one market) in Port Harcourt City Local Government Area of Rivers State. Amaucheazi (2014) succinctly pointed out that one of the root causes of current community development is because of the prevailing colonial mentality whereby the Local Governments were denied any initiative to embark on Community development programmes or projects in Nigeria.

Objectives of Entrepreneurship Education

Entrepreneurship is diverse, both as a phenomenon and as a concept. In different times and places, Entrepreneurship has had different meanings. Thomas and Bara (2004) present three different meanings.

- (a) External entrepreneurship - setting up and managing small business and/or growth-oriented, Entrepreneurial ventures.
- (b) Entrepreneurship - an entrepreneurial way of action within an organization.
- (c) Enterprising behaviour - all behaviours, skills, and attitudes of an individual in all spheres of life.

It has been recognized that tertiary Institutions have a contact surface to the highly educated group of people, which are of most interest from the entrepreneurship point of view: Harrison and Hart (2009) noticed that highest potential new enterprises are often created by highly educated persons because they possess high level of knowledge and they are often better exposed to business opportunities. The major reason why entrepreneurial education is absorbed into Business Education curriculum in institutions of highest learning is to create awareness and understanding of the various entrepreneurial opportunities and provide educational opportunities for individuals preparing for careers in business to acquire entrepreneurial knowledge and skills needed to function effectively in the society (Minimum Standard,

2004). Bandura (2008) observed that “such utility education reduced to the barest minimum the arm of unemployment and the underemployed”. Ahukanna (2000) confirmed, thus “The economy needs skilled people to produce the goods and services demanded by society” Entrepreneurial skills can be seen as employability skills, that is, an employment identity that enables an individual to own a business.

An objective of enterprise education is, in general terms, the development of the entrepreneurial qualities of individuals in addition to providing them with entrepreneurial skills. The differentiated understanding of entrepreneurship and of enterprise education appears to have different learning objectives. Ashmore (2003) categorized the objectives into three headings:

1. Learning to understand entrepreneurship
2. Learning to become entrepreneurial
3. Learning to become an entrepreneur

Currently, Nigeria tertiary institutions and national curriculum reform in 2004 create new opportunities or challenge for enterprise education within Nigerian universities (NUC, Quarterly Review). In addition to education, tertiary institutions promote entrepreneurship for example by participating in various technology transfer and spin-off activities, developing existing enterprises and creation of new ones.

Role of Entrepreneurship Education Programmes to Community Development

Rodney (2012) in an attempt to analyse the various roles of entrepreneurship education programmes to community development, to this end, it must be noted that the development of any community does not begin with food and services, but with people, their creative capacity and capability ideology, world view, values, norms and orientations. Therefore, the development of a community can only be possible when individual and group members, through the instrumentality of education and the benefits therefore, are able to mobilize and channel their mental resources purposefully, overcome and take control of their environment, manipulate and manage it for their own betterment and for the community at large.

Anyanwu (2011) stated that community development can be seen as a socializing process for the induction of social change for better living in a community, through the development of abilities, attitudes and often forms of behaviour which are positive to the value of that community. He further said that community development introduces new ideas and new abilities for solving problems. It involves a process of education which helps people to think for themselves to execute projects by themselves and to effect lasting solutions to their community problems by themselves. Adult and community education is involved in the promotion of the general objectives of democratization and regeneration, both viewed in the context of life-long education. Shields (2007) said that the structural implications is that community development aim at a thorough interpretation of formal and non-formal educational activities which tends to give community development a wider and non-diversified conception, considering it as a factor of life-long education which takes into account all aspects of individual and community improvement, whether these are economical, social and cultural.

