

Empowering the Female Undergraduates with Practical Entrepreneurial Skills Development for Curbing Social Economic Challenges in Rivers State

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Abstract

The unjustifiable constants neglect to empower the women in Nigeria called for; “Empowering the female undergraduates with practical entrepreneurial skills development for curbing social economic challenges in Rivers State.” The study was directed by two research questions, and two null hypotheses were developed. The study design used was a descriptive survey. There were 79 lecturers in the population, and a census sampling technique was used. Three experts verified a four-point response options questionnaire that was used to gather data. Cronbach's alpha was used to determine the instrument's dependability; the result was a coefficient of 0.89 and 0.88. The mean was employed to address the research questions, and the null hypotheses were tested at the 0.05 level of significance using a one-way analysis of variance (ANOVA). The results showed that there was a high level of improvement in the practical entrepreneurial abilities required to enable female undergraduates to address social and economic challenges. Also, there was a significant benefit on reducing social and economic challenges from equipping female undergraduates with real-world business skills. Consequently, it was determined that Nigeria's social and economic problems would be significantly reduced if our postsecondary institutions sufficiently equipped female undergraduates with useful entrepreneurial abilities. In addition to other crucial recommendations, Nigeria's female students and women in general should be equipped with high-demanding, lifelong skills for the rapidly evolving workplace by means of sufficient funding for the development of practical entrepreneurial abilities. In addition to government subsidies, the money should be consistent, steady, and could come from other sources as well.

Keywords: Empowering the female undergraduates, practical entrepreneurial skills development, and curbing social economic challenges.

The excessive reliance on oil, poor infrastructure, high unemployment rate, drug usage, and other social vices have all been features of the Nigerian economy. Since the effects of these circumstances are getting intolerable, it is necessary to build practical business skills in order to stop the threat (Ukata, 2019). Without a shift in the nature of work, education does not produce prosperity. In order to produce not only academics but also people who are adaptable, flexible, hardworking, mindful, responsible, punctual, trainable, and devoted to the workplace and society as a whole, education must provide what is valued in the workplace. This means that curriculum and practices must be changed (Abiodun & Bukki, 2018).

Women's empowerment seems to have taken center stage as the key indicator of both the volume and calibre of significant contributions to long-term, sustainable national development in recent years. There have been efforts to end the fight for gender equality by strengthening women as essential weapons in the fight against poverty, illness, and really sustainable development. "If a woman is to be a helpmate to a man, it is quite clear that the nearer she is brought to the condition of a man, the more perfectly and congenially she will fulfil her task," asserted Abiodun and Bukki (2018) with reason. Thus, it is imperative that women in Africa and female undergraduates receive top-notch instruction in real entrepreneurship skills. If such education is maintained, women will become excellent "We are resolved to work for gender equality and the empowering of women as vital tools to combat poverty and diseases and achieve the development that is truly sustainable." It has been observed that there is an increase in global concern for women issues being victims of pervasive sexism and a myth of male superiority." As such the need for empowering the female undergraduates with practical entrepreneurial skills development.

Empowering women is giving them the capacity to make moral decisions, and this process begins in elementary, secondary, and university education. The kind of education or training that determines their wages has a big impact on their decisions. Their ability to purchase houses, support their children's upbringing, and maintain a certain standing within their families and

communities are all influenced by their incomes. Given that women have experienced prejudice in many civilizations, particularly in underdeveloped nations, the emphasis is understandable. Ironically, women are primarily responsible for producing food and raising children; they have little to no access to resources that would enable them to become financially independent and help with household chores. The education known as "practical entrepreneurial skills development" (PESD) prepares business owners to diversify their economies, which in turn curbs social and economic challenges. By investing in a range of assets, investors can lower risk, particularly during periods of recession, inflation, and deflation (Ukata, 2019). In order for the beneficial returns on some assets to offset the negative returns and consequences of other investments, this will work to smooth out unsystematic risk occurrences in portfolio investments (Mukhtar, Gwazawa & Jega, 2018). Agricultural Skills (Fish Farming/Aquaculture, Poultry Farming (Birds), Piggery), Domestic Skills (Fashion Designing, Soap Making), Soap Making, Electrical Installation, Air Conditioning Repairs, Furniture Making) are just a few of the practical entrepreneurial skills that Empowering the Female Undergraduates (EFU) centres are designed to teach girls at different levels of education.

