



Entrepreneurship Education and Youths' Development of Sustainable Skills in Bayelsa Central Senatorial District, Bayelsa State

Dogubo, B.E.

Department of Social Studies, Isaac Jasper Boro College of Education, Bayelsa State Nigeria

Corresponding author email: doguboblessing@gmail.com.

Abstract

The study examined entrepreneurship education and youth's development of sustainable skills in Bayelsa Central Senatorial District, Bayelsa State. The study adopted the descriptive research design. A sample of 525 respondents (including 21 principals, 21 vice principals, 84 teachers and 399 students) were selected from 21 public senior secondary schools in the study area. A 15-item and 10-item self-structured instruments titled "Entrepreneurship Education Inventory" (EEI) and "Youths Development of Sustainable Skills Questionnaire" (YDSSQ) respectively were designed. The obtained reliability coefficients of 0.82 and 0.79 necessitated the use of the EEI and YDSSQ instruments respectively for the collection of data that was analyzed using mean and standard deviation alongside, Pearson Product Moment Correlation (PPMC). The study revealed grand mean scores of: 3.68, 3.69, and 3.71 alongside (r) values of 0.760**, 0.736**, and 0.729** indicating a positive and strong contribution of entrepreneurship education to youth's development of intellectual skills, creative skills, and self-reliance skills respectively in Bayelsa Central Senatorial District, Bayelsa State. It was recommended that among others the Bayelsa State government should establish a full-fledged "Entrepreneurship Department" in all her six (6) State-owned tertiary institutions to impart intellectual, interpersonal, innovative, and managerial skills among other sustainable skills to the students.

Keywords: Entrepreneurship Education, Sustainable Skills, Youths, Bayelsa Central Senatorial District

Introduction

Education processes thrive through the initiation of innovative programmes and practices that would stimulate the conduct of teaching, learning, guidance and mentoring that is expected to be diligently or conscientiously fulfilled to aptly confer knowledge, skills and capacities on learners. These prospects would aid learners' awareness of the learning and skills that would be imbibed and internalized to support and sustain their livelihood, career, and dynamism to at all times sustain the anticipated societal development. In specificity, entrepreneurship education qualifies as that dynamic, all-time and enterprising or innovative training that aids human and societal development. Muogbo and John-Akamelu (2018) defined entrepreneurship education as the form of education that aids learners to acquire and apply skills, ideas and managerial abilities that are needed for an individual's improved creativity, self-reliance, and self-job creation.

Entrepreneurship education goals among others rest on the discovery, assessment, and tactical execution of business, technical and service opportunities with economic development potentials (Ogundele et al., 2012; Gamede & Uleanya, 2018). Accordingly, aptly and timely discovering and implementing these opportunities could help to drive away poverty, tackle unemployment, facilitate citizens resourcefulness, and social cohesion as well as promote economic development in any environment, society or nation. Hence, achieving the goal of quality entrepreneurship education would stem from the learning, unlearning, and relearning of skills, knowledge and ideas that at all times would be relevant for being deplored to enhance students' practicality, technicality, creativity, productivity, self-employed and resourcefulness in the society. Entrepreneurship education is conceptualized as learning that aids in acquiring creative, business, hands-on, lifelong and technical skills that could be leveraged to build enterprises, technical brands, products, services and systems that manifest as occupations likely to confer the personality, character, level-headedness and resources needed by individuals or entrepreneurs to promote and drive societal development.

Conversely, the absence of these lifelong skills could be attributed to the rejection or relegation of practical, technical and vocational education that is needed to drive the much-needed peace, equity, productivity and rationality in society. This underscores the assertion by Agi and Yellowe (2013) that educational programmes and systems provide avenues for learners' acquisition of knowledge and skills that enable a nation to attain its goals of creating wealth, reducing poverty, productivity and technically skilled citizens. Entrepreneurship education is a lifelong process; commencing as early as primary school and progressively through all levels of education alongside, including adult education (Okon & Uke, 2015). Thus, the non-holistic integration of entrepreneurship education correspondingly leads to the haphazard emphasis on lifelong and hands-on learning for the benefit of youths that populate the educational levels (primary, secondary and tertiary) in a society (like Nigeria). Implicitly, the absence and/or non-emphasis on lifelong and practical or hands-on learning could affect the acquisition of the skillsets that are structured to drive youths to imbibe the level of resilience, tolerance, creativity, rationality and character that would eventually facilitate them productively contributing towards the attainment of sustainable development in the society.

