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# Niger Delta Youths' Views on Entrepreneurship Education for Combating Poverty and Unemployment

Sylvanus Obidinma Ohakam.  
*Walden University*

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# Walden University

College of Management and Technology

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Sylvanus Obidinma Ohakam

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2018

Abstract

Niger Delta Youths' Views on Entrepreneurship Education for

Combating Poverty and Unemployment

by

Sylvanus Obidinma Ohakam

MBA, University of North Texas, 2013

BBA, University of North Texas 2012

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Management

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## Abstract

Education policymakers in Nigeria lack the knowledge on the views of Niger Delta youths, who rely on entrepreneurship education and its contents to fight poverty and unemployment in their area. This study's purpose was to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education, its contents, and its role in fighting their area's high rate of poverty and unemployment. This study was framed and guided by three key concepts that focus on the challenges of poor communities: youth unemployment in sub-Saharan Africa, entrepreneurship education, and youth entrepreneurship. To address this issue properly, a qualitative multiple-case study was designed. Data were collected from multiple sources: semi structured interviews, archival data from government labor reports, and the researcher's field notes. Data analysis was completed through thematic and cross-case synthesis analysis. The findings showed that the Niger Delta is less privileged in financial availability, deepened in economic recessions under unemployment, poverty, inflation, hunger and starvations, with less chance of obtaining education, without qualification for employable white-collar jobs, neglected by the government of Nigeria, irrespective that Niger Delta region is the city of petroleum production that gives approximately 95% of Nigerian national revenue annually. With the adoption of entrepreneurship education in their school system and through training and skill acquisition, the Niger Delta would contribute to poverty alleviation, increased business career ownership, and meet the daily economic demands of their families, and be able to have a voice in social change. Social change can potentially be achieved through economic restoration and the enhancement of youths' education and employment status, which in turn would help decrease the rate of poverty.

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## Dedication

I humbly dedicate this dissertation to you LORD, in memory of my late father - Mr. Gabriel Ibedianra Ohakamnu Duruigbo, whose wish and prayers were to see me obtain the highest university degree (diploma) in my life time. Unfortunately, his wish did not come to pass before he was taken home by our LORD JESUS CHRIST. In the same manner, this same dedication also stands in memory of my late mother - Mrs. Regina Nwodoro Ohakamnu, who unfortunately did not live long on this sinful earth to watch her children grow up, and to witness today's "dream come true". My dear father and mother, you know that without you bringing me into this world, I wouldn't be here today to celebrate this academic achievement. I am very proud of you. You will never be forgotten in my life. May your spirits continue to rejoice in eternity with our LORD JESUS CHRIST! Amen.

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## Chapter 1: Introduction to the Study

Entrepreneurship education has been proposed as a possible remedy for the widespread poverty and unemployment prevalent today in the Niger Delta regions of Nigeria (Anho, 2014; Dugguh, 2013). For many decades, the Niger Delta regions have not been able to match the economic demands of their communities' residents, because of poor economic development, leading to political and social instability in the areas (Akhueomonkhan, Raimi, & Sofoluwe, 2013). Of the number of poverty-stricken people in Nigeria, about 75% are concentrated in rural areas like the Niger Delta where illiteracy is prevalent, potable water and health facilities are rarely available, and road and electricity infrastructures are either unavailable or ill-managed (Oku, 2017). Many youths in the Niger Delta areas are willing to do anything to "make a living" and survive, including killing, kidnapping, and many other illicit and illegal acts (Dauda, 2017; Ifere & Okosu, 2017; Ozughalu, 2016).

Poverty reduction is one of the most difficult challenges facing Nigerian nation, where more than 70% of the entire population lives at or below the poverty level (Maina, 2014). Small business creation may be considered as a solution for many of these disenfranchised youths in the Niger Delta region (Chigunta, 2016). Scholars concur that even though education is the first step for bringing the region's youth population out of poverty, the education system in Nigeria, with its inadequate curricula and widespread internal corruption, has also let down the youth of impoverished areas (Egbefo & Abe, 2017; Ndubuisi-Okolo, Anigbuogu, & Onwuzuligbo, 2015). With inadequate skills and few opportunities, Nigerian graduates, particularly those coming from the rural areas such as the Niger Delta, face a future of low-wage employment, unemployment,

and underemployment in the informal sector with little job security and few prospects (Nwachukwu, 2016).

Education and social policymakers recommend entrepreneurship education as a solution for the struggling youth of the Niger Delta, yet it is unknown how these youths view entrepreneurship education and its role in alleviating poverty and unemployment (Iwuagwu, Iwuagwu, & Onyegiri, 2016; Wiwa, 2014). Management and education scholars note the importance of studying Nigerian Delta youths by including their voices in studies on how to implement entrepreneurship education for job creation within their impoverished communities (Ifedili & Ofoegbu 2011; Iwuagwu et al., 2016);

Chapter 1 provides the background, problem statement, purpose, research question, conceptual framework, and nature of the study as well as definitions of terms. Next, this chapter includes the assumptions, scope and delimitations, limitations of the research. Finally, the study's significance to theory, practice, and social change is presented to conclude the chapter.

### **Background of the Study**

Entrepreneurship education is, inevitably, a concept of innovation, highly needed in setting and building up successful entrepreneurship skills, knowledge and training, in both its formal and informal aspects (Chigunta, 2016). Anho (2014) believed that a community without education ends in poverty, as has happened in the Niger Delta region of Nigeria. Such poverty has led to the disenfranchisement of entire communities across Nigeria, where 70% of the national population lives in poverty (Maina, 2014). And dealing with poverty as a complex or multidimensional concept opens the door to discovering its other associated facets, such as violence, political instability, and acts of terrorism, which are always enmeshed with individuals'

daily life experiences (Anho, 2014). Poverty subjects people to insecurity, defenselessness, and vulnerability in action and performance, and continually exposes people to risks and stress (Calvo & Dercon, 2013).

Entrepreneurship education may be the social remedy for unemployment and poverty alleviation, and a step for implementing security measures that enable significant changes in a given society, through the knowledge and skills acquired from a socially relevant education system (Anho, 2014). Entrepreneurship development enables wealth creation, socioeconomic empowerment, and new attitudes, which can transform the behaviors of youths and societies and aid in sustaining national development (Mba & Godday, 2014). The acquisition of entrepreneurship education may prove advantageous to the youths of the Niger Delta. By disseminating knowledge through school curricula in Niger Delta secondary schools, colleges, and universities, youths are offered the solid foundation of education to combat poverty and unemployment in the region (Ndubuisi-Okolo et al., 2015).

The progress of a nation is dependent on the level of resourcefulness of its inhabitants, in relation to the quality of the training and purposeful development of education existing in that nation (Maina, 2014). Entrepreneurship is a major factor that jumpstarts economic development in any society or nation (Eze & Nwali, 2012). Entrepreneurship enhances the awareness of the inhabitants of a society, allows them to contribute to the growth of the community economy, and allows the social and political advancement of the society at large (Eze & Nwali, 2012). The benefits of entrepreneurship education development are made transparent through a culture of self-reliance and self-employment, and the ability to build potential entrepreneurs by instilling them with the needed skills and knowledge (Tony, 2016). Furthermore, entrepreneurship

development aids in securing start-up capital for new entrepreneurs, encourages its own integration into educational curricula, changes youths' mindsets from job-seeking to job creation, and provides many other social and community benefits (Tony, 2016).

Entrepreneurship education development can also become a tool for unemployment reduction, being that there is a significant relationship between entrepreneurship development and economic opportunities (Mba & Godday, 2014). The success of any business investment depends strongly on its entrepreneurship activities (Ugoani & Ibeenwo, 2015). Entrepreneurship development can be a special tool to battle against unemployment and poverty in any nation by promoting economic empowerment at the grass-roots level (Ugoani & Ibeenwo, 2015). This process has the potential to enable the economic growth and social development of a nation that relies primarily on its private sector, as driven by entrepreneurship (Ugoani & Ibeenwo, 2015). The integration of entrepreneurship in education systems would offer the chance to develop and implement poverty reduction policies, through which industrial production can be generated to elevate the level of employment opportunities (Akhueomonkhan et al., 2013). These new employment opportunities can be used to resolve the issues of joblessness, hopelessness, and crime in the society in question.

Entrepreneurship education can be sustained successfully in a society when there is support from its government (Maina, 2014). Entrepreneurship education can accomplish its economic purposes when government educational policies are attached, aimed towards developing a solid functional education system (Francis & Uke, 2015). A look at the situation in the Niger Delta reveals that the backgrounds of these regional communities are not well secured or equipped with solid entrepreneurship education (Dugguh, 2013; Zivkovic, 2013) and little

entrepreneurship training is offered so as to promote solid resistance to poverty and unemployment among the region's youths (Chigunta, 2016).

### **Problem Statement**

The general problem is that although the Niger Delta of Nigeria is a region rich in petroleum oil resources, it remains one of the poorest in the country with an alarming rate of poverty and unemployment among its youth (Chiazor, Ozoya, & Udume, 2017; Ozughalu & Ogwumike, 2015). Poverty reduction is one of the most difficult challenges facing the Nigerian nation, where more than 70% of the entire population lives at or below the poverty level. About 75% of the poverty-stricken people in Nigeria are concentrated in the rural areas like the Niger Delta where illiteracy prevalence is high, potable water and health facilities are rarely available, and road and electricity infrastructures are either unavailable or ill-managed (Oku, 2017).

Various governments since 1960 have enacted poverty reduction programs, but most have failed, with the poverty level increasing from 27% in 1980 to 46% in 1985 and to 67% in 1996; by 1999 it increased to more than 70% (Ogwumike, 2001). Most Nigerians living in the Niger Delta regard government institutions and programs as ineffective in alleviating poverty (Oghiagbephan, 2016), yet recent research has indicated that young Nigerians from this region are indoctrinated by the education system to become government job seekers rather than job creators as a platform to combat unemployment and poverty (Maina, 2014; Oghiagbephan, 2016).

In Nigeria, as in many developing countries, unemployed youths may not know how to develop an entrepreneurial culture within their communities in order to become job creators, due to failure of the existing school system to assimilate entrepreneurial thinking within their

curriculum (Chigunta, 2016). Specifically, in Nigeria, most courses in tertiary education lack entrepreneurial content to help youths to become job creators rather than job seekers (Onyeizugbe, Orogbu, & Oyigbo, 2015). With inadequate skills and sparse opportunities, Nigerian graduates, in particular those from rural areas such as the Niger Delta, are confronted with conditions of low-wage employment, unemployment, and underemployment in the informal sector with little job security and prospects (Nwachukwu, 2016). This leaves the youths of the Niger Delta living with the daily violence in their regions brought about by poverty and unemployment with no voice in how their lives unfold (Wiwa, 2014). Although both educational and social policymakers recommend entrepreneurship education as a solution for the struggling youth of the Niger Delta, rarely have scholars documented the views of these youths regarding entrepreneurship education and its role in alleviating poverty and unemployment (Iwuagwu et al., 2016; Wiwa, 2014). If the views of the unemployed youth in the Niger Delta on entrepreneurship education are not heard, these primary receivers of such education may not want to participate, further weakening this avenue as a possible solution to youth empowerment. The specific problem is a knowledge gap exists among education policymakers in Nigeria of Niger Delta youths' views on entrepreneurship education and its implications for combating poverty and unemployment within their region (Egbefo & Abe, 2017; Onuma, 2016).

### **Purpose of the Study**

The purpose of this qualitative multiple case study was to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region. Empowering youth to influence the delivery of entrepreneurship education in developing countries is of great importance, and

research in this area serves to initiate organizational change and social reform within impoverished communities (Mars, 2010, 2013). To address this gap, and consistent with the qualitative paradigm, I used a multiple-case study methodology to meet the purpose of the study and collect data from multiple sources, including semi structured interviews, archival data in the form of government labor reports (Yin, 2014), and observational field notes (Katz, 2014). Data triangulation was conducted to establish trustworthiness of the study's data analysis and findings (Guion, Diehl, & McDonald, 2011; Patton, 2014).

### **Research Question**

How do the views of Niger Delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within their region?

### **Conceptual Framework**

Coviello and Jones (2004) wrote that empirical researchers in entrepreneurship must consider the geographic context of the entrepreneurial activity when building an investigation's methodology. It is in this spirit that I chose concepts developed by seminal and esteemed African scholars to frame this investigation. This study is framed by three key concepts that focus on the challenges facing youths in combating poverty and unemployment in the Niger Delta: (a) Chigunta's (2016) concept of *youth unemployment in sub-Saharan Africa*, (b) Osuala's (2010) concept of *entrepreneurship education*, and (c) Chigunta's (2007) concept of *youth entrepreneurship*.

Youth unemployment in sub-Saharan is overall higher in urban areas (Chigunta, 2016). A dearth of appropriate marketable skills among the region's graduates also contribute to an

increase in the phenomenon. Statistics released by Nigeria's federal government revealed that underemployment, when one cannot work the number of hours they are able and willing to work, plagues some 10% of its youth and that as many as 80% are unemployed (Chiazor et al., 2017).

Youth graduating from tertiary institutions in Nigeria have few entrepreneurial skills to move towards self-reliance as they enter adulthood, leading most to unemployment or underemployment (Egbefo & Abe, 2017; Onuma, 2016). This result has its basis in human capital theory, which advocates education as a tool for stimulating job creation and enhancing the worth of labor, thereby enabling a rise above poverty and destitution. The theory supports investment in the national workforce (private and public sectors) as spending on training and development represents just as productive an investment as that on physical assets (Nkang, 2013). Chigunta (2007) also viewed the concept of youth unemployment in sub-Saharan Africa through the lens of Richard Cantillon and John Stuart Mill's (1890) seminal psychological theory of entrepreneurship also known in the entrepreneurship literature as risk-taking theory (RTT). In this approach, researchers view entrepreneurship in the frame of a risk-taking mentality, drawing a connection between risk taking and recognizing that there will be consequences for such action (Raimi & Adeleke, 2010).

The concept of entrepreneurship education within the African context was developed by Osuala (2010) to address the need for entrepreneurship education in the Nigerian tertiary education system. The concept also incorporates concern for youths and the economic sustainability of local communities. Entrepreneurship education in sub-Saharan Africa, free of political constraints and as part of a well-funded and organized plan, could be achieved (Kennedy, 2012).



The concept of *youth entrepreneurship* (Chigunta, 2007), strongly influenced by Schumpeter's (1934) economic theory of entrepreneurship, is based on the "practical application of enterprising qualities, such as initiative, innovation, creativity, and risk-taking in the work environment (either in self-employment or employment in small start-up firms), using the appropriate skills necessary for success in that environment and culture" (p.v.).

To survive and grow, youth enterprises need to incorporate in their strategy entrepreneurial initiatives through a process that supports and ensures the generation of new ideas and as such establish the potential for maintaining competitive advantage (Nkang, 2013). Applying McClelland's (1965) psychological theory of need for achievement can offer insight into why a young person would be motivated to launch a new venture and help determine what motives and incentives will strengthen youth entrepreneurial activity (Lechner, 2016). Comparing the livelihoods and incomes of nonentrepreneurial and entrepreneurial youth, in particular, there is evidence that entrepreneurship education provides youth with a strong impetus to pursue independent livelihoods (Chigunta, 2007). The concepts highlighted in this section are reviewed in detail in Chapter 2.