Additional skills include information and communication technology (ICT) (software design, computer operation, networking, website design) (Deebom & Zite, 2020; Zite & Deebom, 2017). These skills can help with issues related to social and economic challenges like drug abuse, poverty, armed bandits, hooliganism, prostitution, unemployment, and restlessness (Ukata & Okpokwasili, 2024). The center's mode may follow the suggestion made by Mukhtar et al. (2018) that the theory and practical components of the entrepreneurship education model should be organised into two tiers, in accordance with the International Trade Structure Classification (SITC) standard. They categorized the establishment of ten (10) entrepreneurial communities, which serve as training grounds for students in addition to being used for commercial manufacturing to alleviate socioeconomic problems.

According to Ukata (2019), the villages are: Integrated wood and furniture, E-related initiatives, Metal work, Pastry-Bakery, Multipurpose press, Audio and telecommunication,

Horticulture development, Precision Engineering, Pastry-Bakery, and Animal husbandry. Academic staff members should serve as facilitators in each of these villages, supervising their operations and reporting to the coordinator, who in turn reports to. The International Trade Structure Classification (SITC) standard may be used by the centre to structure the conceptual and practical components of the entrepreneurship education model into two tiers, as suggested by Mukhtar et al. (2018). They categorized the creation of ten (10) entrepreneurial villages, which are used for commercial production to address socioeconomic issues and also function as training grounds for students. Ukata (2019) lists the following villages: precision engineering, animal husbandry, horticulture development, integrated wood and furniture, metal work, e-related initiatives, pastry-bakery, multipurpose press, audio and communications, and animal husbandry. In each of these villages, academic staff members should act as facilitators, overseeing their operations and reporting to the coordinator, who in turn reports to. Regardless of programme or level, all female students should be taught the course delivery. Before the end of the course, each student is required to complete a practical project in addition to the theory. A female student chooses her preferred field of study from the variety of useful electives provided below: Printing and publishing, metallurgy and fabrication, pastry and restaurant operations, fish farming, tie and dye, grass cutter and snail farming, soap and cosmetics, furniture construction, woodworking, horticulture, and bead and hat making are some of the industries that use water production.

The days of providing a theoretical introduction to entrepreneurship are long gone. As is the situation with some private schools and polytechnics that have strategic alliances with industry, higher education institutions should reconsider creating centres for practical entrepreneurship (Ukata, 2017). These notions have become overly prevalent in entrepreneurship education, both for students and society as a whole. Nigeria's economy is pleading with problem solvers to take her under their wing. To fulfil its purpose, the Supervision of Industrial Work Experience Scheme (SIWES) must be updated and strengthened. Why should our students waste valuable time and energy—six, twelve, or thirteen months—for SIWES just to return with logbooks full of false information about work experience they never had? If our educational institutions establish functional centres for real entrepreneurship, Establishing, stocking, staffing, and funding our

entrepreneurship centres with funding from Industrial Strategic Alliance to create goods and services that can be sold to outsiders to generate income/wealth through our students' hands-on involvement will ensure that institutions do not complain about a lack of funds. With a certain proportion split, students will also learn how to become financially independent while still in school. A value chain involving the distribution of income will exist. Institutions can include students in some of the practical entrepreneurial fields to reduce social and economic problems and encourage people to work for themselves.