According to Denison (2002), education for community development requires the production of effective citizens who are conscious, who know their rights and protects them, which are also aware that the authority is obliged to protect the individual from oppression by any fellow who know that before the law, any individual is equal of any other person in the community. Kosemani (2011) rightly pointed out that education should provide the basis or instrument for community development, socialization of the younger generation into the new civic cultures and instilling in them an allegiance to the community. Community development has the principal purpose of bringing about desirable changes for better living among the people (Amirize, 2012). Kumar (2014) viewed it as “movement” designed to promote better living conditions for the whole community through the initiative and active participation of the people themselves. Barikor (2011) sees community development as an integrated process by which the efforts of the citizens are united with those of government authorities and voluntary agencies to improve the social, economic and cultural conditions of the community.

Entrepreneurship education helps the nation by providing self-employment to majority of people in our society. Homevoy (2005) states that in Port Harcourt Local Government Area, entrepreneurs share certain common traits that are the fundamental process of economic growth and development that helped shaping the minds of Nigerians. Washington (2015) believed that economists who have studied growth, and have found out that, the engine of economic progress must ride on the same wheels or factors of growth but a measure of development can be achieved by a fairer distribution of existing goods, services and amenities even if there is no substantial increase in output. Studies have shown high level of unemployment and deviance among the youths in Nigeria, saying only concerned and more committed efforts among International agencies, Government and Non-Governmental Organizations could revert the ugly trend (Ache, 2007).

Entrepreneurs play an important role in the economic development of Nigeria, both rural and urban areas. According to Thomas and Bara (2004), small and medium businesses account for the largest group of businesses in terms of number in our economy and also provide the largest employment opportunities in Nigeria. Recognizing the importance of Entrepreneurs in our economic development, the Federal, State and Local Governments decided to develop series of schemes to strengthen and enhance their capabilities, continued survival and growth. Such schemes includes formal funding Institutions; Banks, Micro-credit Agencies, Venture Capital and the Non-formal funding agencies like Donors and specialized Non-Governmental Organizations (NGO) (Agu, 2001).

The importance of small-scale business according to Chima (2013) in Weinberger (2005) is predicated on their impact and contribution to a diversified production as well as their effect in achieving macro objectives. These roles include creating employment opportunities promotion of indigenous technology; industrialization of rural, areas, efficient use of resources which imply less use of foreign exchange resources.

Fiet (2014) states that entrepreneurial activities are known to be more efficient on the use of local resources because they are capable of minimizing wastes of available funds, raw materials and other important resources. It is clear that no matter how small resources is, an efficient Entrepreneur can manage the available funds, materials hence small businesses are easier to manage than large organisations which operate and depends in large operations or large economic scale.

Entrepreneurship Education and Community Development

A course in entrepreneurship education is designed for students who wish to concentrate on strategies for career development with respect to ownership and management of their own businesses. Although individual skills are emphasized the focus of the course is on development of a business plan, including the determination of type of business enterprise, legal considerations, location selection, financing, steps in getting the enterprise started, marketing strategies, and interaction with successful Entrepreneurs, as well as actual optimum management of reacting business enterprise.

The ability to take action toward risk is influenced by achievement motivation, the individual's self image, the ability to perceive environmental opportunities and the costs mid benefits associated with investment decisions. These abilities and skills can be improved with education. Weinberger (2005) has recorded positive results in his training programme in India in this direction. Education improves self-image, one's awareness of his environment, foresight and perceptiveness, and therefore the ability to takes decisions about the costs and benefits of actions. Education for entrepreneurship has expanded enrollment in business schools Programmes.

Entrepreneurship education has become a reality in our tertiary institutions. There are basic skills that entrepreneurs need to successfully start and manage their businesses, without which, they could face difficulties. Ottih (2000) classified the skills as technical, business management, and personality oriented. It is easy to teach the technical and the business management skills, but the personality oriented skills such as; imagination, persistence, innovativeness, risk taken and so on, are more difficult to handle, but can be acquired with training in entrepreneurship programmes.

METHODOLOGY

Research Design: In carrying out this research, the researcher used descriptive survey design. Descriptive research gives a clear picture of a situation and it serves as a basis for most researchers in assessing the situation as a prerequisite for drawing conclusion. It attempts to describe or document current conditions or attitudes, that is, to explain what exists at the moment (Wimmer & Dominick, 2011). According to Ezinwa and Okoye (2015), descriptive survey is a research method which focuses on a representative sample derived from the entire population. This design was adopted because of its ability to ensure a representative outlook and provide a sample approach to the study of opinion, attitudes and values of individuals (students).