### **Nature of the Study**

The nature of this study is qualitative so that the study's research method and design aligns with the purpose of the study and provides data to answer the research question. Given that the study's purpose calls for a deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region, a qualitative multiple case study (Yin, 2017) was utilized to meet the study goals. By using the qualitative method approach in this research work, I was able to state explicitly the

actual case and views of the youths of the Niger Delta, allowing for the elimination of any possible bias in my understanding of the youths' views concerning entrepreneurship education (Madichie & Gbadamosi, 2017; Siriwardhane, 2017). The qualitative method of research relies predominantly on discourse analysis and enables face-to-face interview arrangements, thereby allowing transparency in the pursuit of truth; and makes research interview questions and answers free from biases (Yin, 2017). The qualitative method of research allows room for exploration and understanding; this allowed me to gain an in-depth understanding of the youth's lives and their views on entrepreneurship education and its implications for combating poverty and unemployment within their region. The method makes way for deep and meaningful discovery in any impending or unresolved situation, for clarifications, and for possible solutions to any unsolved research question (Tickle, 2017).

A researcher who uses a qualitative method of approach relies heavily on this chosen method of approach when conducting in-depth research work. The expectation of this work is to achieve an excellent result from reliable sources of data collected—through the interviews, observations, and reliable text—for accurate presentations and interpretations of the researcher's findings (Merriam & Tisdell, 2015). For practical reasons and accuracy, transparency and face-to-face interviews are chosen in qualitative research to establish the indisputable fact of the findings and to convey the historical legacy of the qualitative research mechanism (Gaus, 2017). This will give a chance for the voice of the Niger Delta youths and their views, and of other devastating economic challenges in the community, to be heard, free from struggle and possibly from any ongoing oppression. The qualitative method is an approach to research that gives transparency and trustworthiness to the researcher's findings, since the method involves the

qualitative multiple-case study tools, the narrative method of enquiry and its interpretative advantage in dissecting the research analysis for accuracy (Sarma, 2015), which aided in capturing the life experiences of these youths. Such rectification helps in settling community disputes or bringing to order any furor in a given community (Sarma, 2015). This rectification also has the potential to bring in economic development, democracy, and other social changes such as academic reforms, vision motivation, entrepreneurship education and skills, industrialization and motivation, innovation, development and improvement of small and medium-sized enterprises (SMEs) for economic development, and possibilities to implement other social changes in the community (Gaus, 2017).

The main reason that the qualitative method was used in this study was to explore, quantify, and evaluate the experiences of the youths of the Niger Delta as these youths expressed their concerns or worries over the effectiveness of using entrepreneurship education to fight poverty, unemployment, and other ongoing economic challenges in their communities (Jit, Sharma, & Kawatra, 2016). Through further examination and evaluation, it is believed that any controversial conflict in agreement between a researcher and nonresearcher over a specific social context may develop into a new dimensional conflict, for which only the qualitative method of approach is deemed the best tool for in-depth interview analysis towards its reform (Marin, Cordier, & Hameed, 2016). This claim holds true because the qualitative method of approach in research is the standard and remains a better design of research methodology that allows clarity in its interpretative aspect and gives accuracy when conducting any investigation involving differences in a specific context, more importantly, between multiple cases and cases that are ambiguous in nature (Yin, 2017).

## Definitions

*Economic devastation:* This comprises the total discomforts or the totality of economic downgrades that exist in the economic development of a given society, community, or nation. This causes the regression of economic growth, inequality in national gross domestic product (GDP) and income per capita, increase in environmental degradation, and many negative social consequences, ranging from poorer health to lessened democracy (Blam, Vitálisová, Borseková, & Sokolowicz, 2016; Wisman, 2011).

*Economic development:* This term refers to all the efforts, inputs, and technological advancements that are implemented to improve the economy, quality of life, and health systems of an area, including building needed infrastructures, creating jobs, growing incomes, and reducing poverty, unemployment, corruption, and other social problems (Portney, 2013). Carefully planning for economic development is defined by policymakers as (a) assessing a comprehensive overview of the area's economy; (b) setting potential strategies, direction, and implementation for economic growth; and (c) testing, renewing, and updating plans, strategies, programs, and special projects that can improve the running economy (Portney, 2013).

*Entrepreneurship education:* A business educational concept that focuses on imparting to participating individuals (students) the desired knowledge and skills of business orientations into innovations, gearing them towards future motivation to invest in private or joint business ventures; it can be offered at all levels of education through institutions of learning, from primary/secondary schools through to graduate university programs (Badzinska, 2016; Lepistö & Maria-Leena, 2013; Maritz, Koch, & Schmidt, 2016). The predominant function of entrepreneurship education is to engage and guide the participating students through the

development of business skills and attributes, offer opportunities and motivations for business visions, and develop motivation for creativity and enterprise management (Badzinska, 2016; Maritz et al., 2016).

*Free and compulsory primary education* : This term refers to the free education act that was enacted and implemented in Nigeria by the Nigerian government, in favor of promoting the learning/education of children and encouraging all children in Nigerian primary and tertiary education to stay in school; it ranges from primary and tertiary education levels to higher standards. In Nigeria, the national goal of free and compulsory education is to eradicate illiteracy and poverty in the nation, in order to embrace quality literacy and economic development that enables people to grow strong with a positive mentality and develop the desire to expand into areas of industrialization, which also would reflect in the future economic progress of the nation (Wang, 2014).

*Industrialization*: This term refers to the process of economic transformation from primarily agricultural activity to the actual development of manufacturing industries in a large scale within a developing or developed country. The actual manual labor aspect is replaced by the new mechanized and/or improved mass production technique, and the craftsmen are being replaced by assembly lines for faster production and marketing of the goods (Kufel-Gajda, 2017).

*Poverty*: This term refers to an economic situation where economic hardship prevails, leading to a wide range of economic scarcities, financial insufficiency in some families, weak growth of an area's economy and unemployment surge, and shortage of food availability in a given society (Ozughalu, 2016).

*Poverty alleviation/reduction:* This term refers to practical economic steps or strategies implemented with economic and humanitarian measures for the elimination or reduction of poverty or factors that breed poverty in a given society (Devi, 2013).

*Small and medium-sized enterprises (SMEs):* This refers to business units or settings in lower scales, other than giant firms. The grading/sizes of the assets, number of employees, the financial capability, and so on depends on the country of its formation/establishment. In most countries small businesses are those business units/organizations with fewer than 50 employees, whereas medium-sized businesses can have from 50 to 250 employees (Simionescu & Bica, 2014); SMEs are identified as key variables that lead and grow the economies of nations through economic development, creation of jobs, generation of wealth, and also poverty reduction techniques (Gümüs & Kütahyali, 2017).

*Tertiary education:* This term refers to educational programs that relate to an advanced level of study occurring after secondary education, including education at colleges and universities. Tertiary refers to third stage, or third level—a postsecondary education, as some nations may name it (Ipate, Pârvu, & Sandu, 2017).

*Youth empowerment:* This refers to youth development activities through civic engagement and political participation in community life in a given society, their strength in community organization, participation in societal leadership activities, and the assumed democratic activities within their economic environment (Cicognani, Mazzoni, Albanesi, & Zani, 2015). Youth empowerment may involve personal empowerment, relational empowerment, and strategic empowerment through which rules, constitutions, procedures, and specific knowledge

application are implemented to accomplish the purpose of the youths' organization (Cicognani et al., 2015).

*Youth unemployment:* This refers to the power of unemployment activities that youths are confronted with in each environment and the existing labor market requirements that regulate job security or employment allocation in that economic society. Youths in a society represent those growing individuals, probably ranging from 15–24 years of age, who are not yet seen or regarded as full adults within their living communities (Ogbeide, Kanwanye, & Kadiri, 2015).

### **Assumptions**

Four assumptions were made about the qualitative research method used in this study, as well as about the analytical strategies of the method and all other intended processes that support the methodology.

The first assumption was that the Niger Delta youths would be willing to volunteer as participants during the individual interviews. It was assumed that conducting in-depth face-to-face interviews would bring the voices of the Niger Delta youths to the forefront of the problem investigated in this study. The narration of actual life experiences resulting from this direct engagement with the Niger Delta youths would bridge the knowledge gap, address the assumptions of some uncertainties, and become a real-life support in advancing in-depth knowledge of this study's topic and its methodology in use (Alfaro & Miller, 2014; Patton, 2014). Mapiye (2016) also affirmed that an in-depth face-to-face interview practice in a well-structured format best reviews and supports a quality qualitative research work, in collaboration with all the research's methodological approaches, as all the factors and processes work together to address, achieve, and resolve any issue of a critical common goal in dispute.

The second assumption was centered on the trustworthiness and reliability of the data collection, as well as its sources of origin as it pertains to both physical and analytical processes. The assumption was that an in-depth face-to-face interview and its observation would render a greater chance of accuracy during its normal processing, especially in the area of recording the events during which these observational procedures, the coding, and the procedural analysis of these study data would be accurately collected and reported without biases (Patton, 2014).

The third and critical assumption was that the multiple-case study design can provide impressive and sensitive information needed for triangulation to strengthen the transferability of data (Guion et al., 2011; Patton, 2014). The authentic support that surrounded the accuracy of this assumption is that all the participating youths (the interviewees) are legitimate citizens of the Niger Delta regions. The homogeneity in their communal living culture enables the Niger Delta youths easy access of association, and makes the communities and the youths' organization more united and functional. The triangulation of data in this multiple case study, the transcription of the interview data, and all the analytical procedures in recording, observation, presentation, and the measure of accuracy were carefully and correctly filtered in accordance with the study design that quantifies and satisfies the in-depth face-to-face characteristics of a qualitative study approach (Merriam & Tisdell, 2015).

### **Scope and Delimitations**

This research study is limited to 10 Nigerian youths residing in the regions of the Niger Delta Valley. I chose the specific boundary for the population due to the need for a deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region, and that cannot be



explored by using other methodologies, including assessments and surveys. The inclusion criteria for participants is grounded in the literature of similar studies (Onah & Okwuosa, 2016; Salami, 2013; Wiwa, 2014): men and women between 20 and 29 years of age, residents of the Niger Delta Valley region, graduates of tertiary-level education, and unemployed for a period of at least 2 years. I prescreened the participants to ensure that they possess potential knowledge with regard to their experiences and that they are able and willing to express themselves in relation to youths' views on entrepreneurship education for poverty alleviation, unemployment reduction, and other ongoing social challenges that hinder economic development in the Niger Delta (Patton, 2014). The scope of the boundary for selecting participating candidates did not include any city that is not within the Niger Delta's oil-rich regions, or any individual/candidate who is not a resident of the participating nine oil-booming regions.

This research is transferable strictly to Niger Delta youths and their associated living regions, communities or societies, plus other neighboring cities, states, or nations that may share the same common poor economic development, whereby these extended regions also face or experience the same or similar poor economic development that has given rise to widespread economic poverty and high rate of unemployment in all these regions of Niger Delta (Nwachukwu, 2016). This poor economic situation has resulted in poor agricultural development, challenges in food security, economic inflation, starvation outburst, and increasing economic hardship (Nwachukwu, 2016). Researchers have indicated that using a qualitative methodology in a multiple case research gives in-depth access to problem-solving (Dube, Homann-Kee Tui, Van Rooyen, & Rodriguez, 2014; Mapiye, 2016; Stoeffler, Alwang, Mills, & Taruvinga, 2016). This gives the methodology the potential for identifying the Niger Delta

youths' knowledge gaps, which in turn would play a vital role in both the problem-solving and fight for poverty alleviation and the reduction of unemployment crises in Niger Delta regions and beyond.

### **Limitations**

The limitation in research studies is usually a problematic situation or condition the researcher may encounter during the research process, and over which the researcher has no control (Abowd & Schmutte, 2016).

The first limitation of this research study is that, because I am not a citizen on any of these Niger Delta regions, I may not understand the actual feelings of these youths and of their rights of cultural inheritance because they are the indigenes of the Niger Delta, the oil booming regions where the extraction of this national oil revenue takes place (Nwagbara et al., 2014). As I have no control over any incident that may occur relating to the nature of this research study, there is the possibility that the characteristics of any element involved in this research program may have an indisputable impact on this study (Gilead & BenDavid-Hadar, 2017). For further ratification and conformity of the finding, a similar procedure may be administered for comparison. Researchers have indicated that all the facets of societal homogeneity occurring in a qualitative study should be utilized and analyze the same data, in the same manner and procedure, with the results compared and contrasted along with the researcher's own, and under the same supervision until a consensus is established (Gilead & Ben David-Hadar, 2017).

The second limitation in this research study is that multiple case studies have dealt with many criticisms for not being statistically and scientifically oriented or structured in a manner that desires and demands proof of conformity established through laboratory experimentation.

Through the implementation of statistical procedures, a limit is established, more importantly through the transfer of data results; precisely, it is more common during the selection procedures occurring in the poll of the general population from which the sample of 10 Niger Delta youths are to be selected (Yin, 2014). Stake (2013) established that the multiple-case study methodology does not quite fit all research purposes, but rather those that are compatible with external validations; these serve to filter and guard against observers' biases and are all the more important where the advancement of theory is concerned.

The research work of O'Reilly and Parker (2013) believed that in using multiple-case study approach in research processes and careful investigation, a qualitative researcher has better chance to gain more insight and broad knowledge of understanding of the research issues; and the power of such knowledge exposures could result in a profound dissection of all reliable issues in the domain of such research processes for accurate and trustworthiness of the research findings. The use of multiple-case approach in my research work played vital roles in identifying possible obstacles, plus, it helped greatly in my primary data collection arrangements, even in data saturation determination. In my case, the primary data collection was limited to 10 participants (the interviewees) in the exercise group, with the aim of exploring the knowledge gaps among the Niger Delta youths in their respective regions, with respect to the Niger Delta youths' views.

Another solid source of success in this research rested on the confidence in and the willingness of the Niger Delta youths as participants (interviewees) to cooperate in giving accurate answers to the interview questions. Accurate information and confident answers in all honesty with no biases were required from every youth of the Niger Delta among the

participants. Honesty and accurate answers to this research's interview questions led this entire research into more prospects, since the honest feedback from the participants affirmed the truth and transparency of all aspects of the research work before the public (De Puiseau, Greving, Aßfalg, & Musch, 2017; Ongena & Dijkstra, 2010).

Any spirit of unwillingness on the part of the interview participants (the interviewees, or the Niger Delta youths) may create some form of uncertainty or generate fears leading to dishonesty during the interview process, thereby ruining the entire interview (Harland, Bath, Wainwright, & Seymour, 2017). In certain contexts, anxiety and biases of homogenous groups could place limitations on the interview process, thereby generating some irrational responses during the interview. In most cases, however, a qualitative researcher's confidence for more reliable data could depend on the honesty and community-shared cultural background of the participants working together towards a common goal for their communal interest.

### **Significance of the Study**

This research is important to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region. Management and education scholars have noted the importance of empowering Niger Delta youths by including their voices in studies on how to implement entrepreneurship education for job creation within their impoverished communities (Egbefo & Abe, 2017; Ifedili & Ofoegbu, 2011; Iwuagwu et al., 2016; Ndubuisi-Okolo et al., 2015).

Because entrepreneurship education and training are areas of interest in this research study, it must be noted that Anho (2014) described education as highly necessary in human life

development because it exposes and equips individuals with knowledge and the ability to gain knowledge and enables individuals to acquire creative skills. More importantly, this knowledge gain can be accomplished through training, development of human resources, and acquisition of entrepreneurship education. In the case of the lives and career development of the youths of the Niger Delta, this acquisition of entrepreneurship knowledge can manifest into enduring values needed for these youths to come out of the scourge and consequences of poverty and daily violence, such as self-reliance and motivation to work for a better future—the transformation of individuals into positively contributing members of their communities. Scholars have indicated that, among other outcomes, entrepreneurship education can drive social changes at the community level (Othman & Ab Wahid, 2014; Ugoani & Ibeenwo, 2015), enable poverty alleviation (Anho, 2014), reduce the high rate of unemployment in the Niger Delta (Rawat, Bouchon, & Nair, 2015), and provide a remedy to other possibly recurring problems of these individuals and communities (Anho, 2014).