According to Ukata and Nmehielle (2021) and Kprschools (2020), socioeconomic problems include things like a lack of education, prejudice based on one's culture or religion, overcrowding, unemployment, and corruption that have a detrimental effect on a person's ability to engage in the economy. In addition, a person's socio-economic status—that is, their place in a hierarchical social structure is influenced by a number of factors, such as their occupation, level of education, income, wealth, and place of residence. Poverty plays a role in determining this status. According to the United Nations (1998), poverty is essentially a denial of possibilities and choices as well as an infringement on human dignity. It denotes a fundamental inability to engage in productive social interaction. It entails not having enough to provide for a family's food and clothing, not being able to attend a clinic or school, not owning a piece of land where one can grow food or a job that pays well, and not being able to obtain credit. It denotes uncertainty, helplessness, and social marginalization for people as individuals, families, and communities. It denotes being vulnerable to violence as well as frequently residing in marginalized or unstable areas without access to sanitary facilities or clean water.

Globally, education is regarded as the cornerstone of development because it provides the foundation for literacy, the acquisition of knowledge and skills, the advancement of technology, and the capacity to use both human and natural resources to overcome obstacles (Ukata & Nmehielle, 2021; Kprschools, 2020). This can be accomplished by giving female undergraduates the tools they need to build useful entrepreneurial abilities. The male and female lecturers in this study have varying degrees of education and years of experience as educators in state and federal

public tertiary institutions in Rivers State that instruct female undergraduates in the development of practical entrepreneurial skills or related subjects. Years of teaching experience, years of education, and federal and state control of the school are the moderating variables. Federal and state tertiary institutions will own the institutions. This is due to the possibility that instructors at federal institutions are better equipped than those at state universities to provide female undergraduates with the development of actual entrepreneurial abilities. The degree of education a professor achieved at the time of this inquiry serves as a moderating element.

This could be a Doctor of Philosophy (PhD), Bachelor of Science (B.Sc.), Bachelor of Education (B.Ed.), Master of Science (M.Sc.), Higher National Diploma (HND), or National Diploma (ND). The state and federal governments own the institutes. The federal and state governments own these postsecondary educational establishments, which provide business education as a course or an elective. The state institutions are Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE), Kensaro Wiwa Polytechnic (KENPOLY), and Captain Elechi Amadi Polytechnic (CEAPOLY), while the federal institutions are University of Port Harcourt and Federal College of Education (Technical) Omoku (FCET-Omoku). These are the only government-run postsecondary educational institutions that provide entrepreneurship-focused courses and programmes in business education. Because these variables are likely to have an impact on the issue of "Empowering the female undergraduates with practical entrepreneurial skills development for curbing social economic challenges," the researchers choose to employ them. In order to empower female undergraduates with practical entrepreneurial skills development for curbing social economic challenges, for instance, a lecturer with a Doctor of Philosophy (PhD) may perform better than a lecturer with a Master of Science and a Bachelor of Science more than the state tertiary institutions, possibly due to funding or other factors (Ukata & Udeh, 2022).

The educational background of teachers can have a big impact on what people believe influences good teaching and learning. Teachers' educational backgrounds may also have an impact on how well they comprehend the material, choose the right resources, implement effective teaching techniques, and manage the classroom (Ukata & Udeh, 2022). According to Top

Education Degrees (2020), institutional ownership has a significant impact on the development of practical entrepreneurial abilities that may be used to address social and economic concerns. This is due to the possibility that federal institutions offer greater staff development programmes, worker-friendly policies, aids, laboratories, incentive programmes, remuneration packages, and worker-friendly policies than state institutions. According to scholars (2013), age and teaching experience are two elements that affect a lecturer's degree of current instructional competences because more experienced and younger lecturers tend to perform at a higher level than less experienced and older ones. Thus, these are relevant variables for our study.

Statement of the problem

Globally, it appears that female learners and women's manpower development programmes are seen as a flexible instrument for generating income, jobs, enhancing national security, advancing the goal for rural transformation, and surmounting socioeconomic obstacles. For this reason, Abiodun and Bukki (2018) contended that if a woman is to be a man's helpmate, it is obvious that the closer she is brought to a man's situation, the more precisely and amiably she will complete her role. Thus, it is imperative that women in Africa and female undergraduates receive top-notch instruction in real entrepreneurship skills.