Population of the Study: The population of this study was made up of 6,200 participants in entrepreneurship education centres located in Port Harcourt Metropolis. It consists of all the entrepreneurs and their trainees in these centres.

Sample and Sampling Techniques: The researcher used multistage sampling technique for the selection of the respondents. Wimmer and Dominick (2011) revealed that multi-stage involve dividing the population into groups or clusters. The first stage involved the purposive selection of 2 local government areas which include: Obio/Akpor and Port Harcourt City Local Government Areas out of the twenty-three local government areas of Rivers State. The second stage involved the purposive selection of the entrepreneurship centres in the study area and the last stage was the random selection of the entrepreneurs and their trainees. Therefore, the total sample size of the study was six hundred and twenty (620) entrepreneurs and the trainees.

Instrument for Data Collection: The instrument that was used for this study is a structured questionnaire. The questionnaire is titled: Influence of Entrepreneurship Education Programmes on Community Development Questionnaire (IEPCDQ). The questionnaire was divided into 2 parts. The first part was the demographic information about the respondents and the second part was aimed to assess the respondent's idea of the subject matter. The main objective of the questionnaire was to determine the various aspects of the entrepreneurship education programmes and Community development in the study area in Rivers State. Its items was rated using the modified four (4) points Likert-scale i.e. Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

Validity of the Instrument: In order to determine the validity of the instrument, the instrument was submitted to two experts in the Department of Adult Education and Community Development for face and content validation. This is to ascertain that the items in the questionnaire adequately and appropriately measured what the study intends to measure. The experts' corrections were reflected in the final draft of the Instrument before usage.

Reliability of the Instrument: The internal consistency reliability through Cronbach Alpha was used to establish the reliability of the instruments for the study. Cronbach Alpha was used because the instrument was in sections and was administered to 20 respondents that were not in the sample of the study but belonged to the population of the study. The reliability coefficient was 0.85, 0.65, 0.72 & 0.60, respectively. The reliability coefficients are high and justified the use of the instrument for the study.

Method of Data Analysis: The data that was collected from the respondents was analysed using frequency table, weighted mean score and standard deviation for the research questions. The null hypotheses were tested using Z-test statistical tool at 0.05 level of significance. The criterion decision rule is that any mean score that was from 2.50 and above was agreed while the mean score that was less than 2.50 was be disagreed while the null hypotheses was tested using z-test statistical tool at a significance level of 0.05.level of significance. The null hypotheses where z-calculated value is greater than the z-critical value of 1.96 was rejected while the null hypotheses where z-calculated value is less than z-critical value of 1.96 was accepted.

RESULTS

Data Presentation

Research Question 1: *How does computer networking as entrepreneurship education programme influence community development in Port Harcourt metropolis in Rivers State?*

Table 1: Mean Responses on how computer networking as entrepreneurship education programme influence community development of Port Harcourt metropolis in Rivers State

| S/N | Questionnaire Items | Male = 300 | | | Female = 320 | | |
|--------------------|--|-------------------|-------------|----------|-------------------|-------------|----------|
| | | Mean \bar{X} | SD | Decision | Mean \bar{X} | SD | Decision |
| 1. | The young men and women in the community have skills that sustain their living, thereby enhancing community development. | 3.13 | 1.77 | Agree | 3.28 | 1.81 | Agree |
| 2. | The level of unemployment is reduced now to an extent because of the introduction of entrepreneurship education, thereby enhancing community development. | 3.20 | 1.79 | Agree | 3.19 | 1.79 | Agree |
| 3. | Self-employment is increased now to an extent because of the introduction of entrepreneurship education, thereby enhancing community development. | 3.07 | 1.75 | Agree | 3.35 | 1.83 | Agree |
| 4. | There are more shops now in the communities unlike before when entrepreneurship education programme was not in place, thereby enhancing community development. | 3.00 | 1.73 | Agree | 3.30 | 1.82 | Agree |
| 5. | The level of hardship will be reduced hence entrepreneurship education programme is targeted to empower the people, thereby enhancing community development. | 3.25 | 1.80 | Agree | 3.33 | 1.82 | Agree |
| Grand Total | | 3.13 | 1.77 | | 3.29 | 1.81 | |