Despite, the foregoing prospects, poor enterprise culture, insufficient training centres, inadequate funding of enterprises, lack of training facilities, and absence of regulatory mechanisms are among the factors that account for the non-functionality of the entrepreneurial programme especially in Nigeria (Salaudeen, 2015). Thus, the continued existence of these factors would correspondingly continue to stifle and limit entrepreneurship education from instilling practical, creative, lifelong and technical skills that would sustain the development of youths in society. Given this, the development of sustainable skills is conceptualized as the plans, tactics or approaches designed and implemented by institutions (both formal or informal) including persons at a higher level, age, and experience (like teachers) towards helping others of lower level, age and experience (like students) discover their latent skills, acquire learned skills as well as develop the mindset to creatively utilize these skills for improved productivity and sustainable development. Succinctly, the consideration of appropriate strategies could help to accelerate the pedestal for attaining lifelong learning at every schooling level (Gabriel & Blackduke, 2019). These strategies would include creating school-based enterprises, establishing entrepreneurial hubs at community levels, developing apprenticeship schemes for technical and enterprise skills, and provision of adequate funds. Against, this backdrop, cautious efforts should be made towards instituting a skill development policy that would encourage the all-inclusive embrace of this type of education at each governmental tier. Thus, institutionalizing entrepreneurship education would help to provide all the necessary resources and interventions required towards improving the functionality, quality and sustainability of Nigeria's educational system.

Educational quality is a continuously evolving and contextual variable that presumes the institution of strategies that enhance educators' ability to creatively implement the curriculum guideline on upholding skill-based and lifelong education for attaining sustainable development (Laurie et al., 2020). This standpoint underscores the adoption of human capital theory, which advocates for adopting skill-based education as a means to improve human capital, stimulate labour productivity and boost technological levels that culminate in attaining sustainable development globally (Undiayaundeye, 2015; Osalor, 2016). In a nutshell, entrepreneurship education equips youths (conceptualized as persons between the ages of 14-25 years) with creative, independent and foresight qualities and skills. In this regard, entrepreneurship suffices as an effective tool integrated to assist youths pursue careers in business, technical and other related fields (Galvão et al., 2018). This indicates that entrepreneurship activities could be termed as a real-life vehicle for developing intellectual, hands-on and creative skills. Hence, Muogbo and John-Akamelu (2018) stated that holistically adopting entrepreneurship is the "icing on the cake" for sustaining practical skills as against the hitherto theoretical knowledge acquired from educational processes. This is the crux of the study.

Statement of the Problem

Education in Nigeria is currently screwed with theoretical processes that are devoid or lacking holistic programmes tailored to acquire self-reliant, productive, creative, mentoring and employable skills and potential. Conversely, the lack of employable skills owing to inappropriate curricula to integrate entrepreneurship education could account for the surging rate of unemployment and the corresponding increase in idleness, poverty, violence, and unproductivity especially amongst youths that are continuously mesmerizing a country (like Nigeria). Furthermore, the absence of creativity, risk-taking, adaptability, creativity, intellectual, rational and interpersonal skills to adjust, innovate, discover, and implement plans and programmes targeted at becoming self-reliant is indeed a problem accentuating unfair labour practices, unemployment and poverty. This unfortunate trend persists as the skill-based goal of entrepreneurship education has been steadily sandwiched into theoretical statements against the emphasis on the

practical acquisition of skills likely to help transform a person's abilities. It is based on this backdrop that this study investigated entrepreneurship education and youths' development of sustainable skills in Bayelsa Central Senatorial District, Bayelsa State.