### **Significance to Practice**

In this study, I sought to understand the situation and address the views of Niger Delta youths on entrepreneurship education. The findings may encourage the government to boost these oil-rich areas with intensive entrepreneurship education throughout the school system, an act that could be a catalyst for organizational and social change in the Niger Delta (Ogundele, Akingbade, & Akinlabi, 2012). The acquisition of entrepreneurship development or skills through education and training mechanisms can be considered a preamble to economic recovery and industrial innovation. Entrepreneurship development and skills are additionally suitable as tools in the battle against poverty and unemployment challenges in these oil-rich regions of the

Niger Delta, which are presently faced with poverty and violence on a daily basis (Calvo & Dercon, 2013).

The current obstacle that Nigeria faces in providing appropriate entrepreneurship education is funding. Being unable to obtain proper funding has led to the implementation of entrepreneurship education curricula that are poorly staffed, leading to student indifference (Din, Anuar, & Usman, 2016; Ifedili & Ofoegbu, 2011). Aside from the difficulty of obtaining funding, there is also the inaccurate perception among students that entrepreneurship education is enforced by the government to multiply their workload (Gabadeen & Raimi, 2012), and this belief has caused apathy among youth in venturing into entrepreneurship activities (Ifedili & Ofoegbu, 2011). More incentives are needed to obtain proper funding for entrepreneurship education through community partnerships with private business leaders in the Niger Delta. The results of this study may inform private sector business leaders on how to support entrepreneurship education initiatives built on stakeholder feedback, as a motivator to invest in youth-empowering entrepreneurial activities such as technology-inspired business incubators and corporate-based internship programs (Fletcher, 2018).

A successful entrepreneur must first be an effective manager of his/her enterprise's business activities and possess the global problem-solving capabilities of managers (Mintzberg & Gosling, 2002). In his seminal paper on entrepreneurship education published in *Academy of Management Learning and Education*, Honig (2004) concluded that entrepreneurship education is essentially management education and that entrepreneurship education should be based on a model of contingency-based business planning. Without (a) the managerial skills to execute a viable business plan proposing a new product or service; (b) the organizational and financial

strategies to be employed; (c) marketing, production, and management activities; and (d) an examination of the competitive and environmental constraints and resources, novice entrepreneurs risk business failure even in the best of socioeconomic circumstances. A business start-up in Nigeria has only a 20% chance of survival due to ineffective management skills of novice entrepreneurs to run the actual business once it is launched into local markets (Ofili, 2018). Given that a viable delivery system of entrepreneurship education that includes stakeholder feedback is also a means to an effective system of management education, this study may inform policymakers and business leaders that funding of well-designed entrepreneurship education develops both job creators and effective managers for newly created and established businesses.

The importance of technology in entrepreneurship education cannot be overlooked (Fletcher, 2018). The findings of this study will be significant in promoting partnerships between researchers, Niger Delta youths, managers in the technology industries, institutions of higher learning, and engineering and technology institutions to develop skills for digital entrepreneurship and to promote the mobility of trained people among these sectors (Nwokolo, 2015; Tsurai, 2018). The implications of this study's significance to practice highlight the notion that entrepreneurship education facilitates youth empowerment through venture creation, in the process transforming this group from alienated outsiders to active stakeholders in the process of business activities fighting poverty and unemployment (Kolade, 2018).

### **Significance to Theory**

Three key concepts make up the framework defining the challenges facing youths in combating poverty and unemployment in the Niger Delta: Chigunta's (2016) concept of youth

unemployment in sub-Saharan Africa, Osuala's (2010) concept of entrepreneurship education, and Chigunta's (2007) concept of youth entrepreneurship. Because education provides knowledge on different ideas of livelihood and business diversities, entrepreneurship education among the elites can be used as a tool for wealth creation, poverty alleviation, and providing and establishing socioeconomic empowerment, and can also be implemented to respectfully establish and maintain self- and community development (Anho, 2014). In support of using entrepreneurial education and training to fill the gap in knowledge related to the theoretical foundation of the concepts from the conceptual framework of the study, the findings may also contribute to recommendations for the existing economic problems emanating from the views of the youths of the Niger Delta. These theoretical foundations include human capital theory, which advocates education as a tool for stimulating job creation and enhancing the worth of labor, thereby enabling a rise above poverty and destitution. Chigunta also viewed the concept of youth unemployment in sub-Saharan Africa through the lens of Richard Cantillon and John Stuart Mill's (1890) seminal psychological theory of entrepreneurship, also known in the entrepreneurship literature as RTT. Finally, Chigunta's concept of youth entrepreneurship, influenced by Schumpeter's (1934) economic theory of entrepreneurship, is based on the "practical application of enterprising qualities, such as initiative, innovation, creativity, and risk-taking in the work environment (either in self-employment or employment in small start-up firms), using the appropriate skills necessary for success in that environment and culture" (p.v.).

To survive and grow, youth enterprises need to incorporate in their strategy entrepreneurial initiatives through a process that supports and ensures the generation of new ideas and as such establish the potential for maintaining competitive advantage (Nkang, 2013).



Applying McClelland's (1965) psychological theory of need for achievement can offer insight into why a young person would be motivated to launch a new venture and help determine what motives and incentives will strengthen youth entrepreneurial activity (Lechner, 2016).

### **Significance to Social Change**

Anho (2014) further indicated that entrepreneurship education is a special form of education that not only enables individuals to attain human responsiveness in nature and to achieve their personal, family, and community desires for their pursuits in life but also allows for the development of business skills and mental awareness. Through the application of these acquired skills and attitudes, a career is developed. In further support of entrepreneurship education and training and skill acquisitions, Rawat et al. (2015) saw entrepreneurship education to be an important tool for economic development worldwide, and a powerful channel for innovative practices. These practices embrace socioeconomic transformation and extend wide influence over the development of rural communities and of entire nations. Along with the aforementioned roles and great importance of entrepreneurship education in developed and developing countries, entrepreneurship also serves as an agent of social change. It does this by bringing services and supplies of commodities to other business units in the region, such as the enterprises, retail stores, and large firms specializing in farm produce (especially cocoa), beverages used in manufacturing industries, rubber for the manufacturing of plastic products in numerous industries, and Nigerian food staples such as cassava, yam, flour, and other associated farm produce for industrial uses (Anho, 2014). With all these issues at stake in the poorest regions of Nigeria, the significance of this study is paramount to bring hope to youths for social

change in promoting entrepreneurship education to combat poverty and the high rate of unemployment within the Niger Delta.

### **Summary and Transition**

In Chapter 1, entrepreneurship education was introduced as a strong tool and assured step to achieve reduction of poverty and unemployment, which would give economic development and sustainability within the Niger Delta regions. The Background section of Chapter 1 also unveiled the Niger Delta's lack of strength in technology and in agricultural development, which did not afford these regions any sort of breakthrough to achieve profound economic developments and sustainability. Creating a chance to breakthrough in the struggles to achieve poverty alleviation and unemployment in these regions, I developed a research question that may be used to inform policymakers on the Niger Delta's need for entrepreneurship education. I also provided key terms and their definitions to help explain and clarify this study. The outline for this study as presented in Chapter 1 supports unveiling, defining, aligning, and giving clarity to the strengths and understanding of the next phase of this research work, the literature review.

In Chapter 2, I present a review of the literature related to and treating the issues of the research topic, Niger Delta youths' views on entrepreneurship education for fighting poverty and unemployment. The literature review focuses on developing the literature review strategy for presenting a narrative aligned with the problem and purpose of the study.

## Chapter 2: Literature Review

In Nigeria, as in many developing countries, unemployed youths may not possess the knowledge of how to develop an entrepreneurial culture within their communities in order to become job creators, due to failure of the existing school system to assimilate entrepreneurial thinking within their curriculum (Chigunta, 2016). Although both educational and social policymakers recommend entrepreneurship education as a solution for the struggling youths of the Niger Delta, rarely have scholars documented the views of these youths regarding entrepreneurship education and its role in alleviating poverty and unemployment (Iwuagwu et al., 2016; Wiwa, 2014). The specific problem is that a knowledge gap exists among education policymakers in Nigeria of Niger Delta youths' views on entrepreneurship education and its implications for combating poverty and unemployment within their region (Egbefo & Abe, 2017; Onuma, 2016).

The purpose of this qualitative multiple case study was to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region. The findings of this study may encourage the government to boost these oil-rich areas with intensive entrepreneurship education throughout the school system, an act that can be a catalyst for social change in the Niger Delta (Ogundele et al., 2012). Three key concepts make up the framework defining the challenges facing youths in combating poverty and unemployment in the Niger Delta: Chigunta's (2016) concept of youth unemployment in sub-Saharan Africa, Osuala's (2010) concept of entrepreneurship education, and Chigunta's (2007) concept of youth entrepreneurship. Using entrepreneurial education and training to fill the gap of missing knowledge in the theoretical

foundation of the conceptual framework may also contribute to recommendations for the existing economic problems emanating from the views of the youths of the Niger Delta.

In Chapter 2, I present the literature search strategy as well as the conceptual framework that guided this research. The literature review in this chapter consists of a synthesis of knowledge and critical analysis of scholarly sources across the following sections: Nigeria's Poverty Profile; The Scourge of Poverty in the Niger Delta; Poverty Reduction Strategies in Nigeria; The Paradox of High Poverty and Strong Economic Growth in Nigeria; The National Problem of Youth Unemployment in Nigeria; Origins of Poverty and Youth Unemployment in the Niger Delta; The Consequences of Youth Unemployment in the Niger Delta; The History and Present State of Entrepreneurship Education in Nigeria; Entrepreneurship Education Promoting Youth Job Creation in Nigeria; Entrepreneurship Education for Economic Sustainability of the Niger Delta; and Youth Entrepreneurship to Fight Poverty and Unemployment in the Niger Delta.

### **Literature Search Strategy**

The literature review strategy for this research utilized multiple sources, including Google Scholar, Google search engine, various old and new academic journals, some important university-held conferences organized by management experts, the Walden University library database, books in related fields, and ProQuest. All these sources genuinely supported the search results obtained for this research, and I verified the authenticity of the sources through both the Google search engine and Google Scholar.

The key terms I used in my literature search included the following: *entrepreneurship education, poverty, organization, management, unemployment, entrepreneurship skills, national*

*revenue, national GDP, small-medium-sized-enterprises (SMEs), inflation, corruption, economic development, industrialization, sustainability, alleviation of poverty, reduction of unemployment, youths employment, unemployment consequences, agricultural underdevelopment, agricultural unproductivity, petroleum extraction, economic growth, environmental security, community culture, fishing occupation, agricultural farming, economic endowment, Boko Haram militants, job creation, unemployment skills, lack of education, economic hardship, youths empowerment, lack of purchasing power, insufficiency in food production, increase in food consumption, inflation rise, starvation, stagnation in economic growth, income gap, unbalanced wealth distribution, increase in human population, urban cities, rural communities, crude oil, and knowledge gain.*

The primary reason for use of the literature review search strategy is to confirm the evidence that entrepreneurship education or related skills are key to economic development in any developing country or society, especially in terms of alleviating poverty and reducing the unemployment rate (Kasseeah, 2016; Sheriff & Muffatto, 2015). This applies to the oil-rich Niger Delta regions in Nigeria, where economic problems still remain prevalent, in spite of the presence of the massive oil endowment that never transformed the regions into booming economic societies.

### **Conceptual Framework**

Coviello and Jones (2004) wrote that empirical researchers in entrepreneurship must consider the geographic context of the entrepreneurial activity when building an investigation's methodology. It is in this spirit that I chose concepts developed by seminal and esteemed African scholars to frame this investigation. This study is framed by three key concepts that focus on the

challenges facing youths in combating poverty and unemployment in the Niger Delta: Chigunta's (2016) concept of youth unemployment in sub-Saharan Africa, Osuala's (2010) concept of entrepreneurship education, and Chigunta's (2007) concept of youth entrepreneurship.

The concept of youth unemployment in sub-Saharan Africa must be placed within its geographical context (Chigunta, 2016). Contributing factors to this phenomenon include practically no investment in new jobs, lacklustre commercial activity, and laggard economic growth. Ekpe (2011) stated that with the advent of Western culture, Nigeria's economic system witnessed a fundamental paradigm shift that modelled itself on a Western system in which capitalism and individualism are lauded as core values in a market-based economy. Under this system, lack of education among Nigerian youth, the largest population group in the country, led to poverty whereas the economy was controlled and exploited by the few educated elite. Prior to the 1980s, unemployment was not an issue in Nigeria. Neither was poverty, a multifaceted problem impacting economies in transition across the board, at both individual and national levels (Maina, 2014). Halfway into the 1980s Nigeria suffered an economic collapse, with yearly unemployment rates spiralling upwards in youth and graduate populations.

Longstanding shortcomings in the socioeconomic policies of government were evident after the government made clear the need for entrepreneurship education as a means to reverse youth unemployment (Maina, 2014). However, the lack of related curricula and programs in Nigeria's postsecondary education system rendered it almost impossible to instil in its undergraduates and graduates the Western philosophy supporting entrepreneurial drive and self-reliance (Ugoani, 2015). This failure has, according to Nwagwu (2012), led to the critical waste of Nigeria's most valuable human resources: the youth of the country. Youth graduating from

tertiary institutions had few entrepreneurial skills to move towards self-reliance as they entered adulthood, leading most to unemployment or underemployment (Egbefo & Abe, 2017; Onuma, 2016). This result finds basis in human capital theory, which advocates for education as a tool for stimulating job creation and enhancing the worth of labor, thereby enabling people to rise above poverty and destitution. The theory supports investment in the national workforce (private and public sectors) as spending on training and development represents just as productive an investment as that on physical assets (Nkang, 2013). Investment promotes education as a means to boost human capital, stimulate labor productivity, and advance technology levels worldwide, and thus improving human capital through high-level education is deemed essential to driving economic growth and sustainable development (Olaniyan & Okemakinde, 2008). As early as 1934, Schumpeter contended that entrepreneurship training stimulates the creation of new ideas, enhanced techniques, and new products and technologies. More recently, Van Den Berg (2001) wrote that in knowledge-based economies spending heavily on education, technology, and related elements, there is a strong link between education level and the development of new products.

Across the region of sub-Saharan Africa underemployment is rife—especially in urban areas (Chigunta 2007; Chigunta, Chisupa, & Elder, 2013). This situation has today created a population of frustrated Nigerian youth counting into the millions, currently a source of political and social instability and characterized by a proliferation of drug and substance abuse, a heightened risk of HIV infection crime, organized violence, and the formation of gangs and rogue militias. Chigunta (2007) also viewed the concept of youth unemployment in sub-Saharan Africa through the lens of Richard Cantillon and John Stuart Mill's (1890) seminal psychological

theory of entrepreneurship also known in the entrepreneurship literature as RTT. Within this approach, entrepreneurship is framed as a risk-taking mentality, with a connection between risk-taking and the recognition that there will be consequences for such action (Raimi & Adeleke, 2010). Entrepreneurship education is thus seen as a kind of training that motivates individuals to take well-thought out risks in anticipation of benefits, and at the same time accept the responsibility of their risk-taking. Researchers applied RTT to a theoretical framework study on the Niger Delta where a high unemployment rate contributes greatly to social instability and poverty there (Nkechi, Emeh Ikechukwu, & Okechukwu, 2012). In the context of this study, RTT expounds the potential of entrepreneurship education to enhance a person's potential and abilities for taking risks that will bring practically certain economic returns (Nkechi et al., 2012).