If this kind of education is maintained, women will become excellent mothers, wives, and members of the community. Regretfully, Nigeria doesn't appear to have embraced the global initiative to equip female undergraduates with employable entrepreneurship skills. In addition to these and other social and economic difficulties, women appear to have dealt with the Boko Haram religious sect, armed bandits, kidnapping, restlessness, hooliganism, prostitution, early marriage, prostitution, and unprecedented security challenges. The issue with this study is that because of their high levels of marginalization as a result of being perceived as womanly, Nigerian female learners and women appear to be more affected by these social and economic difficulties. Due to the African tradition of excluding women from education since they are expected to marry and complete their education in the kitchen, there also appears to be a significant level of social and economic issues among the women. Furthermore, it doesn't seem like there is any empirical evidence demonstrating the effect of equipping female undergraduates with real-world

entrepreneurial skills development on reducing social and economic problems. Given that this is a new field of study, there is an urgent need for this research to give decision makers concrete evidence on the topic of empowering female students with the development of practical entrepreneurial skills to curb social and economic concerns.

Purpose of the Study

The purpose of this study was to determine empowering the female undergraduates with practical entrepreneurial skills development for curbing social economic challenges in Rivers State. The specific objectives of this study were to find out:

1. Practical entrepreneurial skills development areas necessary for empowering the female undergraduates with for curbing social economic challenges?
2. The impact of empowering the female undergraduates with practical entrepreneurial skills development for curbing social economic challenges.

Research Questions

The following two research questions guided the study, thus:

1. What are the practical entrepreneurial skills development areas necessary for empowering the female undergraduates with for curbing social economic challenges?
2. What is the level of impact of empowering the female undergraduates with practical entrepreneurial skills development on curbing social economic challenge?

Hypotheses

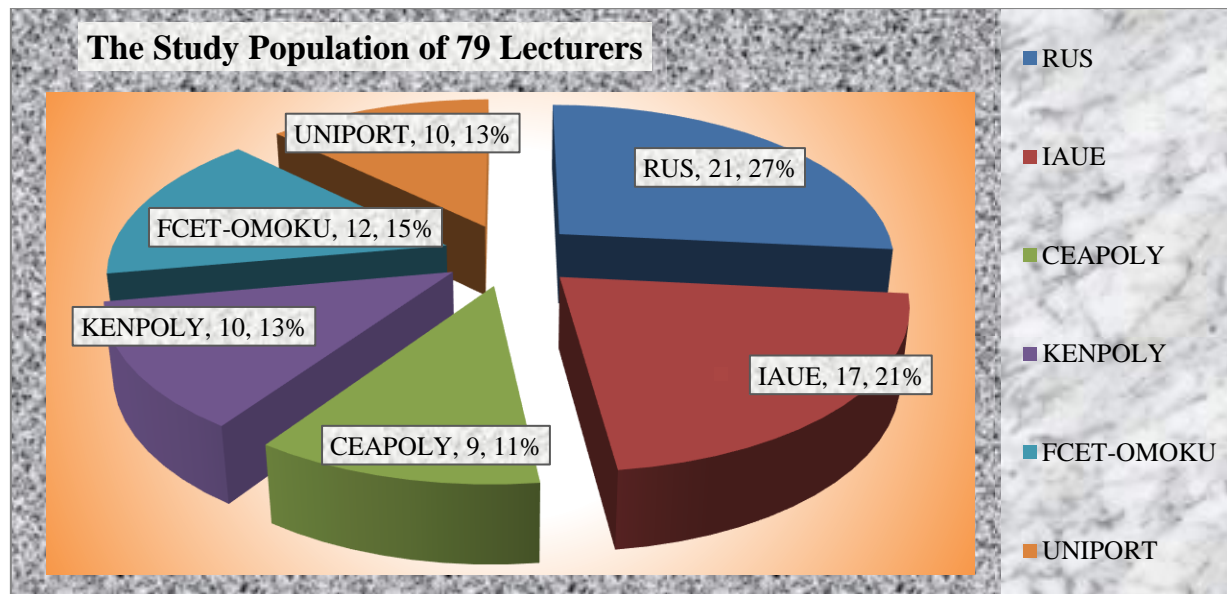
The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in lecturers' mean ratings on practical entrepreneurial skills development areas necessary for empowering the female undergraduates to curb social economic challenge based on (PhD, M.Sc. /M.Ed., and B.Sc./B.Ed./HND).
2. Years of teaching experience (1-5, 6-10, and above 10 years) do not influence lecturers' mean ratings on the level of impact of empowering the female undergraduates with practical entrepreneurial skills development for curbing social economic challenge.