Aim and Objectives of The Study

The study examined entrepreneurship education and youth's development of sustainable skills in Bayelsa Central Senatorial District, Bayelsa State. Specifically, the objectives of this study were to:

1. determine the extent entrepreneurship education contributes to youth's development of intellectual skills in Bayelsa Central Senatorial District, Bayelsa State.
2. ascertain the extent entrepreneurship education contributes to youth's development of creative skills in Bayelsa Central Senatorial District, Bayelsa State.
3. examine the extent entrepreneurship education contributes to youth's development of self-reliance skills in Bayelsa Central Senatorial District, Bayelsa State.

Research Questions

The following research questions guided this study:

1. To what extent does entrepreneurship education contribute to youth's development of intellectual skills in Bayelsa Central Senatorial District, Bayelsa State?
2. To what extent does entrepreneurship education contribute to youth's development of creative skills in Bayelsa Central Senatorial District, Bayelsa State?
3. To what extent does entrepreneurship education contribute to youth's development of self-reliance skills in Bayelsa Central Senatorial District, Bayelsa State?

Methodology

This study adopted the descriptive research design. Nwankwo (2016) stated that the descriptive survey research design is one in which the researcher intends to sample a subset of a total population with similar characteristics (like teachers) and thereafter infers the result or finding to the generality of the total population. In this study, teachers would be selected to determine their professional views on the contributions of entrepreneurship education to youth development of sustainable skills in Bayelsa Central Senatorial District. The study was carried out in Bayelsa Central Senatorial District of Bayelsa State, Nigeria. Bayelsa Central Senatorial District has a total area of 4, 931 km² and shares a boundary with Sagbama, Nembe and Ogbia Local Government Areas of Bayelsa State in the East, West and North respectively, while the Southern border is the Nun River. In addition, Bayelsa Central Senatorial District consists of three (3) out of the eight (8) Local Government Areas in Bayelsa State namely; Yenagoa City, Southern-Ijaw and Kolokuma/Okpokuma. But, the urban status of Yenagoa City Local Government Area makes part of the study area to be occupied by people from various local and foreign ethnic nationalities with their specific cultures. Furthermore, the culture of the natives includes Christianity, traditional religion, and Islam (in modern times). The traditional occupation of the people includes fishing, boat carving, raffia tapping and refining, lumbering, hunting and even farming mainly crops like yam, maize, okra, cassava, cocoyam, etc. including vegetables and fruits. Conversely, the highly urbanizing status of a part of Bayelsa Central Senatorial District (i.e. Yenagoa City Local Government Area) has made the area host a high volume of oil and gas, economic, trading, transportation, administrative, educational and construction activities prone to attracting a high influx of people.

Today the occupation of the people in part of Bayelsa Central Senatorial District has now transformed into modern occupations such as civil service, trading, business, public service and self-employed. Other activities include; economic, educational, industrial, banking, administration, teaching, lecturing, manufacturing, oil exploration, recreation etc. On the other hand, amid evident marks of urban development and escalation of modern occupations especially in the Yenagoa City axis. There exists the continuity of subsistence farming, fishing, boat-carving, raffia refining, lumbering and hunting activities in especially the Southern-Ijaw and Kolokuma/Okpokuma axis of the study area as well as around the rapidly declining farmlands, forests and rivers that remain or still lying in the Yenagoa City axis. The study population comprised all 129 principals, 258 vice principals, 1852 teachers and 68, 975 students in all the 129 public senior secondary schools in Bayelsa Central Senatorial District (Bayelsa State Schools Board, 2021).