The concept of entrepreneurship education within the African context was developed by Osuala (2010) to address the need for entrepreneurship education in the Nigerian tertiary education system. The concept also incorporates concern for youth and the economic sustainability of local communities. Entrepreneurship education in sub-Saharan Africa, free of political constraints and as part of a well-funded and organized plan, could be achieved (Kennedy, 2012). A breakdown of the concept of entrepreneurship education within the African context as developed by Osuala to be used as a conceptual framework for entrepreneurial education curricula is as follows:

1. To provide meaningful education for youth that could make them self-reliant and subsequently encourage them to drive profit and be self-independent.
2. To provide graduates with the training and support necessary to help them establish a career in small and medium-sized business.



3. To provide graduates with training skills that will make them meet the manpower needs of their society.
4. To provide graduates with enough training in risk management to make uncertainty-bearing possible and easy.
5. To stimulate industrial and economic growth of rural and less-developed areas.
6. To provide graduates with enough training to make them creative and innovative in identifying new business opportunities.
7. To provide small and medium-sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in skills relevant to the management of their own businesses.

Based on Osuala's (2010) conceptualization of entrepreneurship education, Maina (2014) concluded that this type of education may produce graduates with job creation skills for poverty alleviation in Nigeria. This could be realized when the graduates are self-reliant by establishing their own small/medium-scale enterprises. Nigeria launched its development programs in entrepreneurship education in 2006 (Akhuemonkhan et al., 2013), and although it still faces challenges in implementation such as undertrained faculty and poor curricula, it is embraced by educators to hasten job creation and economic productivity within poverty-stricken regions. Ndubuisi-Okolo et al. (2015) understood entrepreneurship education to be a conveyor of entrepreneurship competencies, which in its further role manifests as storage of entrepreneurship knowledge of creativity, a key to wealth creation, innovative ideas, and mental awareness of new business adventures, with the ability to transform individuals' visions into profitable activities. Another description of entrepreneurship education by Ndubuisi-Okolo et al. sees it as a

systematic way of imparting to individuals knowledge of entrepreneurship innovation and business ideas—affording the ability to gain business acumen and exposure to commercial opportunities, through special training and skills acquisitions, to enable mental interaction in entrepreneurship activities, on which knowledge-enhanced individuals can act.

The concept of youth entrepreneurship according to Chigunta (2007), strongly influenced by Schumpeter's (1934) economic theory of entrepreneurship, is based on the “practical application of enterprising qualities, such as initiative, innovation, creativity, and risk-taking in the work environment (either in self-employment or employment in small start-up firms), using the appropriate skills necessary for success in that environment and culture” (p.v.).

To survive and grow, youth enterprises need to incorporate in their strategy entrepreneurial initiatives through a process that supports and ensures the generation of new ideas and as such establish the potential for maintaining competitive advantage (Nkang, 2013). In promoting innovation and resilience, youth entrepreneurship drives individuals to seek out new ways of accomplishing their goals on the basis of experience and lessons learnt (Chigunta, 2016).

Applying McClelland's (1965) psychological theory of need for achievement can offer insight into why a young person would be motivated to launch a new venture and help determine what motives and incentives will strengthen youth entrepreneurial activity (Lechner, 2016). Entrepreneurship education is vital for the development and acquisition of personal entrepreneurial traits, increasing the likelihood that aspiring entrepreneurs will initiate action and upping the odds of their start-up being a success (Belitski & Heron, 2017). It follows, then, that acquiring the relevant skills, behaviors, and competencies will positively influence a young

person's decision to launch a new business venture. At the same time, quality youth entrepreneurship programs help young people to become innovative and responsible individuals with the potential to contribute to sustainable communities and economic and regional development through their entrepreneurial activities (Chigunta, 2016). Comparing the livelihoods and incomes of nonentrepreneurial and entrepreneurial youth, in particular, there is evidence that entrepreneurship education provides youth with a strong impetus to pursue independent livelihoods (Chigunta, 2007). A study of differences between nonentrepreneurial and entrepreneurial youth in sources of income and income itself indicated that the latter group, having a more reliable and regular, albeit low, source of income, is more likely to pursue independent livelihoods (Chigunta, 2016).

Recent research offers optimism regarding the pursuit of entrepreneurship for African youth (Chigunta, 2016), offering those who undertake new ventures, across a range of activities in the informal sector, standards of living above poverty levels and lower threat of severe poverty for this population (Chigunta, 2007; Ndedi, 2016). Further studies are needed to explore the challenges of empowering Nigerian youths with entrepreneurial skills and ideas necessary for job creation, poverty reduction, and reducing the rate of crime and violence so these individuals may view the development of small-, medium- and large-scale enterprises as supporting regional and national development (Madichie & Gbadamosi, 2017).

## **Literature Review**

### **Nigeria's Poverty Profile**

In the research work of Ozughalu (2016), the author described poverty and its characteristics as a state of economic hardship, where all necessary economic demands are

insufficiently available. Lack of purchasing power, financial insufficiency for economic development, financial instability, poor economic growth, devastating unemployment rise, insufficiency in food production in daily consumption, and income inequality are all factors of poverty (Ozughalu, 2016). The effects of poverty spreading all over Nigeria today has given rise to inflation increase and increase in prices of goods and commodities, with poor economic growth devastating Nigerian communities generally (Justine, Ighodalo, & Okpo, 2012).

The inability for some individuals to attain a certain minimum level of living standards has apparently been crippling, transparent through the inability of the individual to provide for self and the immediate family basic and necessary daily physical needs for sustaining life, such as food, clothing, shelter and other necessary economic needs that make life easy, comfortable and sustainable in a given community (Ikharehon & Omoregie, 2015). Further in the narrative of Nigeria's poverty profile, Ifere and Okosu (2017) called poverty a stubborn challenge that devastates the Niger Delta regions in Nigeria, despite the abundant natural resources of petroleum oil production in the area that generates enormous revenue for the nation. This would have been enough to sustain these Niger Delta oil-booming regions in the wake of poverty and unemployment devastation there.

The research work of Onuma (2016) indicated and affirmed that poverty has long remained in Nigerian urban and rural communities, and the factors that constantly breed poverty in these areas are centered on the poor economic growth in these communities. The effects of the uncontrolled poverty spread, coupled with the issue of high unemployment in Nigerian communities, especially in Niger Delta regions, has led to inequality in income per capita in Nigeria, affecting its GDP, and causing the unemployment rate to rise, with unbalanced wealth

distribution, which is more prominent among African countries, and more effectively in Nigeria (Chigunta, 2016). In spite of previous and continued efforts being implemented by the Nigerian government for poverty eradication, poverty alleviation has yet to be effectively accomplished for significant results to manifest in Nigeria, and more importantly in Niger Delta regions (Adetola & Oluwatomiwo, 2016). Dauda (2017) further believed that the traits of poverty in Nigeria are further broadened by some absurdities such as unemployment growth, failed poverty alleviation initiatives, unsuccessfulness in handling effectively the appropriate transformational working techniques required for sustainable growth of the economy.

The effects of failures of small and medium-sized businesses in the country and the inability of Nigeria to generate sufficient employment for the growing graduate youths and the rest of the population are among the factors weakening the Nigerian economy (Chiazor et al., 2017; Madichie et al., 2017). The economy is further worsened due to lack of strong and rewarding economic policies from policymakers, coupled with the ongoing low standard of education system in the area, which lacks the strength and background to promote entrepreneurship skills within the nation (Egbefo et al., 2017). The effects of the high level of corruption in the nation that drives Nigerians away and the inability of the nation to create a balance in bridging income gaps in its weak economy have also gained momentum to give strength to poverty and unemployment in Nigerian societies today (Onyeizugbe et al., 2015). The study of Maina (2014) also indicated that lack of competency and skills in economic techniques for economic developments is reflected in the adoption of inappropriate economic measures by the Nigerian government and policymakers.

Lack of competency in economic development practices derails the focus of economic improvement in Nigeria, and redirects policymakers into structuring nonfunctional economic ideas/policies within the operational system of the government (Wiwa, 2014). Nigeria's poor economic strategies and the strength of incompetency in governing the whole economic units, plus lack of visions and motivations always result into negative and noneconomic rewarding outcomes (Belitski et al., 2017). The further attributes of incompetency in economic development and management of Nigerian markets, plus the effects of unskilled entrepreneurship knowledge to achieve profound economic development in Nigerian communities work to keep Nigerians devoid of the knowledge and effective ways to combat corruption, poverty and unemployment in Nigeria (Chigunta, 2016; Ndedi, 2016).

The effects of failure in having profound principles/policies of social protection for the poor, plus weaknesses in bridging future vulnerable economic situations or barriers in the communities, contribute largely to the growing poverty level in Nigerian societies (Nwachukwu, 2016). The slow and poor technology in use in the Nigerian system of economic growth also contribute a lion's share of Nigeria's poor economic development, and encourage poverty spread and the unemployment rise in Nigerian communities (Belitski et al., 2017). These ineffective ways of economic improvement in turn open new doors that derail opportunities for economic growth in Nigeria, discourage entrepreneurship education enhancement in Niger Delta regions, and lead to the inability for some individuals to live above poverty line (Akhuemonkhan et al., 2013).

Since Nigeria is identified as the largest Black African Country, highly enriched in petroleum oil production, it has the opportunity to achieve success in any step of pursuit towards

poverty alleviation and the reduction of unemployment in its societies (Oghiagbephan, 2016).

Nigeria is weighed down with a high rate of poverty and unemployment within its societies/communities in spite of its massive economic endowment in crude oil and other natural resources (Maina, 2014).

The aim to save Nigerian communities from the pains of economic difficulties, and, more importantly, the oil-booming Niger Delta regions from being engulfed by poverty and unemployment rise, should be a priority to reduce the spread of poverty and unemployment in all the Niger Delta regions (Chiazor et al., 2017). A step like this would boost the oil-booming Niger Delta regions with profound economic opportunities for future economic developments and improvements, especially through the implementation of entrepreneurship education (Nwachukwu, 2016). Actions of economic enhancement should stand as encouragement and motivation to the indigenes of Niger Delta regions for further economic upgrade, through which they can reciprocate by offering direct individual commitments to better their land (Egbefo & Abe, 2017). Applying individuals' labor force and time in oil-production mechanisms will result in well-being of the future of these petroleum extractions, which generate over 80% of Nigeria's yearly national revenues, with about 95% contribution to Nigerian foreign exchange (Ajayi, 2014; Babalola & Ayuba, 2015).

Given that the growth of the economy does not rise at the same pace as the rate in oil production revenue, the tendency of the poverty line to rise in the nation remains inevitable, and continues to affect an overwhelming proportion of the country's population (Ozughalu & Ogwumike, 2015). From a statistical point of view, the study of Dauda (2017) stated that poverty evaluation in Nigeria showed that in 1980, 21% of the population was considered moderately

poor, while 6.2% was categorized as extremely poor. The results and directions of poverty projections or analysis in Nigeria always lean towards poverty increase, with an escalation of the unemployment rate in Nigerian communities (Nkang, 2013). For more evaluations, updates and comparisons, the strength of poverty in Nigeria is always evaluated and measured under two distinctive categories—the moderate and the extreme—and between two different participating settings—the rural and the urban setting (Kennedy, 2012).

In 1980 the 28.3% representing the rural population was considered poor, while 17.2% of the urban population was identified to be poor. The new poverty line in 1985's verification showed a significant increase, with 51.4% reflecting in rural regions, and 37.8% concentrated in urban populations. The same protocol was revisited and the same statistical analysis was used in verification and calculation in 1996; and the outcome was found to have increased again to approximately 69.3% in the rural setting population, whereas that of urban settings in Nigeria anchored at 58.2% (Dauda, 2017).

In 2010 a new result was obtained on the same verification analysis using the same analytical calculation and following the same protocol. This time, the result showed that the poverty level of the rural setting has climbed to a new height of 73.2%, while the urban setting also jumped to 61.8% (Dauda, 2017; Ugoani, 2015). These results indicated that the technique adopted by the Nigerian government and policymakers for poverty alleviation has not been effective but a complete failure. In spite of the prior and continuous efforts being adopted and implemented by the Nigerian government and policymakers towards bridging the spread of poverty in Nigeria, the effectiveness of such efforts are still far-fetched in the Nigerian economy today (Ikharehon et al., 2015).



Recent research unleashed a supporting clip of the current and ongoing situation in Nigeria today, emphasizing that hunger, starvation and malnutrition are the ongoing devastating and challenging situations in Nigeria due to the high spread of poverty and increase in unemployment (Ozughalu & Ogwumike, 2015). All these unwanted poor economic situations in Nigeria came as a result of the spread of poverty and unemployment increase in Nigerian societies, particularly in Niger Delta regions, and their impacts are contributing great economic challenges to Nigerian societies and making the economy worse, at the same time making the lives of Nigeria's men, women, and children very difficult (Ikharehon et al., 2015). This study further indicated that higher rates of these severe economic impacts are more prominent in harshening the lives of less privileged parents, innocent children, infants, and those with low life expectancy at birth in Nigeria (Ozughalu & Ogwumike, 2015).

Another study that identified the existence of poverty in Nigerian societies is that by Ogbeide and Agu (2015), who showed that in 2009, Nigeria was grouped among the seventh poorest nations of the world by the Human Poverty Index, despite the fact that Nigeria stands to be one of the richest countries in petroleum oil production in the world. The result of this poverty evaluation was dependent on the measure of the 2009 income level in Nigeria, and the extent of inequality in income distribution among its population (Ogbeide et al., 2015). Further clips on economic problems in Nigeria identified poverty as the absence of economic development and growth in a nation, which attracts all factors that support the rise in poverty level and unemployment increase; leading to more severe impacts due to the elimination of individuals'/households' economic opportunities within a given society or community (Belitski et al., 2017; Kware, 2015). With such a configuration in mind, Dauda (2017) made it more

practical, claiming that the percentage of the human population living in poverty in Nigeria is always on the rise; with figures indicating that 17.1 million out of 65.0 million Nigerians in 1980 were considered absolutely poor. The same configuration was carried out in the year 1985 and showed that this 17.1 million figure obtained in 1980 had risen to 34.7 million, as the country's human population climbed to 75 million (Dauda, 2017; Justine et al., 2012). The significance created in the increasing poverty trend continued to manifest into 1986 with approximately 67.1 million of Nigeria's population being considered poor out of a total of 102.3 million (Dauda, 2017; Ugoani, 2015). In 2010, a new trend of results on the configuration of poverty spread emerged, in relation to Nigerian cities and populations, which indicated that about 112.47 million of Nigeria's population of 163 million people was found to be in absolute poverty (Chukwu, 2017; Dauda, 2017). This new statistical figure from the Nigerian census confirmed that the country's population is progressively on the rise (Chukwu, 2017).