Methodology

The study used a descriptive survey research approach to investigate how to reduce social and economic difficulties in Rivers State's tertiary institutions by equipping female undergraduates with real-world entrepreneurial skills.

The 79 Business Education lecturers from the six public tertiary institutions in Rivers State that provide Business Education programs—three universities, two polytechnics, and one college of education—made up the study's population. The population distribution is shown below in 3-D using Exploded Pie, along with respective percentages.



Source: (Researchers` creation, 2024)

With the help of four research assistants who had received sufficient training on the procedures to be followed, the researchers individually delivered copies of the questionnaire to the respondents at their respective schools. Prior to conducting the study, the researchers visited each of the postsecondary institutions and obtained permission from the appropriate Heads of Department. Following their visit to each school, the researchers and assistants gave the department heads the necessary number of copies of the instrument so they could give them to the lecturers for completion. They then returned five working days later to pick up the completed

copies. The instrument was correctly filled out, retrieved, and utilized on sixty-seven copies for data analysis. It took a month for the instrument's validation, dependability, administration, and retrieval. In order to determine how homogeneous or diverse the respondents' opinions were in relation to the questionnaire items and the aggregated mean, the arithmetic mean and standard deviation were employed to answer the three study questions. Since the one-way analysis variance (ANOVA) examined a single categorical independent variable with three levels, it was utilized to test the two null hypotheses at the 0.05 level of significance. When the computed significant (Sig.) value, or p-value, was more than or equal to (\geq) the alpha value of 0.05, the null hypothesis was accepted. The null hypothesis was rejected in any other case. Version 25 of the Statistical Package for Social Sciences (SPSS) was used to analyses the data.

Results Presentation

Research Question 1: What are the practical entrepreneurial skills development areas necessary for empowering the female undergraduates with for curbing social economic challenges?

Table 1: Respondents’ mean ratings on practical entrepreneurial skills development areas necessary for empowering the female undergraduates with t curb social economic challenges

N = 67				
S/N	Practical Entrepreneurial Skills Development Areas	\bar{X}	SD	Remarks
A Information and Communication Technology Skills				
1	Software Design	3.63	.94	High Level
2	Computer Operation	3.58	.91	High Level
3	Computer Programming	3.75	.92	High Level
4	MS Word operation	3.67	.92	High Level
5	Computer Repairs	3.75	.81	High Level
6	Networking	3.76	.78	High Level
7	Website Design	3.72	.85	High Level

B Technical Skills

8	Electrical Installation	3.60	.88	High Level
9	Air Conditioning Repairs	3.67	.92	High Level
10	Refrigerator Repairs	3.75	.81	High Level
11	Driving	3.76	.78	High Level
12	Building Technology	3.72	.85	High Level
13	Welding and Fabrication	3.56	.84	High Level
14	Electrical Instrumentation	3.47	.88	Moderate Level
15	Furniture Making	3.64	.89	High Level
16	Pipe Fitting	3.55	.88	High Level
17	Aluminum Work	3.52	.83	High Level
18	Plumbing	3.33	.94	Moderate Level
19	Arts/Printing & Graphics	3.58	.91	High Level
20	Electronics Repairs	3.75	.86	High Level
21	Interlocking	3.60	.88	High Level
22	Tilling	3.67	.92	High Level
23	Painting	3.75	.81	High Level
24	Vulcanizing	3.76	.78	High Level
25	Brick Laying & Masonry	3.72	.85	High Level
26	Carpentry & Joinery	3.56	.84	High Level
27	Shoe Making	3.47	.88	Moderate Level
28	Tinkering	3.64	.89	High Level
29	Gold smitten	3.55	.88	High Level