A sample size of 525 respondents (comprising 21 principals, 21 vice principals, 84 teachers and 399 students) was drawn from 21 public senior secondary schools using a seven-phase multistage sampling technique. Firstly, all three

(3) Local Government Areas namely; Yenagoa City, Southern-Ijaw and Kolokuma/Okpokuma in Bayelsa Central Senatorial District were purposively selected. Secondly, a random sampling technique was used to select seven (7) public senior secondary schools from each of the three (3) purposively selected Local Government Areas in Bayelsa Central Senatorial District. Thirdly, 21 (i.e. 3 per LGA) principals were purposively selected from the 21 selected public senior secondary schools in the study area. In the fourth phase, a random sampling technique was used in the selection of 21 vice principals from the 21 public senior secondary schools spread across the three (3) elected Local Government Areas. Fifthly, a random sampling technique was used to select 84 teachers (4 per school) from the 21 selected public senior secondary schools. In the sixth phase, Taro Yamane formula was used to determine the minimum estimate of students that was sampled. Thus, the Yamane Formula gave a minimum sample of 398 out of the population of 68, 975 students. Given this, the study used a sample of 399 students, which is a sample higher than the minimum estimate indicated by Nwankwo (2016). In the seventh and final phase, a quota sampling technique was used to assign 19 students to each of the 21 selected public senior secondary schools in Bayelsa Central Senatorial District; totalling 399 students. This process culminated in selecting a sample of 21 principals, 21 vice principals, 84 teachers and 399 students totaling 525 respondents in 21 public senior secondary schools in the study area.

The instruments used to collect data were 15-item and 10-item self-structured instruments titled "Entrepreneurship Education Inventory" (EEI) and "Youths Development of Sustainable Skills Questionnaire" (YDSSQ) respectively. The EEI instrument was patterned after a four-point rating scale of "Very High Extent" (VHE, 4 Points), "High Extent" (HE, 3 Points), "Low Extent" (LE, 2 Points), and "Very Low Extent" (VLE, 1 Point), while the YDSSQ instrument was patterned after a four-point rating scale of "Strongly Agree" (SA, 4 Points), "Agree" (A, 3 Points), "Disagree" (D, 2 Points), "Strongly Disagree" (SD, 1 Point). In addition, the EEI and YDSSQ instruments both consisted of two sections. Section A in both instruments elicited the demographics of the respondents. Section B in the EEI and YDSSQ instruments comprised 15 items and 10 items for the variables of entrepreneurship education, and youths' development of sustainable skills respectively. The face and content validity of the EEI and YDSSQ instruments were determined by two (2) experts comprising one Sociology of Education lecturer, and one Measurement and Evaluation lecturer at Ignatius Ajuru University of Education (IAUE). In particular, the validates were presented with the topic, objectives and research questions of this study for their comments, suggestions, and views that were eventually incorporated towards obtaining the improved version and validity of the EEI and YDSSQ instruments. The reliability of the EEI and YDSSQ instruments was jointly determined using the Cronbach Alpha (α) method. In doing this, 50 separate copies of the EEI and YDSSQ instruments were administered to a random sample of 50 respondents (comprising 5 principals, vice principals, 15 teachers and 25 students) from 5 senior secondary schools in Ahoada West Local Government Area of Rivers State (which was not used for the study). After the pilot study, data from the EEI and YDSSQ instruments were retrieved, coded and analyzed using the Cronbach Alpha (α) method to obtain a reliability coefficient of 0.824 and 0.794 for the EEI and YDSSQ instruments respectively. The reliability coefficients obtained necessitated the use of the EEI and YDSSQ instruments for administration.

The face-to-face direct delivery technique was adopted by the researcher and the engaged research assistants as the method of data collection for all 525 respondents. Out of the 525 serially numbered and tagged copies of the EEI and YDSSQ instruments that were administered to the respondents, only 490 copies (representing approximately 93% return rate) were validly retrieved and used for the analysis in this study. The retrieved data was scored, tabulated, coded, and analyzed using mean and standard deviation (with a criterion mean cut-off) as well as Pearson Product Moment Correlation (PPMC) to answer the research questions at 0.05 level of significance.

Results

Research Question 1: To what extent does entrepreneurship education contribute to youth's development of intellectual skills in Bayelsa Central Senatorial District, Bayelsa State?