### **The Scourge of Poverty in the Niger Delta**

From the view of Ozughalu and Ogwumike (2015), poverty is identified and characterized to be a lack/insufficiency/weakness in purchasing power, insufficiency in the availability of basic economic goods, poor economic growth of a nation's economy, unemployment increase, and financial inability of some individuals to attain/maintain a minimum level of standard of living in a given community, which battles with poor economic growth. Poverty embraces the inability to provide the basic economic needs for one's self or for immediate family, as being demanded by the family on a daily basis (Ozughalu & Ogwumike, 2015). In a practical context, poverty is a state of being in an inferior situation, experiencing inferiority in quality of economic development, insufficiency in monetary standards, poor quality

of goods and services circulating within a given community/nation, inability to produce and maintain a sufficient quantity of food for daily consumption, and the unaffordability of needed economic amenities that make life comfortable within one's resident society/community (Ugoani, 2015).

In spite of the many economic strategies, materials and human labor resources already and continuously being implemented and exhausted to boost Nigeria's economy, poverty spread and unemployment rise still prevail (Osuala, 2010). These exhausted economic efforts have not made any significant progress in preventing or reducing the continuous spread of poverty and unemployment in Nigerian communities, more importantly within the oil-booming Niger Delta regions (Ifere et al., 2017). Instead of achieving the anticipated positive results in the battle for poverty alleviation and the reduction of unemployment rate in Niger Delta regions, the effects of inadequacy in economic provisions and unproductive results from these fruitless steps continues to prevail in Nigerian societies and the Niger Delta regions (Anho, 2014). Failing to make progress in the fight for poverty alleviation and the reduction of rising unemployment rates in Nigerian societies/communities have downgraded Nigerian economic efforts already implemented for this purpose, which in turn continues to create open doors for factors of poverty to progressively multiply (Ozughalu & Ogwumike, 2015).

According to the study of Oghiagbephan (2016), Nigeria is a blessed nation with massive economic benefits in the areas of petroleum endowment and natural gas, such as crude oil, which gives rise to the production of other related components within these oil-production regions. This gifted economic wealth and empowerment stands to be an economic strength that opens doors for poverty alleviation, unemployment reduction, opportunity for job creation within Niger Delta

regions, industrialization enhancement of all kinds, establishment and improvement of entrepreneurship education/skills, and various business innovations (Akhueomonkhan, Raimi, Patel, & Fadipe, 2014).

The states that make up the oil-booming Niger Delta regions include Abia State, Akwa Ibom State, Bayelsa State, Cross River State, Delta State, Edo State, Imo State, Ondo State and Rivers State (Elum et al., 2016). These states are the homes of the rich oil-production regions that could potentially boost the country's national revenues through products of petroleum oil and extractions of natural gas (Babalola & Ayuba, 2015; Oghiagbephan, 2016). On the contrary, instead of the Niger Delta regions being boosted to sustain and remain as homes of the national oil boom with the most economic advantage in Nigeria, they became prey to poverty, experiencing the highest multiplication of poverty impacts, high unemployment rates with various factors of economic hardship, and give way to other challenges/factors that deter economic improvement in the area to overtake the economic progress of these regions (Anho, 2014). In the course of studying the economic situation of Niger Delta regions, some unfavorable economic factors and conditions are believed to be the causes of the rapid breeding and spread of poverty in the regions, driven by a wide range of acceleration and serious threats to the environment. These unfavorable economic factors are believed to originate from the ongoing weak economy of the Niger Delta regions (Ogbeide et al., 2015). In return, all the unfavorable economic factors in a given economic environment will tend to combine to devastate/engulf the entire region through the spread of poverty, unemployment rate increase, inability to modernize industrialization, and failure to establish entrepreneurship education in the Niger Delta regional school system (Onyeizugbe et al., 2015). In the same economic environment, all economic

advancements/operations implemented alongside unskillful technology and incompetence in the field of management and innovations are destined to accompany the failure of any business operating in such an environment (Onuma, 2016). Any irrational economic implementation will always result in a poor economic situation and contributes to the crumbling of the economy of that area, since hopes for freedom from poor economic conditions and better economic strengths are centered on the degree of the future economic development of the area (Maina, 2014; Onyeizugbe et al., 2015).

Poverty has been demonstrated to be one of the greatest economic challenges of the past, the present and the future within the Niger Delta regions of Nigeria and beyond (Onuma, 2016). If the increase in poor economic factors in a given environment is not bridged, terminated, or even reduced during its growth, these unfavorable factors and their unpredicted results could inevitably remain operational permanently (Chukwu, 2017). The future unpredictable result may develop into major and tougher economic problems in the near future, which may further result in unexpected outcomes more severe than in the beginning to devastate the societies/communities (Ozughalu, 2016). From the understanding of the concept of poverty, the study of Rawat et al. (2015) agreed that lack of a profound learning institution and its unskilled educational mechanisms are without doubt among the factors that breed poverty in a given community, even in the region of Niger Delta in Nigeria.

The study of Akinseye and Adebawale (2016) indicated that the fear of business failure or some tough government policies should not be a major factor to be considered when trying to embark on a journey of entrepreneurship business establishment. It is obvious that the zeal or desire to acquire entrepreneurship skill is a powerful phenomenon necessary for the

empowerment of any business entity which would eventually contribute towards boosting the economy of that region at large (Chigunta, 2007; Edoho, 2015). It is highly necessary that business establishments and developments contribute to the growing of a nation's economy. To bid farewell to poverty and unemployment increase in Nigerian communities, and more importantly in Niger Delta regions, the Nigerian government and its policymakers have important roles to play, to bridge poverty breeding factors and the ability of their continuous recurring processes within their affiliated regions; this will curb the issues of poverty and unemployment in Nigerian communities for good (Edoho, 2015).

### **Poverty Reduction Strategies in Nigeria**

Effective ways to achieve success in poverty reduction within the cities/states of Niger Delta regions of Nigeria are the concern and focus of the indigenes of this oil-producing region, and they should struggle to realize this (Edoho, 2015). The efforts of this struggle and its permanent success will bring great joy to the minds of Niger Delta indigenes, and the ability to forge ahead to overcome other impending economic issues in their communities. Implementation of entrepreneurship education in Niger Delta school systems, and entrepreneurship training and skills acquisition with profound strategies in the application may serve as reliable tools to disarm the strength of this devastating poverty spread in Niger Delta regions (Chigunta, 2007; Nwagwu, 2012). The steadily rising strength of unemployment, hunger, starvation, inflation and other economic hardships that came into existence as a result of the poverty spread also combine to devastate the Niger Delta regions (Ozughalu, 2016).

Considering the study of Dauda (2017) and its narratives, the author believed that the first strategy to implement in the fight towards the reduction of poverty in Nigerian communities is to

give way to government intervention and full involvement in the poverty reduction program. The government's rules and regulations should be powerful to make and command changes, and be able to establish a controlling policy that can stand and monitor the ruling economic policies for effective economic changes in the nation (Osuala, 2010). When the government addresses all the crucial and related economic areas successfully, focusing on strategies for economic growth mechanisms to uplift other basic immediate needs of the nation (such as the improvement of healthcare system and facilities, improvement of agriculture sectors for adequate production of agricultural products for daily consumption needs), plus putting in place all working economic measures and policies directly or indirectly in favor of the poverty reduction program, then positive results are likely to manifest in due course (Coviello et al., 2004).

Another way to achieve positive results in the poverty reduction program in Nigeria and in Niger Delta regions is to embrace entrepreneurship education, implement entrepreneurship teaching and training as a curriculum in the Niger Delta school system, and educate the youths whom we believe are the future leaders of the community (Egbefo et al., 2017). With the acquisition of the knowledge of entrepreneurship and profound training skills among youths of Niger Delta regions, better economic development/improvement within their communities is assured (Ernest Simeon, 2014). Entrepreneurship knowledge gaining through education, training and skills acquisitions will give the growing youths and other interested able-bodied men and women of Niger Delta regions their hearts' desires in business accomplishment (Onuma, 2016). Such business accomplishment, privilege, the advantage gained to be who they intend to be, and great opportunities to make great exploits in their communities will eventually lead to poverty

and unemployment reductions as their communities progress economically (Ndubuisi-Okolo et al., 2015).

The entrepreneurship development concept with its skill acquisition is an avenue to create jobs/employments for the unemployed, and when jobs are created to put the unemployed to work, the unemployment rate is reduced; and when the unemployment rate is reduced, the poverty level is undoubtedly reduced too (Ugoani et al., 2015). Creating jobs leads to reduction of unemployment rates and poverty alleviation, and it makes the dwelling individuals and the affiliated communities to remain economically happy (Calvo et al., 2013). Poverty spread in these Niger Delta regions should be battled constantly and directly, because the rate by which poverty is being spread over Nigerian communities is very alarming and the impacts are constantly doing great economic damage all over local communities/societies (Ugoani et al., 2015). The goal and the success of poverty alleviation in Nigerian societies/communities would economically lead to a profound increase in the various areas of anticipated economic development in Nigerian societies, with factors of economic hardship plunging downward, thereby creating upwards growth in the nation's economy (Ndubuisi-Okolo et al., 2015). Job training in different areas improves available skills and enables income generation to better the lives of the affiliated individuals and communities. When creations of new jobs are involved, and where the acquisition of new business entities and business/work skills would help to increase the economic development of Niger Delta regions, the chances of poverty growth in such environments are reduced (Egbefo et al., 2017; Ndubuisi-Okolo et al. 2015).

A sound financial provision/availability can promote economic development as well as encourage economic growth and stability in a given environment; this in turn will accelerate the



reduction of the poverty level in that same environment (Chigunta, 2016; Ifere et al., 2017).

Availability of financial funds is a key to economic success, which in turn promotes financial markets' efficiency, enhances the economic growth process, promotes business specializations, and contributes to reducing the spread of poverty and income inequality in a given community (Chigunta, 2016). SMEs/businesses in a given location can also be factors of economic development and growth in any economic environment, and are very reliable factors in poverty reduction (Akhuemonkhan et al., 2014; Onyeizugbe et al., 2015).

Small businesses worldwide are noted to be the sources of economic growth of a nation, sources of job creation through the practices of industrialization developments, sources of entrepreneurship development, and sources of wealth generation and poverty reduction (Akhuemonkhan et al., 2014). In the United States of America the country depends 99% on small businesses outputs, not only as sources of economic growth and job creation, but also as wealth generation and poverty reduction (Hayes, Chawla, & Kathawala, 2015). A study by Hayes et al. (2015) confirmed that the Mexican economy depends on the success of Mexican small business industries, which represent 99.8% of the total businesses of Mexico. Thomas, Adekunle, Olarewaju, and Folarin (2015) also indicated that about 70% of Japanese exports are largely from small business industries. In this same economic narrative, Thomas et al. agreed that small and medium-sized industries account for 40% of the GDP in Thailand and India. In this context, Nigeria needs to follow such a strategy, because through trading ability, Indonesia becomes the export-oriented nation, as small and medium-sized industries cluster largely within the country (Tambunan, 2009). Also, in Sri Lanka small businesses played uplifting roles in helping to

reduce poverty in 1983 by 98%, and accounted for 48.6% of total employment, with added value of 31.1% (De Silva, 2013; Surangi, 2013; Vijayakumar, 2013).

### **The Paradox of High Poverty and Strong Economic Growth in Nigeria**

The Niger Delta is widely noted and recognized as the rich oil-production cities in Nigeria where most of the country's national revenues are being extracted annually. Yet, these oil-affiliated cities today still remain among the poorest cities in Nigeria, according to Nigerian statistical evaluation, facing poverty and unemployment issues on a daily basis (Chiazor et al., 2017; Ozughalu & Ogwumike, 2015). From the period of 1960 to earlier dates in 2009, Nigeria achieved enormous economic growth, focusing predominantly on establishing and implementing policies it believed would make a reverse on its weak economy, by creating and implementing the following institutions: Free and Compulsory Primary Education, River Basin Development Authorities, Agricultural Credit Guarantee Scheme, Rural Electrification Scheme, Agricultural Development Programmes, Rural Banking Programme, Operation Feed the Nation, Green Revolution, Low Cost Housing Scheme and Structural Adjustment Programme.

Despite all these numerous measures laid out by the Nigerian government at all levels to remain permanently in the reduction of the growth of poverty in Nigeria and its surrounding communities, a high percentage of Nigerians today are still living in abject poverty (Kware, 2015; Onyeizugbe et al., 2015). These techniques were long implemented in Nigeria with little technological advancement showing some positive results, but today the old techniques are no longer functional in manner that yields profound positive impacts (Chiazor et al., 2017). The end result is that new techniques are needed to replace the old, with anticipation to reduce the overwhelmingly growing and devastating poverty spread all over Nigerian communities,

particularly the cities of the Niger Delta regions (Chiazor et al., 2017; Ozughalu & Ogwumike, 2015).

In statistical evaluation, Nigeria remains the richest country in Africa, in which the economic endowment in the area of petroleum extraction and in other natural gas components have earned the nation the financial capability to expand its industrialization, but the level of corruption in Nigeria thwarted its credibility (Anho, 2014; Wiwa, 2014). The failure to achieve economic progress/freedom in Nigeria has crowned the country with inability to produce needed/enough food from its agricultural mechanisms to feed its population, inability to provide sufficient energy supply for the daily usage of electricity in the nation, and inability to implement a profound entrepreneurship education in their school system for the establishment of knowledge of entrepreneurship in Niger Delta regions (Iwuagwu et al., 2016). Acquisition of entrepreneurship education, training and skills help to better the lives of the youths in business perspectives and orientations, improve the community economically, improve healthcare systems, build roads and bridges, reduce unemployment rates, and reduce poverty spread, all summed up as key to economic growth (Iwuagwu et al., 2016; Ozughalu, 2016).

According to a study of Kware (2015), Nigeria has the record as one of the world's highest economic growth rates in history, which took place in the earlier years of Nigerian independence. At the time of the then economic boom, the output of the economy was a tremendous one, yielding enormous increases in human labor and natural resources in the country, with the inclusion of agricultural and petroleum resources. However, Nigeria's level of incompetency in controlling its economy led the country to economic dysfunction, even to the abuse of the concept, which finally resulted in economic mismanagement (Anho, 2014; Kware,

2015). The effect of this obstructed concept embedded in economic dysfunctionality landed Nigeria in economic hardship, an unemployment crisis, income inequality, and poverty increase (Ogbeide et al., 2015). With high unemployment rates, inequality in individuals' incomes, plus other failing economic factors, accelerated to an alarming degree (Simon-Oke, 2016). The economic power gained as a result of income inequality in distribution started gaining access in infrastructure and amenities. At this point the distribution never became favorable; poverty became inevitable, and economic development remained stagnant in Nigerian communities and positioned itself at 63%, dragging the average power of living income in Nigeria below \$1 a day (Kware, 2015).

Nigeria, which is rich in petroleum and natural gas, still finds itself struggling in abject poverty today, despite all the yearly revenues the nation extracts from petroleum and natural gas; above all, Nigeria still has a very high level of economic poverty (Simon-Oke, 2016). Before Nigerian independence in 1960, even dated back to 1958, Nigeria's economic strength was overwhelming, earning the nation a production output of about 5,100 barrels of oil per day. Yet, the nation was still unable to relieve itself from poverty (Raimi et al., 2010). Even in 1979 when the country's oil output rose tremendously, reaching a peak of enormous production in the amount of 2.4 million barrels per day, Nigeria remained engaged in corruption of all kinds in every aspect of economic development, robbing itself of every economic improvement and sustainability (Simon-Oke, 2016).