C Agricultural Skills

30	Fish Farming/Aquaculture	3.53	.94	High Level
31	Horticulture	3.58	.91	High Level
32	Poultry Farming (Birds)	3.75	.87	High Level
33	Animal Husbandry	3.60	.88	High Level

34	Tomato Production	3.67	.92	High Level
35	Snail Production	3.75	.81	High Level
36	Veterinary Technology	3.76	.78	High Level
37	Animal Incarceration	3.72	.85	High Level
38	Livestock (Mammals)	3.56	.84	High Level
39	Gardening	3.47	.88	Moderate Level
40	Piggery	3.64	.89	High Level
D Domestic Skills				
41	Fashion Designing	3.52	.83	High Level
42	Soap Making	3.52	.94	High Level
43	Food/Catering Services	3.58	.91	High Level
44	Hair Styling/Cosmetology (Barbing, Dressing)	3.75	.87	High Level
45	Bead Making	3.60	.88	High Level
46	Hat Making	3.67	.92	High Level
47	Tailoring	3.75	.81	High Level
48	Music	3.76	.78	High Level
49	Musical Instrumentation	3.72	.85	High Level
50	Photography	3.56	.84	High Level
51	Video Coverage	3.47	.88	Moderate Level
52	Laundry/Dry Cleaning	3.64	.89	High Level
53	Net Making	3.55	.88	High Level
Aggregate Mean		3.64		High Level

Table 1: Practical entrepreneurial skills development areas (Fieldwork, 2023)

Table 1 demonstrates that the mean scores of 48 of the 53 subjects ranged from 3.52 to 3.76. High level is implied by this. The mean scores of the next five abilities range from 3.33 to 3.47, indicating a modest degree of proficiency. However, the overall mean score of 3.64 indicates that the development of the practical entrepreneurial skills required to empower female undergraduates and address social and economic concerns was at a high level. The standard

deviations for 48 of the 53 mentioned items fell between 0.78 and 0.94, indicating that respondents' opinions were uniform. The remaining two items had standard deviations ranging from 1.03 to 1.07, indicating that respondents' perspectives on those issues were not uniform.

Research Question 2: What is the level of impact of empowering the female undergraduates with practical entrepreneurial skills development on curbing social economic challenge?

Table 2: Respondents' mean ratings on impact of empowering the female undergraduates with practical entrepreneurial skills development for curbing social economic challenge

					N = 67	
S/ N	Impact of empowering the female undergraduates with practical entrepreneurial skill	\bar{x}	SD	Remarks		
1	Prepare individual to acquire skills for gainful jobs	4.60	0.85	Very high level		
2	Supplies skilled manpower for the economy	4.87	0.70	Very high level		
3	Individual to be self-reliant in various trades	4.70	0.78	Very high level		
4	Reduction in prostitution	4.71	0.62	Very high level		
5	Help to develop entrepreneurial skills	4.66	0.59	Very high level		
6	It is a master key to poverty reduction	4.75	0.72	Very high level		
7	It creates job opportunities	4.87	0.70	Very high level		
8	It increases the technical performance of industries	4.71	0.68	Very high level		
9	Provision of technical competent personnel	4.53	0.71	Very high level		

10	Provision of good health	4.50	0.72	Very high level
11	Provision of good food	4.50	0.65	Very high level
12	Provision of shelter	4.67	0.71	Very high level
13	Provision of security	4.73	0.62	Very high level
14	Peace of mind	4.50	0.65	Very high level
15	Peaceful co-existence	4.53	0.62	Very high level
16	Peace with the environment	4.67	0.85	Very high level
17	Economic stability	4.57	0.81	Very high level
18	Ability to socialize	4.50	0.69	Very high level
19	Reduction in dependency and create employment	4.83	0.75	Very high level
20	Become employer of labor	4.63	0.77	Very high level
21	Self-reliance	4.67	0.60	Very high level
22	Dependable livelihood	4.53	0.61	Very high level
23	Steady source of Income	4.63	0.62	Very high level