Table 1: Mean, Standard Deviation and PPMC on the extent entrepreneurship education contribute to youth's development of intellectual skills in Bayelsa Central Senatorial District, Bayelsa State

S/N	Extent entrepreneurship education contributes to youth's development of intellectual skills in Bayelsa Central Senatorial District including:	N = 490			Decision
		Mean	SD	r	
1	Instills knowledge to skillfully initiate ideas to improve service delivery	3.64	.49	.714**	HE/S
2	Aids youths to acquire and exhibit basic managerial skills	3.68	.48	.685**	HE/S
3	Improves youth's creativity to recognize new tactics to adjust in different situations	3.69	.47	.673*	HE/S
4	Instill in youths higher level reasoning to explore opportunities to their own economic advantage	3.75	.44	.728**	HE/S
5	Increase youth's interpersonal skills that aid their communication with others	3.66	.49	.696**	HE/S
Grand Mean/r		3.68	0.47	.760**	HE/S

HE (High Extent) = ≥ 2.50 while LE (Low Extent) = < 2.50 .

**** Correlation is significant at the 0.05 level (2-tailed)**

Also, S (Strong) $r = < 0.600$, M (Moderate) $r = 0.400- 0.599$ while W (Weak) $r = \leq 0.399$.

Table 1 shows the mean rating, standard deviation and PPMC on the extent entrepreneurship education contribute to youth's development of intellectual skills in Bayelsa Central Senatorial District, Bayelsa State including instil in youths higher level reasoning to explore opportunities to their economic advantage ($\bar{X} = 3.75$) and (r) of 0.728** in item 4, improve youth's creativity to recognize new tactics to adjust in different situations ($\bar{X} = 3.69$) and (r) of 0.673** in item 3, aids youths to acquire and exhibit basic managerial skills ($\bar{X} = 3.68$) and (r) of 0.685** in item 2, increase youths interpersonal skills that aid their communication with others ($\bar{X} = 3.66$) and (r) of 0.696** in item 5, while the least was instils knowledge to skillfully initiate ideas to improve service delivery ($\bar{X} = 3.64$) and (r) of 0.714** in item 1. Furthermore, the grand mean score of 3.68 and (r) of 0.760** indicated a positive, strong extent and approximately 58% contribution of entrepreneurship education to youth's development of intellectual skills in Bayelsa Central Senatorial District, Bayelsa State.

Research Question 2: To what extent does entrepreneurship education contribute to youth's development of creative skills in Bayelsa Central Senatorial District, Bayelsa State?

Table 2: Mean, Standard Deviation and PPMC on the extent entrepreneurship education contribute to youth's development of creative skills in Bayelsa Central Senatorial District, Bayelsa State

S/N	Extent entrepreneurship education contributes to youth's development of creative skills in Bayelsa Central Senatorial District:	N = 490			Decision
		Mean	SD	r	
1	Improving youth's flexibility to discover opportunities for generating income	3.69	.51	.674**	HE/S
2	Creating in youths the mentality to undertake the risk of venturing into something new	3.65	.50	.682**	HE/S
3	Imparts the adaptability skill which helps youths to re-strategize and adjust plans	3.62	.52	.673**	HE/S
4	Increases youths innovating ideas to align with trending income-yielding activities like catering, cobbling, ICT, phone repairs, etc. in society	3.73	.47	.677**	HE/S
5	Instills in youths the consciousness to identify and efficiently pioneer new business opportunities in their environment	3.76	.46	.697**	HE/S
Grand Mean/r		3.69	0.49	.736**	HE/S

HE (High Extent) = ≥ 2.50 while LE (Low Extent) = < 2.50 .

** Correlation is significant at the 0.05 level (2-tailed)

Also, *S (Strong)* $r < 0.600$, *M (Moderate)* $r = 0.400- 0.599$ while *W (Weak)* $r = \leq 0.399$.