Table 1 above reveals that the respondents accepted the point that the young men and women (youths) in the community have skills that sustain their living in the area, thereby enhancing community development. The table still indicates that the respondents accepted the view that the level of unemployment is reduced now to an extent because of the introduction of entrepreneurship education programmes, thereby enhancing community development. It is also observed from the table that the respondents accepted the fact that self-employment among the youths have influenced the development of communities in Rivers State, thereby enhancing community development. The respondents also accepted the point that there are more shops now in the communities unlike before when entrepreneurship education programmes was not in place or not introduced, thereby enhancing community development.

Also noticed from the table is that the respondents will be reduced hence the entrepreneurship education programmes is targeted to empower the people.

Research Question 2: *How does fashion design as entrepreneurship education programme influence community development in Port Harcourt Metropolis of Rivers State?*

Table 2: Mean Responses on how fashion design as entrepreneurship education programme influence community development in Port Harcourt Metropolis of Rivers State

| S/N | Questionnaire Items | Male = 300 | | | Female = 320 | | |
|--------------------|--|-------------------|-------------|----------|-------------------|-------------|----------|
| | | Mean \bar{X} | SD | Decision | Mean \bar{X} | SD | Decision |
| 6. | Fashion design is an imperial educational service that helps individuals to assess their skills thereby helping in community development. | 3.22 | 1.79 | Agree | 3.18 | 1.78 | Agree |
| 7. | Fashion design help the men and women to choose a new direction which utilizes the talents of the team thereby enhancing the development of the community. | 0.93 | 0.96 | Disagree | 1.61 | 1.27 | Disagree |
| 8. | Designing of cloths and accessories such as bracelets and necklace empower the people thereby enhancing community development. | 3.63 | 1.91 | Agree | 3.00 | 1.73 | Agree |
| 9. | Fashion and designers are self-empowered and independent of their women in the society thereby contributing to the development of the community. | 3.23 | 1.80 | Agree | 3.13 | 1.77 | Agree |
| 10. | Fashion design as an entrepreneurship skill has positive influence in the development of the community. | 3.43 | 1.85 | Agree | 2.97 | 1.72 | Agree |
| Grand Total | | 2.89 | 1.66 | | 2.78 | 1.65 | |

Table 2 above indicates that the respondents accepted the point that fashion design is an imperial educational service that helps individuals to assess their skills thereby helping in community development. The table in the -other way round rejected the view that fashion design help the men and women to choose a new direction which utilizes the talents of the team thereby enhancing the development of the community. It is also observed from the table that the respondents accepted the view that designing of cloths and accessories such as bracelets and necklace empower the people thereby enhancing community development. Also noticed from the table is that the respondents accepted the fact that Fashion and designers are self-empowered and independent of their women in the society thereby contributing to the development of the community. The table indicates that the respondents accepted the view that fashion design as an entrepreneurship skill has positive influence in the development of the community.

Research Question 3: *How does innovative entrepreneurship education programme influence community development in Port Harcourt metropolis of Rivers State?*

Table 3: Mean Responses on how innovative entrepreneurship education programme influence community development in Port Harcourt metropolis of Rivers State.