### **The National Problem of Youth Unemployment in Nigeria**

Youths are said to be the hopes and future generation of any nation, even in the Niger Delta of Nigeria (Chen & Vazsonyi, 2013). The youth population is an active and ongoing

productive sector in a community, more united as a group and in policy, powerful in organization, in action and in determination to carry out whatever ruling policy or action the group agrees to operate on (Tony, 2016). In the same manner, the youths believe that their organization is the best choice/option that would rule and benefit their entire community at large, in sustaining the desired economic and social development for their ailing community/society (Nkang, 2013). Some youths' problems start from having no passion for education. Living with unwillingness to complete their academic career is always the beginning of youths' failure in life accomplishment. Youths without ambitions are dissuaded from seeking to have a breakthrough in any life- challenging situation, they have no motivation to forge ahead in any business idea, thereby accommodating negative thoughts and not having the ambition to complete any business venture he/she has started (Tony, 2016).

When government fails to perform its duties well, especially not building institutions as knowledge learning centers in its communities, or for skill training activities, especially in the areas of entrepreneurship education which stands as a base for boosting youths' talents, then the youths' future goals for life are likely to become unaccomplished and wasted (Ndubuisi-Okolo et al., 2015). Since youths are the future hopes of a nation, when their future ambition is disrupted, the nation bears the consequences. Entrepreneurship education, training and the acquisition of entrepreneurship skills always stand as key drivers that pilot economic development in any given community or nation. Economic development incentives broaden the scope, the level of self-awareness, and the development of both individuals' personal intents and intellectual capacities, and more importantly the youths of the Niger Delta community, towards the interest and the

willingness to contribute wisely to the economic and political development of their living environments (Eze & Nwali, 2012).

Youths in a given community are generally faced with various kinds of problems, including personal and community/national problems, even more problems than the public may anticipate (Raimi et al., 2010). The Niger Delta is a zone of oil boom, a region producing national petroleum and natural gas, providing always above 80% of Nigeria's national revenue, but it remains among the poorest in the nation (Ajayi, 2014; Chigunta, 2007). The work of Agwu, Nwankwo, and Anyanwu (2014) indicated that in spite of the ongoing unemployment issues that devastate the lives of individuals in Niger Delta regions, the existing economic hardships in these regions also extend to limiting the purchasing powers of the entire population of these regions—more precisely, the unemployed men and women in the Niger Delta regions. Further inappropriate action that may limit the chances of job security for able-bodied men and women in Niger Delta regions may manifest largely through the shortage of agricultural food production where many unskilled laborers are employed (Agwu et al., 2014; Chigunta, 2007).

A cause of limitations in the food production sector will equally add impact to the already ongoing unemployment and starvation in the area (Agwu et al., 2014). This action makes it more difficult to feed the increasing human population in the area, coupled with the effects of the constantly rising inflation on the costs of economic goods and services, facing less availabilities of needed economic goods; all of these are a result of fast-growing poverty spread in the Niger Delta regions (Mba et al., 2014). All these weak economic situations are able to paralyze every exposed economic opportunity towards economic improvement, resulting in weak performances at the end. With the growth of weak economic situations in the area and the inability to make and

adhere to changes for economic improvement, more discouragement emerges and the end result may have the tendency to derail any positive thought or focus of the youths on unproductive efforts and confusion, which also becomes a community/national problem (Eze et al., 2012).

According to the study of Venatus and Agnes (2010), the youths of the Niger Delta regions flex their muscles of anger against some unresolved community problems, such as unemployment, starvation and rising poverty levels in Niger Delta regions. The issues of unemployment and poverty in Niger Delta regions have been longstanding and ongoing problems that devastate the Niger Delta regions and their populations at large. Economic issues concerning the youths in Nigeria should not be neglected but treated urgently and fairly because the youths of today are the future and the pride of the nation tomorrow (Oghiagbephan, 2016). This study further indicated that the causes of the high unemployment rate in these oil-rich states are factors such as high rate of population growth in the area without a matching number of available jobs and the youth strictly defining who they are in society by forging their own social belongings in the form of social clubs and street gangs, thereby distancing themselves to some extent from social connection (Venatus et al., 2010). Another factor of youth unemployment in the Niger Delta is that most of the youths do not have a certified college education or the employable skills required for most available jobs, since filling the job openings with unqualified candidates becomes an abuse to the job positions and to society. The youths actually should be trained to possess the required job skills to handle the available job positions in their regions or elsewhere, without compromise (Lechner, 2016).

The ongoing unproductive efforts of the Niger Delta youths have become a major factor that drives these jobless issues and unemployed individuals in these poor economic regions into

irrational lifestyles, compelling them into more unproductive thoughts, reasoning and activities, and exposure to negative actions (Zivkovic, 2013). These unacceptable behaviors are always entangled with frustrations and hopelessness, which the individuals may have been exposed to and from which they are led into violence and other unlawful behaviors within their own respective societies, growing and operating with criminal mindsets (Babalola & Ayuba, 2015). Some of them who must have been engaged in frustration have summed up the courage and willingness to become tools in the hands of Islamic militants or terrorist groups (Boko Haram) in Nigeria. In this context, the severe unemployment situation in the Niger Delta regions today has become a great opportunity for the leaders of the Islamic Militants (Boko Haram) to recruit the unemployed youths from the Niger Delta cities into their deadly services, charging them to cause and launch deadly weapons to damage and destroy the lives of humans and infrastructures in Nigeria's populated cities, through the act of massive bombings, shootings, killings, suicide bombings, looting properties, burning of homes, churches, government buildings, kidnappings and raping. Being more practical, some of these unemployed youths of the Niger Delta regions may engage themselves in other criminal behaviors on the side, such as robberies, corruption, and extortion of money through the use of the Nigerian national criminal code 419 plus many other acts of atrocities (Babalola & Ayuba, 2015).

### **Origins of Poverty and Youth Unemployment in the Niger Delta**

Today poverty spread in Nigeria is still on a steep rise. It continues to spread and devastate many Nigerian cities and communities, including the oil-booming cities and states of the Niger Delta regions (Egbefo et al., 2017). Niger Delta regions are the homes of the oil-production zones in Nigeria, where petroleum and natural gas extractions are made possible as



they yield and contribute to national revenues and foreign earnings that boom Nigeria's economy yearly (Onyeizugbe et al., 2015; Simon-Oke, 2016).

Ndubuisi-Okolo et al. (2015) believed that the Niger Delta youths' problems started from having no passion for education in any discipline. Living a life of unwillingness to attend, continue or complete any academic career already started is always the beginning of the youths' failure in their intended life accomplishment (Chigunta, 2016). The impression from this is that the youth in concern cannot confidently believe they would have a breakthrough in any life challenging situation in education, which may be routed into entrepreneurship skill acquisition, even a motivation to forge ahead in developing business acumen (Maina, 2014).

The issue of unemployment among the youths in Nigeria has grown to the point that it has become an inevitable and yet unbearable situation to ignore, which is now very difficult to be resolved within in a very short time frame (Edame & Okoi 2015). The national economy of Nigeria has been on a stunted growth track for decades, with damaging impacts being manifested in all Nigerian cities and communities, as evidenced by Simon-Oke (2016). Due to this awkward effect, college graduates in Nigeria are no longer guaranteed employment of any kind after graduating from college, not to mention those numerous school dropouts who parade the streets with no college degrees or employable skills for the competitive job openings in their regions (Edame et al., 2015).

Simon-Oke (2016) suggested that a remedy can be reached to some extent if the increasing level of Nigerian yearly revenues from petroleum and natural gas can be quantified or balanced with the same rate in the amount of job creation within a specified period of time. With profound efforts of economic recovery programs in poverty and unemployment reductions, and

through petroleum and natural gas extractions, there would be significant progress in the growth of the economy in Nigeria, which may trigger job creations for qualified job seekers (Egbefo et al., 2017). To arrive at a corresponding level as Simon-Oke suggested, the Nigerian government should ground efforts in improving the capacity of oil production in domestic markets, and enforce a policy that would govern an efficient distribution mechanism and the judicious use of oil proceeds to offset the poor economic lives of many Nigerians, thereby reducing the strength of poverty in Nigerian communities (Edame et al., 2015).

Other reliable and possible ways to curb the rising rate of unemployment and poverty spread in Nigeria, more specifically in the Niger Delta regions, are as follows:

- To enforce and improve entrepreneurship education and the skills training acquisitions into the curriculum of all institutions of higher learnings in Nigerian societies, more importantly in the Niger Delta school system (Mba et al., 2014). In the process of embracing entrepreneurship education in Niger Delta regions, the acquisition of other useful skills in other lines of business developments, the motivations and innovations are possible through trainings to acquire other lines of business acumen (Mba et al., 2014; Onyeizugbe et al., 2015). This approach will project and play a very significant role in offsetting some of the unemployment problems which create discomfort among the youths and other able-bodied men and women in the Niger Delta.
- The government's willingness to spend and embark on enhancement of entrepreneurship education through school system would be a strong strength added to the sustainability of entrepreneurship development in Niger Delta regions, to give

light and life to economic and human developments in the Niger Delta regions (Odior, 2014). In this same context, once this program is established and implemented accordingly through the Niger Delta school system curriculum, it would have the tendency to cause reductions in poverty spread and unemployment rate in the Niger Delta communities (Chigunta, 2016). With positive effects on economic growth and human developments in Niger Delta regions, embracing entrepreneurship education becomes a true key factor that promotes broad-based economic growth, with human labor resources in contribution, which plays a significant role in alleviating household poverty (Odior, 2014). Many developing countries make the move to knowledge-based economies, with investments to enhance entrepreneurship education as the source that facilitates the rise of wealth of a nation; such a move becomes a major economic remedy for many of the economic problems facing a nation at large (Odior, 2014).

- The advancement of small and medium-sized businesses/enterprises within the Niger Delta regions through economic development, financial support and sustainability will definitely play a significant role in job creation, economic development, growth, and poverty and unemployment reductions (Chigunta, 2007). Small and medium-sized businesses/enterprises are noted worldwide as the sources of economic growth of a nation, sources of job creation through the practices of industrialization, sources of entrepreneurship development and enhancement, and sources of wealth generation, and poverty and unemployment reductions (Akhueomonkhan et al., 2014).

Development of an entrepreneurship education program and its appropriate

implementation in Niger Delta communities will significantly help to offset the grievances of the youths of Niger Delta regions, since the process will promote job creation, generate wealth and increase individuals' incomes (Ugoani et al., 2015). By the same token, poverty reduction is assured, economic growth would be triggered, rate of corruption in society would be reduced, and many other economic benefits and social amenities for life comforts would be on the right track to be accomplished and will flourish accordingly (Akhueomonkhan et al., 2014).

- According to the work of Kware (2015), corruption is indicated as being among the primary causes or instigators of unemployment and income inequality, and also a factor of poverty in Nigerian societies, particularly in Niger Delta regions. Corruption is noted as the illegal, unauthorized and unethical practices/ways of exploitation, human lifestyles, money extortion/laundering, illegal acquisitions of properties and inappropriate ways of acquiring unmerited political positions, unlawful possessions of illegal materials, illegal services, and all other illegal transactions (Anho, 2014; Kware, 2015). The practice of corruption in a nation robs the nation of its chances of economic developments and growth, economic knowledge for advancement, derailing the country from the knowledge of industrialization, entrepreneurship skills acquisitions, and luring all other business motivations away from the correct approach (Chiazor et al., 2017). To illustrate, assuming the ownership of another person's property through an illegal manner with no appropriate justification is corruption (Kware, 2015). Corruption is a total display of dishonesty, illegal transaction, immorality, and unethical behaviors generated from engaging in acts of criminal

thoughts and dealings, which in turn conveys the influence and ugly impact on society for further illegal practices and more damage to the society (Egbefo et al., 2017).

It is time for the Nigerian government to step in and stop all means of illegal transactions in the country and all illegal ways of extorting money from people in Nigerian societies through upholding the national criminal code called “419” (Ikharehon et al., 2015). Human kidnapping is another disturbing issue going on in Nigeria today, as it blends with the so-called money ritual issue which has been in practice for decades in Nigeria. These are among the issues of concerns confronting and disturbing Nigerian societies today. The situation has led too many unemployed Nigerian men and women astray, with the promise they could become rich quickly or could make a living through kidnapping people and demanding ransom for their release without being caught by the authorities (Oghiagbephan, 2016). But when this is not accomplished due to the unavoidable risks involved, in frustration they are back on the queue searching for employment after wasting away a reasonable amount of their youth’s life, and still with an ‘evil’ mindset. These individuals are not only increasing the rate of unemployment and poverty that are already devastating the lives of individuals and the economy of the nation, but also adding to the rate of problems of corruption, and influencing and encouraging the growth of all factors of criminal activities in Nigerian societies (Kware, 2015).

### **The Consequences of Youth Unemployment in the Niger Delta**

Unemployment situations result in many consequences which are displayed or made transparent through the lifestyles and activities of the men and women living in a given community or society (Odior, 2014). The issues of unemployment have torn apart hopes of some

able-bodied men and women in a given community. The impacts of unemployment in a given environment are always accompanied with frustrations and loss of hope among some individuals who cannot exercise some patience (Agwu et al., 2014). Poverty is a chronic disease that challenges people's life ambitions, and thwarts people's economic plans to disfavor their life plans and heart desires through many unwanted ongoing situations in their lives (Ozughalu & Ogwumike, 2015). The consequences of youths' unemployment in the Niger Delta regions are not far-fetched. These oil zones are equipped with massive economic endowment, which manifest through the proceeds from the production of national petroleum and natural gas in the Niger Delta regions, to aid in the economic development and in contribution to Nigerian annual revenues and foreign earnings (Nwachukwu, 2016). The economic growth in Nigeria and human development will facilitate the rapid growth of its communities (Iwuagwu et al., 2016). Proceeding through this route, these oil-rich areas will be lifted from the current high and disturbing level of poverty and the escalating high rate of unemployment issues beleaguering the indigenes of these regions (Calvo et al., 2013).

The study of Ozughalu and Ogwumike (2015) showed that every unemployment issue of discomfort, manifesting as a result of a poor economic factor in a given community, such as in the regions of the Niger Delta states, will end up influencing, favoring and breeding other possible factors that would likely favor the growth of poverty in that same community/nation until such factor is eradicated. The economic situations in the Niger Delta cities mean that as a result of the high levels of poverty and unemployment in Niger Delta regions human resources are limited (Dugguh, 2013). In this context, there is limited cash flow in circulation, with limited purchasing power among the youths, especially in the hands of unemployed youths, generating

inadequacy of food production to quantify the rate of consumption in the area due to poor agricultural mechanization in productivity, with incompetency in human labor services (Ozughalu & Ogwumike, 2015). Based on the high level of economic difficulties in Niger Delta regions, the high growth of poverty and the uncontrolled unemployment situations in these regions are made transparent through inflation, hunger, starvation and malnutrition (Anho, 2014; Maina, 2014).

Corruption is always an unjust and inappropriate societal behavior, the practice of dishonesty, a dangerous unethical lifestyle in any economically developing country, full of lies, unjustified behaviors and dishonesty (Dugguh, 2013; Ikharehon et al., 2015). In a society where a high level of poverty and high unemployment rate prevail, corruption always takes its toll, in a significant downward economic growth, further supporting a continuous high level of poverty spread (Egbefo et al., 2017). This results in imparting to resident individuals evil mindsets, criminal activities, laziness, growth of dishonesty in the society, giving rise to illegal and inappropriate ways of doing things, even governing a given community of people (Dugguh, 2013). Corruption attracts and puts all criminal behaviors at work as end results (Egbefo et al., 2017). The practice of corruption in any nation disorganizes that nation in all aspects of political and economic development (Ikharehon et al., 2015). A nation that engages in corruption faces retardation in economic development, social and political improvement with poor influence in economic progress (Ikharehon et al., 2015). Corruption plays major roles in a nation where it is being practiced, and the results manifest in many ways, such as in stunted economic growth, illegal drug trafficking, uncontrolled spread of poverty in a given environment, upholding falsehoods in management and supporting unlawful ways of doing business which tears a strong community apart (Onyeizugbe et al., 2015).