Table 2 shows that the mean rating, standard deviation and PPMC on the extent entrepreneurship education contribute to youth's development of creative skills in Bayelsa Central Senatorial District, Bayelsa State include: instils in youths the consciousness to identify and efficiently pioneer new business opportunities in their environment ($\bar{X} = 3.76$) and (r) of 0.697** in item 5, increases youths innovating ideas to align with trending income yielding activities like catering, cobbling, ICT, phone repairs, etc. in the society ($\bar{X} = 3.73$) and (r) of 0.677** in item 4, improving youths flexibility to discover opportunities for generating income ($\bar{X} = 3.69$) and (r) of 0.674** in item 1, creating in youths the mentality to undertake the risk of venturing into something new ($\bar{X} = 3.65$) and (r) of 0.674** in item 2, while the least was imparts the adaptability skill which helps youths to re-strategize and adjust plans ($\bar{X} = 3.62$) and (r) of 0.682** in item 3. Furthermore, the grand mean score of 3.69 and (r) of 0.736** indicated a positive, strong extent and approximately 54% contribution of entrepreneurship education to youth's development of creative skills in Bayelsa Central Senatorial District, Bayelsa State.

Research Question 3: To what extent does entrepreneurship education contribute to youth's development of self-reliance skills in Bayelsa Central Senatorial District, Bayelsa State?

Table 3: Mean, Standard Deviation and PPMC on the extent entrepreneurship education contribute to youth's development of self-reliance skills in Bayelsa Central Senatorial District, Bayelsa State

S/N	Extent entrepreneurship education contributes to youth's development of self-reliance skills in Bayelsa Central Senatorial District:	Mean	SD	r	Decision
1	Increases youths' acquisition of technical skills like masonry, cobbling, carpentry, electrical, phone repairs, ICT, etc.	3.71	.48	.618**	HE/S
2	Inspires youths to acquire vocational skills in catering, tailoring, bead-making, etc.	3.77	.44	.669**	HE/S
3	Inspires youths to acquire and discover skills to successfully manage their businesses	3.64	.50	.678**	HE/S
4	Help youths to create business ideas and services with high financial benefits	3.70	.47	.662**	HE/S
5	Help youths develop the courage and mindset to self-build their investments	3.73	.52	.627**	HE/S
Grand Mean/r		3.71	0.48	.729**	HE/S

HE (High Extent) $= \geq 2.50$ while *LE (Low Extent)* $= < 2.50$.

** Correlation is significant at the 0.05 level (2-tailed)

Also, *S (Strong)* $r < 0.600$, *M (Moderate)* $r = 0.400- 0.599$ while *W (Weak)* $r = \leq 0.399$.

Table 3 shows that the mean rating, standard deviation and PPMC on the extent entrepreneurship education contribute to youth's development of self-reliance skills in Bayelsa Central Senatorial District, Bayelsa State include: inspires youths to acquire vocational skills in catering, tailoring, bead-making, etc. ($\bar{X} = 3.77$) and (r) of 0.669** in item 2, help youths develop the courage and mindset to self-build their investments ($\bar{X} = 3.73$) and (r) of 0.627** in item 5, increases youths acquisition of technical skills like masonry, cobbling, carpentry, electrical, phone repairs, ICT, etc. ($\bar{X} = 3.71$) and (r) of 0.618** in item 1, help youths to create business ideas and services with high financial benefits ($\bar{X} = 3.70$) and (r) of 0.662** in item 4, while the least inspired youths to acquire and discover skills to successfully manage their businesses ($\bar{X} = 3.64$) and (r) of 0.678** in item 3. Furthermore, the grand mean score of 3.71 and (r) of 0.729** indicated a positive, strong extent and approximately 53% contribution of entrepreneurship education to youth's development of self-reliance skills in Bayelsa Central Senatorial District, Bayelsa State.