| S/N | Questionnaire Items | Male = 300 | | | Female = 320 | | |
|--------------------|---|-------------------|-------------|----------|-------------------|-------------|----------|
| | | Mean \bar{X} | SD | Decision | Mean \bar{X} | SD | Decision |
| 11. | Innovative entrepreneurship education programme encourage the people to embark on business to create solution to their financial problems, thereby enhancing community development. | 3.17 | 1.78 | Agree | 3.38 | 1.84 | Agree |
| 12. | Innovative entrepreneurship education programme help people to be creative in thinking thereby helping in community development. | 3.34 | 1.83 | Agree | 3.03 | 1.74 | Agree |
| 13. | Innovative entrepreneurship education programme promotes exploration of ideas thereby enhancing community development. | 3.30 | 1.82 | Agree | 3.14 | 1.77 | Agree |
| 14. | People's skills are developed and established through innovative entrepreneurship education programme. | 3.11 | 1.76 | Agree | 3.32 | 1.82 | Agree |
| 15. | Innovative entrepreneurship education programme revealed people's talents thereby helping in the development of the community | 3.22 | 1.79 | Agree | 3.23 | 1.80 | Agree |
| Grand Total | | 3.23 | 1.80 | | 3.22 | 1.79 | |

Table 3 above indicates that the respondents accepted the view that innovative entrepreneurship education programme encourage the people is to embark on business to create solution to their financial problems, thereby enhancing community development. The table still shows that the respondents accepted the point that Innovative entrepreneurship education programme help people to be creative in thinking thereby helping in community development. Also observed from the table is that the respondents accepted the point that innovative entrepreneurship education programme promotes exploration of ideas thereby enhancing community development. Also noticed in the table is that the respondents accepted the point that people's skills are developed and established through innovative entrepreneurship education programme. The table still reveals that the respondents accepted the view that Innovative entrepreneurship education programme revealed people's talents thereby helping in the development of the community.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean rating of the male and female respondents between influence of computer networking as entrepreneurship education programme and community development in Port Harcourt metropolis of Rivers State.

Table 4: Result of Z-test Analysis of the significant difference in the mean rating of the male and female respondents between influence of computer networking as entrepreneurship education programme and community development in Port Harcourt metropolis.

| Variables/Status | N | Mean | Standard Deviation | Z-cal | Z-crit | Decision |
|---|-----|------|--------------------|-------|--------|----------|
| Entrepreneurship facilitators | 300 | 3.13 | 1.77 | | | |
| | | | | 1.15 | 1.96 | Accepted |
| Entrepreneurship beneficiaries/participants | 320 | 3.29 | 1.81 | | | |

Analysis on table 4 indicates that the z-cal of 1.15 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. Therefore, the hypothesis 1 is thus accepted and the conclusion is that no significant difference in the mean rating of the male and female respondents between influence of computer networking as entrepreneurship education programme and community development in Port Harcourt metropolis in Rivers State.

Hypothesis 2: There is no significant difference in the mean rating of the male and female respondents between influence of fashion design as entrepreneurship education programme and community development in Port Harcourt Metropolis of Rivers State.

Table 5: Result of Z-test Analysis of significant difference in the mean rating of the male and female respondents between influence of fashion design as entrepreneurship education programme and community development in Port Harcourt Metropolis of Rivers State.

| Variables/Status | N | Mean | Standard Deviation | Z-cal | Z-crit | Decision |
|---|-----|------|--------------------|-------|--------|----------|
| Entrepreneurship beneficiaries | 300 | 2.89 | 1.66 | | | |
| | | | | 1.55 | 1.96 | Accepted |
| Entrepreneurship beneficiaries/participants | 320 | 2.78 | 1.65 | | | |

Analysis on table 5 shows that the z-cal of 1.55 is less than the z-crit of 1.96. So, 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 2 is accepted and the conclusion is that no significant difference in the mean rating of the male and female respondents between influence of fashion design as entrepreneurship education programme and community development in Port Harcourt Metropolis in Rivers State.

Hypothesis 3: There is no significant difference in the mean rating of the male and female respondents between influence of innovative entrepreneurship education programme and community development in Port Harcourt metropolis of Rivers State.