Lack of entrepreneurship education or any other quality of education with no employable skills in a given society does not offer any positive direction or a reliable guideline in economic development to the people in a growing/developing nation (Odior, 2014). In Niger Delta regions, a significant number of youths are without a college diploma, not even with any employable skill (Zivkovic, 2013). For this reason, the outstanding problem confronting some of the youths of Niger Delta states is that lack of education is a major obstacle in their employment search (Zivkovic, 2013). In spite of that, some of the youths are not privileged enough to attend school, have no reliable employable skill for job security, or on the contrary some are school dropouts (Odior, 2014; Zivkovic, 2013). Those who fall in this category would still be treated as not being qualified for employment in certain kinds of professional settings, because education still plays an important role in basic qualifications of many available openings in high-level jobs (Odior, 2014). From the attributes of education, it confirms that education is a key factor that creates and manages jobs, promotes broad-based economic growth, with human resources attributes playing important roles in alleviating household poverty, making business investment skills obvious, with greater advantage in jobs creation and income generation (Tony, 2016).

Factors leading to the consequences of youth unemployment in the Niger Delta regions can be attributed to the government's inability to create or sustain adequate economic infrastructure within the reach of Niger Delta youths, plus the absence of some social and economic centers as means of widening the scope of employment opportunities for unemployed Niger Delta youths (Tony, 2016). The economic advantage of this project would give hopes and also better the lives of those individuals searching for jobs within their reach, for their individual interests and that of their communities at large. Since the widening scope of employment



opportunities are blocked through the government's inability to widen innovations for the public through building social infrastructures, the end result of this will play a negative role by bridging the future economic development due to the region of Niger Delta (Okoro, Akpaeti, & Ekpo, 2015). This action in mismanagement may curtail the reduction of unemployment consequences, and may as well stand against the efforts of the poverty alleviation program enacted to battle against poverty and unemployment rise within the Niger Delta states (Okoro et al., 2015). With all these government failures in operations, the aim and struggle of reducing poverty and unemployment levels in a given society would be defeated, and in return, it would give strength to unemployment consequences to escalate even higher than before (Okoro et al., 2015).

Discussing and enumerating the consequences of youth unemployment in the Niger Delta, Kadir, Hassan, Yusuf, and Abdulaziz (2014) believed that continuous rise of unemployment among the youths in Niger Delta will cause poverty levels in Nigeria to rise, since unemployment satisfies a period of economic unproductivity. When a specified economic period is laid waste, everything that encourages economic development in that society loses its activities, and becomes stagnant in function. Under such an effect, economic stagnation kicks off automatically into working against economic well-being of the associated community, and would finally maintain all factors that breed poverty in that community (Okoro et al., 2015; Onyeizugbe et al., 2015). Creating income inequality in distribution becomes another segment that is a consequence of youth unemployment in the Niger Delta, because unemployment leads to imbalances in individual and personal incomes (Egbefo et al., 2017; Kadir et al., 2014). When a percentage of an area population drops from a record of income per capita, the influence of such

a percentage drop causes a significant impact in the annual income per capita in that nation, which does not only affect the unemployed individuals but also the entire nation at large (Kadir et al., 2014).

The consequences of youth unemployment in the Niger Delta states will also lead to environmental degradation (Chigunta, 2007; Kadir et al., 2014). This comes into effect when a community becomes unproductive economically or dysfunctional in nature within a specific period of time. All the associated economic factors are affected, plus the unproductive human labor force laying waste due to unemployment; then the natural and the economic value of this environment starts to face depreciation in all aspects of economic value (Egbefo et al., 2017). Niger Delta youths' unemployment simply means unavailability of job opportunities for the youths of the Niger Delta regions (Egbefo et al., 2017). When job creation is interrupted, stopped or slowed down for any economic reason, every individual in the community or their nation feels and shares the economic pain or impact (Kadir et al., 2014). The economic consequences of the unemployment situation always trigger a rise in poverty level, less purchasing power, increase in hunger, starvation, inflation, crime, illegal transactions, robbery incidents, unfaithfulness, untrustworthiness, and inequality of income per capita, raising chances of violence among the youth, less political exposure and expression, and less economic development in the society (Chigunta, 2016; Uzomaka et al., 2015).

The youths' unemployment consequences in the Niger Delta can also be extended into inability of future establishments of factors of economic development such as industrial development, unable to sustain profound sources of financial availability and lack of improvement of factors of production (Uzomaka et al., 2015). When human labor forces are

suspended for economic reasons, this means that the local economy is weak, no longer functioning properly to a desired ability or strength to achieve a certain level of economic development, plus the economic strength to sustain a given community economically (Chigunta, 2016). There must be a strong motivation for economic developments and support in Niger Delta regions, plus the ability to sustain small and medium-sized businesses operating within the regions, since small and medium-sized businesses are said to be the business units that hold strong the economy of a nation (Akhuemonkhan et al., 2014). With strong financial support for building SMEs in Niger Delta regions and strong motivation on industrialization, innovation and entrepreneurship skills acquisitions, an individual can be transformed from a job-seeking individual to a job creator, which would mount to enormous economic growth in such a developing society (Anho, 2014). In turn this will help to reduce tensions on unemployment constraints in the area, and will also accelerate the reduction of poverty in Nigeria, particularly in Niger Delta regions for an economic boom (Akhuemonkhan et al., 2014; Nwachukwu, 2016).

### **The History and Present State of Entrepreneurship Education in Nigeria**

In every nation of the world, the concept of entrepreneurship education is identified as an important factor that drives the economy of that nation into a desired economic development status in line with the community's demand, as well as the success of human labor resources invested (Akinseye et al., 2016). As the youths of Niger Delta regions display agitations and worries of being deprived of financial benefits being generated from the extraction of petroleum in their lands, they see themselves as being cheated and deprived of economic rights and benefits from the Nigerian government (Ajayi, 2014; Babalola & Ayuba, 2015; Zivkovic, 2013). Being immersed in financial constraints as a result of the high poverty level and high rate of

unemployment challenging Niger Delta communities, the economic consequences are aggressively tearing down the area economically with low agricultural productivity, high inflation rate, scarcity of food, starvation, anger, frustration, corruption, violence and malnutrition (Ajayi, 2014; Babalola & Ayuba, 2015). Niger Delta states are blessed with massive economic endowment in petroleum and national gas that provide over 80% of the Nigerian national revenues (Ajayi, 2014). In spite of the economic endowment in Niger Delta, the areas are still among the poorest economic regions in Nigerian communities, with an alarming rate of abject poverty and high rate of unemployment torturing its youths and communities at large (Babalola & Ayuba, 2015; Chiazor et al., 2017; Ozughalu & Ogwumike, 2015; Zivkovic, 2013).

Nigeria has been in bondage under the predicament of abject poverty and high rate of unemployment as results of mismanagement activities in economic development endeavors, and other areas such as political instability and irregularities in policymaking, stemming from the earlier days of the country's independence (Oku, 2017). The Nigerian government enacted a series of poverty reduction programs, but many failed without yielding positive results. This made the spread of poverty in Nigeria an ongoing phenomenon, with remarkable poverty level increased from 27% in 1980 to 46% in 1985 to 67% in 1996; by 1999 it further increased to more than 70% (Ogwumike, 2001).

In the research work of Oku (2017), poverty was identified as an antieconomic factor, an obstacle presenting strong economic challenges to the Nigerian nation and its surrounding communities in the area of economic developments. From a statistical point of reasoning, more than 70% of the Nigerian population lives at or below the poverty level, and about 75% is concentrated in rural areas like the Niger Delta regions, moving on strongly with a high rate of

illiteracy, unclean water, poor health facilities, lack of good roads, no reliable energy supply, and other influential economic challenges (Chigunta, 2007, 2016; Ogwumike, 2001).

Subsequently, as the Nigerian government's efforts and strategies on economic development continued to deteriorate, the strategies were no longer achieving the intended purpose and were no longer dependable tools for poverty and unemployment reduction mechanisms; their implementations were no longer tolerated, the strategies and efforts failed (Chiazor et al., 2017; Onyeizugbe et al., 2015). In spite of the outcomes of previous efforts, new steps and added improvements were implemented by the Nigerian government through some highly profound and improved techniques, new strategies and policies of rectification, all with the aim of achieving economic recovery in Nigeria, but this also proved abortive (Chiazor et al., 2017; Uzomaka et al., 2015). Since all the economic recovery efforts and strategies implemented were still unable to yield positive results in eliminating the problems of rising unemployment rate and poverty spread in Nigerian societies, all the invested attempts and efforts left no trace of compromise or trace for future gains and advancements (Egbefo et al., 2017; Ozughalu & Ogwumike, 2015). Nigerian communities, including the Niger Delta regions, continue until today to suffer the consequences of poverty and unemployment rise, with new threats over the lives of the Niger Delta growing youths and men and women in the area (Ogbedei et al., 2015; Ozughalu & Ogwumike, 2015).

Based on the history, events and documented information about Nigeria, on how it can achieve a permanent economic recovery for its societies and communities, achieve success in the restoration of Nigerian communities from poverty, unemployment rise and incompetency from human labor resources, the prospects are still with no sign of a breakthrough for such an

accomplishment (Chiazor et al., 2017; Nkang, 2013). As many attempts and applications in the past to free Nigeria and its surrounding communities have proven fruitless, many still fear and believe that such a strategy for economic accomplishment in Nigeria is still far-fetched (Lechner, 2016; Raimi et al., 2010). According to the study of Simon-Oke (2016), the economic downgrading in Nigeria will still have more economic consequences/damage for the Nigerian economy in due course if no solution is reached soon to put to an end these factors of economic setbacks in Nigerian communities. Many still fear that even if entrepreneurship education to fight poverty and unemployment in Niger Delta regions is correctly implemented through their school curriculum, based on Nigerian current poor techniques and incompetency in management capabilities, the restoration efforts may not still achieve the intended results (Chukwu, 2017; Ndedi, 2016). Most youths of the Niger Delta regions are still in two minds concerning the use of entrepreneurship education to eradicate poverty and unemployment in their communities, but see the program and its applications as ineffective ways of economic achievement (Oghiagbephan, 2016).

A perception that education generally can only place someone in the position of job seeking, rather than giving a talented individual a viable opportunity to create jobs, has created a very weak philosophy in the minds of many Niger Delta youths (Maina, 2014; Oghiagbephan, 2016). On the contrary, research done by Ndubuisi-Okolo et al. (2015) identified entrepreneurship education and innovation as the key factors needed for entrepreneurship skills acquisition, training in all levels of knowledge in entrepreneurship, since this concept may be acquired through formal or informal mechanisms. Entrepreneurship education is always a

successful enterprise setting, defending all its challenges in business platforms, even from business start-ups (Maina, 2014; Oghiagbephan, 2016).

Since the high poverty level and high rate of unemployment have been the major economic problems devastating these Nigerian oil-producing cities, the Niger Delta regions, and in spite of all the necessary measures that have been developed and implemented by the government of Nigeria to resolve the damaging economic problems, the solution still looks far-fetched and proven to be not forthcoming (Oghiagbephan, 2016). Entrepreneurship is always a strong factor of economic development in a nation, since deregulation and political stability are not excluded, but counted as more important for the creation of new businesses in Africa, particularly in Nigerian societies (Wiwa, 2014). Entrepreneurship development unveils the necessities and chances for reforms needed in business and economic developments, identifying positive activities in governance as being highly required for addressing problems related to political stability (Munemo, 2012). Such positive activities may increase entrepreneurial activities in Nigeria and in all its surrounding communities to create business environments conducive to new firm creation in all participating African, developing countries (Munemo, 2012).

Entrepreneurship education is still unequivocal in comparison to other possible economic factors, both in content and in characteristics, as they manifest in their functionalities (Anho, 2014). Above all, entrepreneurship education stands as the best tool for the development of the youths in Niger Delta regions (Mba et al., 2014). Entrepreneurship education plays good roles in the areas of youths' livelihood, individuals' mindset, business acumen, entrepreneurship skills acquisitions, industrialization, innovations, intuitions, vision motivation, social and community

developments (Ugoani et al., 2015). The entrepreneurship concept also offers a befitting advantage in the development of SMEs within Nigerian societies, plus it greatly contributes to the growth of the economy within these oil-rich cities of the Niger Delta regions and to the nation of Nigeria at large (Ndubuisi-Okolo et al., 2015).

### **Entrepreneurship Education Promoting Youth Job Creation in Nigeria**

Entrepreneurship education has been identified as a highly important factor for economic development in both developing and in already developed countries (Ndubuisi-Okolo et al., 2015; Wiwa, 2014). Entrepreneurship education is highly necessary in human life development, because it exposes characters and educates and equips any interested individual with entrepreneurship knowledge, skills and training, the ability to gain knowledge, and subsequently it enables individuals to acquire special and creative skills and diversified business acumen, developments and management skills for job creations (Anho, 2014). More importantly, as this knowledge transfer/gain can be achieved through entrepreneurship training, it could make the development of human resources and acquisition of entrepreneurship education in the life of every interested individual a priority, thereby creating easy passage through which business acumen can be assimilated (Calvo et al., 2013).

With the availability of this system of career development in place and in practice within the Niger Delta regions, every willing and able-bodied youth of the Niger Delta would have the privilege to acquire and expand in the knowledge of entrepreneurship education and skills (Eze et al., 2012). It would manifest and transform the youths of these oil-rich cities into enduring values needed for them to develop business ideas, develop business entities that in turn may place them in the right business positions to create jobs for the unemployed (Mba et al., 2014).



Entrepreneurship enables a community to come out of the scourge and consequences of poverty, from growing daily violence in the society by transforming all determined individuals into positive and active contributing members of their communities (Tony, 2016).

The research studies of Othman et al. (2014) and Ugoani et al. (2015) indicated that entrepreneurship education can drive social changes at any community level, creating chances for poverty alleviation and the ability to reduce the high rate of unemployment in the Niger Delta regions. Entrepreneurship education can also provide remedies to other possible recurring economic problems of Niger Delta youths, men and women, and the communities at large (Rawat et al., 2015). Ukwueze and Nwosu (2014) believed that entrepreneurship education is a strong concept to enhance, promote and motivate the growing youth population in Nigerian societies and communities into acquiring business investment visions, having the interest and willingness for creativity, innovation and business development knowledge.

Ukwueze et al. (2014) also believed that education generally plays an important role as a key factor in confronting all economic constraints and bridging all the challenges of economic development in a community, through social dislocation, environmental degradation and poverty alleviation. The goal of this process satisfies the concept of education as a vital phenomenon that attains human development goals in the area of business development, innovation and creativity, which in turn can transform the lives of youths in Niger Delta, plus all unemployed able-bodied men and women in that region into pathways of future investments and sustainability.

Entrepreneurship education advances in functionality and in professionalism, through the applications, implementations and enhancements of the concept, and also advances progressively in quantifications (Rawat et al., 2015).