Discussion

The result in Table 1 revealed a grand mean score of 3.68 and (r) of 0.760**, which indicated a positive, strong extent and approximately 58% contribution of entrepreneurship education to youth's development of intellectual skills in Bayelsa Central Senatorial District, Bayelsa State. This finding is consistent with Galvão et al. (2018) that

entrepreneurship education enhances youths intellectual, higher level reasoning, creative and interpersonal skills that would intensify the ability of an individual to independently and foresightedly explore and aptly pursue careers in business, technical and other related fields towards improving his/her quality, income and productive base. The researcher aligns with the finding of this study as intellectual skills that would enhance entrepreneurial development. This standpoint agrees with the position of Gabriel and Blackduke (2019) that developing interpersonal, intellectual and creative skills could help students internalize and imbibe extensive logical, rational, interactive, and social skills that would culminate to enhance their entrepreneurial productivity and educational development.

The result in Table 2 revealed a grand mean score of 3.69 and (r) of 0.736**, which indicated a positive, strong extent and approximately 54% contribution of entrepreneurship education to youth's development of creative skills in Bayelsa Central Senatorial District, Bayelsa State. This finding is in agreement with the previous finding of Gamede and Uleanya (2018) observed that entrepreneurship education goals help to instil the consciousness to innovatively, resourcefully and strategically identify, pioneer and adjust respectively tactics, plans and opportunities towards developing income-yielding business, technical and service opportunities in the society. In addition, the researcher agrees with the finding of the study as the skilful exhibition of creative traits or qualities that would effectively develop entrepreneurship education in any society. This aligns with the position of Muogbo and John-Akamelu (2018) that entrepreneurship education would enhance youth acquisition of interactive, social and mental skills towards effectively identifying and managing trending revenue-generating business opportunities in catering, cobbling, ICT, and phone repairs among others in the society.

The result in Table 3 revealed a 3.71 and (r) of 0.729** indicating a positive, strong extent and approximately 53% contribution of entrepreneurship education to youth's development of self-reliance skills in Bayelsa Central Senatorial District, Bayelsa State. This finding is consistent with the previous finding of Muogbo and John-Akamelu (2018) that entrepreneurship education is the type of education that is concerned with the acquisition of skills, ideas and management abilities that are needed for an individual's improved creativity, self-reliance, and self-job creation in vocational and technical skills such as catering, tailoring, bead-making, masonry, cobbling, carpentry, electrical, phone repairs, ICT, among other businesses and services with high financial benefits and societal development. The study aligns with this finding as the acquisition of self-reliance skills would help youths to be productive, resourceful, problem-solvers rather than the hitherto problem-creators, agitators and restive youths that stirs the level of tension that culminates to impede societal development. This standpoint is consistent with the previous finding of Anyaegbu (2019) that the acquisition of entrepreneurial skills aids in bequeathing to students the necessary practical-based knowledge, personality, experience and skills that they could leverage to enable them effectively and creatively harness opportunities and activities towards improving their performance and productivity in the school and beyond.

Conclusion

The study concluded that entrepreneurship education positively and strongly led to youths in Bayelsa Central Senatorial District, Bayelsa State development of intellectual, creative and self-reliance skills that were conceptualized as measures of sustainable skills. Furthermore, the sustainability of these skills in the vocational, business, and technical among other fields such as catering, tailoring, bead-making, masonry, cobbling, carpentry, electrical, phone repairs, ICT, etc. lies in the improvement of youth's livelihood, quality, income and productive base in Bayelsa Central Senatorial District, Bayelsa State.

Recommendations

1. Bayelsa State government should establish a full-fledged "Entrepreneurship Department" in all her six (6) State-owned tertiary institutions to impart intellectual, interpersonal, innovative, and managerial skills among other sustainable skills to the students.
2. The current entrepreneurship education curriculum should be reviewed with programmes that will instil in youths the consciousness to innovate ideas and identify strategies to efficiently pioneer new income-generating business opportunities within their environment.
3. The Students Industrial Work Experience Scheme (SIWES) programme should be expanded towards providing internship opportunities to enable students to acquire practical experience in catering, tailoring, bead-making, masonry, cobbling, carpentry, electrical, phone repairs, ICT among other trades that would improve their self-reliance capacity in the school and society.

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