Table 6: Result of Z-test Analysis of the significant difference in the mean rating of the male and female respondents between influence of innovative entrepreneurship education programme and community development in Port Harcourt metropolis of Rivers State.

| Variables/Status | N | Mean | Standard Deviation | Z-cal | Z-crit | Decision |
|---|-----|------|--------------------|-------|--------|----------|
| Entrepreneurship facilitators | 300 | 3.23 | 1.80 | 1.25 | 1.96 | Accepted |
| Entrepreneurship beneficiaries/participants | 320 | 3.22 | 1.79 | | | |

Analysis on table 6 reveals that the z-cal of 1.25 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. Therefore, the hypothesis 3 is thus accepted and the conclusion is that no significant difference in the mean rating of the male and female respondents between influence of innovative entrepreneurship education programme and community development in Port Harcourt metropolis in Rivers State.

DISCUSSION OF FINDINGS

The study in research question 1: How does computer networking as entrepreneurship education programme influence community development in Port Harcourt metropolis in Rivers State, indicated that computer networking as an entrepreneurship education programme has helped in empowering the people thereby contributing to community development. This study is in line with Bird (2009) who revealed that the young men and women (youths) in the community have skills that sustain their living in the area. The table still indicates that the respondents accepted the view that the level of unemployment is reduced now to an extent because of the introduction of entrepreneurship education programmes. It is also observed from the table that the respondents accepted the fact that self-employment among the youths have influenced the development of communities in Rivers State. The respondents also accepted the point that there are more shops now in the communities unlike before when entrepreneurship education programmes was not in place or not introduced. Also noticed from the table is that the respondents will be reduced hence the entrepreneurship education programmes is targeted to empower the people.

The finding of the study in research questions 2: How does fashion design as entrepreneurship education programme influence community development in Port Harcourt Metropolis in Rivers State, showed that fashion design as an entrepreneurship education programme has enhanced community development through the people. This finding is in collaboration with Fayove (2000) who noted that fashion design is an imperial educational service that helps individuals to assess their skills thereby helping in community development. The table in the other way round rejected the view that fashion design help the men and women to choose a new direction which utilizes the talents of the team thereby enhancing the development of the community. It is also observed from the table that the respondents accepted the view that designing of cloths and accessories such as bracelets and necklace empower the people thereby enhancing community development. Also noticed from the table is that the respondents accepted the fact that Fashion and designers are self-empowered and independent of their women in the society thereby contributing to the development of the community. The table indicates that the respondents accepted the view that fashion design as an entrepreneurship skill has positive influence in the development of the community.

The study in research question 3: How does innovative entrepreneurship education programme influence community development in Port Harcourt metropolis in Rivers State, revealed that innovative

entrepreneurship education programme has positive influence on the people thereby helping in community development. The finding indicated that innovative entrepreneurship education programme encourage the people is to embark on business to create solution to their financial problems. The table still shows that the respondents accepted the point that Innovative entrepreneurship education programme help people to be creative in thinking thereby helping in community development. Also observed from the table is that the respondents accepted the point that innovative entrepreneurship education programme promotes exploration of ideas thereby enhancing community development. Also noticed in the table is that the respondents accepted the point that people's skills are developed and established through innovative entrepreneurship education programme. The table still reveals that the respondents accepted the view that Innovative entrepreneurship education programme revealed people's talents thereby helping in the development of the community.

CONCLUSION

The influence of entrepreneurship education programmes on community development in selected local government areas of Rivers State cannot be over-emphasized. Evidence from the study indicates that entrepreneurship education programmes are relevance in community development and employment generation. It has positive influence on community development in Rivers State. It also motivates and equips the people with the necessary skills and confidence as well as aids in engendering the perceptions of desirability and feasibility of self-employment.

RECOMMENDATIONS

Based on the findings, the following recommendations were made to ensure that entrepreneurship education programmes achieve its objectives in the study:

1. Government or multinational companies should economically empower the youths by establishing more computer training centres in the community.
2. Government and non-governmental organizations should train more people on fashion design and encouraged them by buying their equipment or machines hence it enhance community development.
3. Community leaders (Organs) should also help the youths (people) to register them in creative work to enable community development.

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