24	To contribute positively to community development	4.53	0.65	Very high level
25	Reduction in kidnapping	4.59	0.59	Very high level
26	Reduction in armed robbery	4.63	0.60	Very high level
27	Reduction in the rate of killings	4.53	0.67	Very high level
28	Diversion of youths' interest from crime	4.57	0.59	Very high level
29	Engaging youths in productive skills to reduce crimes	4.53	0.77	Very high level
30	Reduction in youths harassing urban and rural dwellers	4.71	0.58	Very high level
31	Reduction in cult activities	4.50	0.59	Very high level
32	Reduction in vandalization of properties by youth	4.54	0.59	Very high level
33	Reduction in number of political thugs	4.86	0.58	Very high level
34	Reduction in election crimes	4.73	0.64	Very high level
35	Reduces man hour waste of the security agencies	4.71	0.58	Very high level
36	Projects country`s image positively	4.63	0.60	Very high level
37	Economic stability of the nation	4.86	0.58	Very high level

38	Reduction in drugs abuse	4.73	0.62	Very high level
39	Tackle poverty alleviation	4.50	0.65	Very high level
40	Reduce weak economic growth and low productivity	4.53	0.62	Very high level
41	Bring social equality	4.67	0.85	Very high level
Aggregate Mean		4.66		Very high level

Figure 2: Impact of empowering the female undergraduates (Field Work, 2023)

Table 2 demonstrates the extremely high level of all 41 items, with mean values ranging from 4.50 to 4.87. In the same vein, the overall mean score of 4.66 indicates that there was a very high level of benefit from equipping female undergraduates with practical entrepreneurial skills development to reduce social and economic challenges. The range of standard deviations for the 41 stated items, from 0.58 to 0.85, indicates that the opinions of the respondents were consistent.

Table 3: ANOVA summary on lecturers' mean ratings on practical entrepreneurial skills development areas necessary for empowering the female undergraduates to curb social economic challenge based on (PhD, M.Sc. /M.Ed., and B.Sc./B.Ed./HND).

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig.	Decision
Between Groups	3.558	2	2.529	1.598	.483	Accept Ho ₁
Within Groups	53.357	65	.877			
Total	55.615	67				

Table 3: Researchers' Fieldwork, (2023)

At degrees of freedom of 2 and 65, Table 3 displays a computed F-value of 1.59 with a significant (sig.) p-value of 0.48, which is higher than the alpha value of 0.05 ($0.48 > 0.05$). Thus, it was decided to adopt the null hypothesis (HO₁). Based on educational achievement, there is no

discernible difference in the mean ratings of professors in the areas of developing practical entrepreneurial abilities that are essential for enabling female undergraduates to address social and economic challenges.

Table 5: ANOVA summary on how (1-5, 6-10, and above 10 years) do not influence lecturers’ mean ratings on the level of impact of empowering the female undergraduates with practical entrepreneurial skills development on curbing social economic challenge

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig.	Decision
Between Groups	2.558	2	1.329	1.598	.493	Accept H ₀₃
Within Groups	45.357	65	.777			
Total	46.615	67				

Table 1: Researchers` Fieldwork, (2023)

At degrees of freedom of 2 and 65, Table 5 displays a computed F-value of 1.59 with a significant (sig.) p-value of 0.49, which is higher than the alpha value of 0.05 ($0.49 > 0.05$). Thus, it was decided to adopt the null hypothesis (H₀₃). This indicates that lecturers' mean assessments on the degree to which equipping female undergraduates with real-world entrepreneurial skills can help reduce social and economic challenges are unaffected by their years of teaching experience.

Discussion of Findings

The study's conclusions demonstrated that, given their high level, these are the areas where female undergraduates need to enhance their practical entrepreneurship abilities in order to empower them and reduce social and economic obstacles. The results validate the opinions of Deebom and Zite (2020), Zite and Deebom (2017), Okoye and Okwelle (2013), and others who recognized the following categories of TVET areas as essential for promoting sustainable national development: Technical Skills (Electrical Installation, Waste Management, Air Conditioning Repairs, Furniture Making), Agricultural Skills (Fish Farming/Aquaculture; Poultry Farming (Birds), Piggery), Domestic Skills (Fashion Designing, Soap Making, Food/Catering Services), and ICT (Software Design, Computer Operation, Website Design), among others.

The study's conclusions corroborated this, demonstrating the extremely high level of impact that developing practical entrepreneurial skills in female students had on reducing social and economic challenges. The results support the claims made by Igberaharha (2021), Onwusa (2021), UNESCO-UNEVOC (2019), Okwelle and Amaechi (2017), and others that TVET should be strengthened globally and in Nigeria in order to promote employability skills development and social economic growth, among other reasons. Others include helping people develop the skills necessary for profitable employment, providing the economy with skilled labor, generating wealth, reducing poverty, encouraging the development of entrepreneurial skills, fostering self-reliance, and lowering crime and criminality. The study's conclusions also demonstrated that, regardless of educational attainment, there was no discernible difference in the lecturers' mean ratings of the areas related to developing practical entrepreneurial abilities that are essential for enabling female undergraduates to address social and economic challenges. The results were consistent with the hypotheses put out by Ukata and Udeh (2022), which showed that instructors' educational backgrounds can have a significant impact on the characteristics that are thought to affect successful teaching and learning. Ukata and Udeh (2022) go on to say that a teacher's educational background can affect how well they understand the material, what tools they choose, how the teaching and learning environment is affected, how well they use appropriate instructional strategies, and how well they manage the classroom.

Lastly, the study's findings also demonstrated that lecturers' mean evaluations of the degree to which equipping female undergraduates with real-world entrepreneurship skills has impacted reducing social and economic challenges were unaffected by their years of teaching experience. Because younger and more experienced lecturers are more likely to perform at a higher level than older and less experienced ones, the findings unauthenticated the assumption made by Scholars (2013), who confirmed that age and teaching experience are among the factors that influence lecturers' instructional competencies and other surrounding factors.

Conclusion

Based on the study's results, which were at a high level, it was determined that these are the areas where female undergraduates need to enhance their practical entrepreneurship abilities

in order to empower them and reduce social and economic issues. Furthermore, equipping female students with the development of actual entrepreneurial skills had a very significant influence on reducing social and economic challenges. Therefore, Nigeria's social and economic problems will be significantly reduced if our postsecondary institutions sufficiently empower female undergraduates with useful entrepreneurial skills.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. Nigeria should provide sufficient funding to support the development of practical entrepreneurial skills in order to equip its female undergraduates and other women with highly demanding, lifelong skills that will be necessary in the rapidly evolving workforce. The financing for sustainable economic development should be steady, ongoing, and may originate from a variety of sources in addition to government hand-outs.
2. Government and institutional training programmes should provide lecturers with ongoing training in running practical entrepreneurial skills through conferences, workshops, and short courses. Instructors should also participate in internal, national, and local training through self-sponsorship, as the knowledge they gain will be their own.
3. Programmes offered by institutions offering practical entrepreneurial skills should be developed based on market needs and to curb social economic challenges of the society. This means that there should be a balance between the relevance of curricula to meet current employer demands and flexibility to face the fast changes in the labor market.
4. These hands-on programmes for developing entrepreneurial skills should offer solutions based on the market and be flexible enough to adjust to the learners' capacities.
5. These hands-on workshops for developing entrepreneurial skills should offer solutions based on the market and be flexible enough to adjust to the learners' capacities.
6. To keep academic professionals in the field, universities offering practical entrepreneurial skills development programmes must pay them well, provide them with ongoing training both domestically and abroad, and demonstrate strong motivation.

7. To keep academic professionals in the field, universities offering practical entrepreneurial skills development programmes must pay them well, provide them with ongoing training both domestically and abroad, and demonstrate strong motivation.
8. The current practical entrepreneurial skills development programmes in institutions should undergo ongoing renovations, modernizations, and expansions of their physical infrastructures and facilities in order to accommodate the increasing number of yearly enrolments of female students and to meet international standards.

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