Economic progress of any nation in all areas of economic development, the social advancement/development of the society, the continued expansion of its economic growth and the sustainability of all required amenities for live comfort, takes its strong foundation from its ability and the level of its functionality (Rawat et al., 2015). Such strong economic readiness and development must be strongly rooted in the resourcefulness of the people who represent the human resources and labor force, the availability of all qualities of entrepreneurship training skills, the profound purpose of creating and developing such a concept of entrepreneurship education within that community. This reference fits well in Nigerian societies, precisely in the country's oil-rich regions—the Niger Delta—where the youth are being devastated by high rates of unemployment and are subjected to a life of abject poverty, because the Niger Delta is lacking in entrepreneurship skills and the education concept, which would have thrown a greater light on rescuing the area economically (Maina, 2014). Embracing the entrepreneurship concept in the region of Niger Delta, the acquisition of the training mechanisms and skills, carry the signs of potentials and possibility for job creation within the regions (Lechner, 2016). Such economic action will reduce the rate of unemployment in the area, reduce the increasing poverty spread, and finally will lead to economic growth of the area; more importantly, the action will also enable the sustainability of SMEs in the area (Akhuemonkhan et al., 2013).

Entrepreneurship education can be promoted effectively when the entrepreneurship concept is under the control of the government of the nation, piloted by profound policies, and geared through a functional ruling policy, where the objective is to lead the entire economic development concept into job creation and self-reliance (Maina, 2014). With all these factors and conditions in place, entrepreneurship education would make a remarkable progress/development

in the lives of Niger Delta youths and the community in general, since the end result would enable and grant the youths and all the able bodied men and women in the society a chance of gainful employment, with every possibility to enhance individuals' income per capita in the society (Akhuemonkhan et al., 2013).

The entrepreneurship education concept is also believed to be the key that enhances and displays the financial position and ability of a nation, and the strength of its economic development (Maina, 2014). Entrepreneurship education is also believed to be a mighty economic tool that unlocks the economic potentials of the human population in a given society, creates profound authorities, throws in empowerment, equips and grants every individual of the community with the chance and power of involvement in every ongoing potential activity of the community (Iwuagwu et al., 2016). Entrepreneurship education positions and grants the right of benefit to every youth, man and woman in the community who acquires it, gives insight towards economic endowment in the region, facilitates all possible economic development and enables the transformation of individual lives in the society to a better state (Eze et al., 2012; Iwuagwu et al., 2016).

Entrepreneurship education is constantly offering great business opportunities and human lives benefits that equip and promote all interested youths, men and women in a given society; plus, it engenders chances of job creation for every participating individual in the same society (Belitski et al., 2017). According to the study of Chigunta (2016), entrepreneurship education offers opportunities for business and culture developments, and it is described as an important factor in human life development through the knowledge and skills acquisitions (Ogundele et al., 2012). Entrepreneurship education is also seen as a value needed for the persuasion of the youths

of Niger Delta regions to come out of the scourge of poverty and unemployment consequences, out from the bondage of community violence, as it creates chances of motivations and urges individuals to pursue better lifestyles which may transform individuals into positive and contributing members of a given community (Rawat et al., 2015).

A community without education ends in poverty, which in turn leads to insecurity of the people and the affiliated community at large (Edoho, 2015). It must be understood that entrepreneurship is a complex or multidimensional concept which opens a door to discovering other associated facets of livelihood, which are always enmeshed with individuals' life experiences in daily life routines (Anho, 2014). More importantly, entrepreneurship education would always and constantly promote youths and job creation in Nigeria, particularly in the region of Niger Delta, since the existence of massive poverty in the region is subject to insecurity, defenselessness in nature, vulnerability in action and in performance, and in continuation exudes a nature of exposures to absorb risks and stress in practice (Calvo et al., 2013). Based on these factors and facts, entrepreneurship education can be impressed upon the government of Nigeria to boost these oil-rich areas with intensive entrepreneurship education through the Niger Delta public and private school systems, an act which can exist as a catalyst in its profound activities, since it is highly needed for social changes in these Niger Delta regions (Ogundele et al., 2012).

### **Entrepreneurship Education for Economic Sustainability of the Niger Delta**

Entrepreneurship education, in its simple characteristics, assumes the ability for economic sustainability in all nations, specifically within these regions of oil-rich cities of Niger Delta regions, and to sustain factors of economic development in a nation, plus the enhancement

of supports and growth of the national economy (Maina, 2014). Calvo et al. (2013) revealed that the acquisition of knowledge of business in the areas of investment, innovation, development and management skills can also be achieved through the knowledge acquired from entrepreneurship education and training ability. The knowledge of entrepreneurship education can be facilitated through the teachings of entrepreneurship curricula in the Niger Delta school system (Patton, 2014). The knowledge gained from entrepreneurship education or skills through its training mechanisms are considered a preamble to the economic recovery and industrial innovation in Niger Delta communities, which in turn takes this learning concept as a tool and guideline into the fight against poverty and unemployment challenges in the regions of Niger Delta (Calvo et al., 2013).

The introduction, development and practices of entrepreneurship education in Niger Delta regions will make it possible to wage a war against the poor economic development, high rate of unemployment and increasing poverty spread going on in Niger Delta regions (Ugoani et al. 2015). With entrepreneurship education being a key to economic development in all nations and power of economic sustainability in Nigeria and in Niger Delta regions through entrepreneurship mechanisms, the strength of its economic accomplishment is obvious (Justine et al., 2012). The study of Ifedili et al. (2011) also embraced the concept of entrepreneurship education as an inevitable tool that enables supports and makes use of the education and training factors to fill the knowledge gap, and to resolve the existing economic problems expressed by the youths of the Niger Delta regions. From a look at the characteristics of entrepreneurship education, it is made clear that entrepreneurship education is a major tool for use in sustaining

the individual reasoning ability towards industrialization and social and economic development of the people in Niger Delta communities (Ugoani et al., 2015).

Entrepreneurship education for economic development and sustainability in the region of Niger Delta can be achieved through development and strong support for all small and medium-sized businesses in these oil-booming regions (Osuala, 2010). When considering factors of economic development, the support of small and medium-sized businesses should not be left untouched. The research study of Akhuemonkhan et al. (2014) revealed that small and medium-sized businesses in a given location are also the factors of economic development and growth in that economic environment. Small and medium-sized businesses are considered very reliable for economic and social changes, great support in poverty alleviation, and unemployment reduction, and stand as sources of economic growth of a nation and of job creation, industrialization, entrepreneurship development and wealth creation (Madichie et al., 2017).

SMEs stand out to be great rewards to nations, even in the United States of America where the country depends 99% on small business' outputs for growth of the nation's economy, job creation, wealth generation, poverty alleviation and source of unemployment reduction (Akhuemonkhan et al., 2014; Hayes et al., 2015). The study of Hayes et al. (2015) also confirmed that Mexico's economic development depends on the success and achievements of Mexican small and medium-sized business industries in the nation, which represent 99.8% of the country's total businesses. The study of Thomas et al. (2015) affirmed that about 70% of Japanese annual exports are largely derived from the small and medium-sized business' outputs. These authors also noted that small and medium-sized industries account for 40% of the GDP in Thailand and India.

Entrepreneurship education and acquisition of related skills lead to economic booms, and accelerate all the functioning elements that give support to economic development and growth of a nation (Akinseye et al., 2016). Entrepreneurship education affords the opportunity to create jobs, creates wealth, and boosts the reduction of poverty and unemployment situations in a given society (Akinseye et al., 2016). Ukwueze et al. (2014) also believed that a vibrant entrepreneurial climate provides chances to enact new ways to create new jobs, increases competitiveness, and creates chances of producing remarkable goods and services in the nation to boost the growth of the area's economy. This process goes beyond expectation as new ideas are being generated, activities grow and involve conceptualization and new enterprise creation, enabling pure commercialization and business growth, which at the end must add significant progress in economic development and the growth of Nigeria's national economy (Akinseye et al., 2016). After putting all these economic activities to work, the result would manifest as a strong effort towards increasing and elevating supply and human ability to implement new strategies in business promotions, which automatically would accelerate employment generation and economic development in Nigerian societies, and more importantly in Niger Delta regions (Madichie et al., 2017).

The entrepreneurship education concept is believed to perform better if handled properly and accordingly, since inappropriate application of the concept would result in a default against economic growth, including chances of being trapped with weak economic strategies or factors that may favor business failures, all these resulting from poor preparation in entrepreneurship business start-ups (Nkang, 2013). Entrepreneurship education is a concept that can play many and major economic roles, starting from the transformation of youths' behaviors to providing

them with entrepreneurship knowledge for business start-ups, investment management, job creation, and ability to sustain the lives of small businesses as a starting point until a desired level is reached (Oku, 2017). Low strength of entrepreneurship culture and skills existing under weak economic strategy is subject to face economic constraints, and may in turn be reflected in higher levels of unemployment (Madichie et al., 2017). The consequences of these actions would favor a rise in poverty level, reduce the rate of economic growth, and also reduce the expansion and the effectiveness of entrepreneurship education in Niger Delta regions rather than boost the economy of these poor economic communities (Eze et al., 2012).

### **Youth Entrepreneurship to Fight Poverty and Unemployment in the Niger Delta**

Entrepreneurship education as a concept does not only make quality of life available for a nation that embraces it, it also helps to add economic growth and direction to the economy of that nation (Hayes et al., 2015). In this context, entrepreneurship education continues to create chances and directions for expansion of a nation's economy and continues boosting economic development in the country (Odior, 2014). In other narratives on the functions of entrepreneurship education it is a key element that can promote broad-based economic growth; this economic growth can be manifested or be transparent through profound and continuous and insightful investment in human resources/capital, which in its lifespan will make significant contributions to influence global competitiveness (Odior, 2014).

Poverty is an enemy of progress, thwarting economic development of a nation and beleaguering low-income earners, compounding negative factors and characteristics that favor a weak economy in a nation (Ozughalu & Ogwumike, 2015). In this situation weak economic factors have contributed to the rise of poverty in Nigerian communities through the existence of



low-economic productivities in Nigeria and capital deficiency as a result of low income per capita (Ajayi, 2014). Low savings are also products of unemployment and capital deficiency among the unemployed and low-income earners in Niger Delta, which gives rise to low investment practices due to lack of entrepreneurship skills and unproductive business knowledge acquisition (Ozughalu & Ogwumike, 2015).

Factors of underdeveloped human labor resources in Niger Delta regions came as a result of neglect or inappropriate setup of entrepreneurship learning curriculum in Niger Delta school systems, where no profound business link is located, not even a common training mechanism to gain common business acumen (Mba et al., 2014). Out of frustrations, the youths of Niger Delta regions have a demanding eye focused on the annual revenues from the petroleum and natural gas being extracted from their lands, to gain direct involvement and a share from the national revenues as due compensation and their rights for being the indigenes of Niger Delta regions (Ajayi, 2014; Nwagbara et al., 2014). The youths' loss of focus on the pursuit of education, plus the neglect of business innovations and their desires for a share of the petroleum revenues misled the youths and other indigenes of Niger Delta communities from paying attention to entrepreneurship education and skills training (Chigunta, 2016). Not gaining the knowledge of entrepreneurship business start-ups and remaining instead in low individual income strategies has manifested as a big setback in life, and further entrenched them in the scourge of poverty, unemployment, starvation, inflation, corruption and violence in their regions (Ozughalu & Ogwumike, 2015).

An unhealthy economy has been the standard economic situation in the Niger Delta regions for many decades, leaving the youths and the entire community with no chance of

economic progress, and no positive direction in economic development is assured (Ifere et al., 2017). It is time for the youths of Niger Delta to realize this, return to logic and reasoning, embrace positive attitudes, hold on to innovative ideas and business activities to reclaim their lands from poverty and overcome unemployment and many other difficulties, since no amount of violence will bring their lands back to a desired status (Ozughalu & Ogwumike, 2015).

One of the ways to eradicate poverty and unemployment in Niger Delta regions is for the indigenes and ruling government to unite and fight strongly to mitigate all the factors created by an unproductive economy to create a better one (Ifere et al., 2017). For the youths of the Niger Delta to use entrepreneurship to fight poverty and unemployment in their regions would be an interesting choice that has the potential and privilege to achieve positive returns with winning potentials (Calvo et al., 2013). Since agriculture is the most dominant economic practice in Niger Delta regions, with interest in farming and fishing activities, it would yield interesting returns because it represents a popular occupation held by 80% of the youth population (Ifere et al., 2017). Putting the idea of the entrepreneurship concept to work would start from learning to understand the concept, because entrepreneurship skill may be a new concept for many people to learn, since many are still not yet exposed to the concept (Ifere et al., 2017). The entrepreneurship concept, its characteristics, implementation, and principal ways of acquiring relevant knowledge, skills and training are all designed for easy mechanisms, originating from the start-up stage to the actual stage of maturity (Dugguh, 2013).

Some ideas and steps have been suggested for the youths of the Niger Delta to use entrepreneurship to fight poverty and unemployment effectively in their regions. Kware (2015) believed that every society such as the Niger Delta experiences some form of poverty, since

poverty in its own characteristics is dependent of the nature and the magnitude of economic scourge. The effectiveness and the success of combating poverty and unemployment issues in Niger Delta region by introducing and implementing a refined and profound entrepreneurship education system in the region of Niger Delta through their school system will be a good starting point, because education generally is an important factor in the lives of individuals, communities/societies, and the nation at large (Nwagbara et al., 2014). Eze et al. (2012) agreed that entrepreneurship education, its training and the acquisition of entrepreneurship skill always stand as a key driver that pilots economic development in any given community/society or nation. Such economic development broadens the scope, the level of self-awareness, and the development of an individual's intuition and intellectual capacity, all important for the youths of Niger Delta communities (Nwagbara et al., 2014). Having the interest and willingness to participate and contribute wisely in the economic and political advancement of Niger Delta communities, as well as to the advancements of all necessary factors that can better the future of their living environments always remain the focus (Eze et al., 2012).

Corruption is another remarkable factor of poverty, coupled with unemployment issues and income inequality in any community such as the Niger Delta which has been very unstable in economic terms (Agwu et al., 2014; Ikharehon et al., 2015). Corruption and violence erupt when individuals in a given society/community perceive and believe they are being rejected and denied of political and economic rights within the community/society of his/her citizenship (Agwu et al., 2014). The Niger Delta youths believed that education is a choice for anyone who is interested, but it may not be a factor that guarantees rectifying economic problems in the areas of reducing poverty and unemployment (Ikharehon et al., 2015; Oghiagbephan, 2016). With such

notions and beliefs, ideas as to how to make ends meet in an area of economic struggles become diverted, embracing illegal lifestyles practices, corruption of all kinds and violence (Ukwueze et al., 2014).

When the pursuit of economic development/interest is averted in a given environment, the opportunity to take advantage of entrepreneurship education is sidestepped and destroyed, giving way to some forms of antisocial behaviors organized by individuals in the same cultural society/community, who believe they are being unjustly treated in that community (Agwu et al., 2014; Ikharehon et al., 2015). Maintaining this attitude confers violence and fraudulence as the only options for retaliation or getting even for any offensive treatment. The unexpected outcome of this choice is more likely to administer some irrational approach in justice to satisfy the demands of the unjust. The end results of these uncivilized practices will possibly be all forms of violence, corruption and criminal behavior (Kware, 2015). When the spirit of entrepreneurship is administered or embraced, and it occupies the minds of the youths and all the able-bodied men and women of Niger Delta, people have the chance and opportunity to make greater strides in business investments, which in turn would contribute towards developing and growing the economy of that region (Mba et al., 2014). In turn, when economic developments are in progress and rising, and the economy is experiencing significant growth, more jobs are likely to be created, followed by unemployment rate reduction and income per capita increase, quantity of food production and supply would also be on the rise, the rate of starvation would diminish, poverty will be reduced, healthcare improvement/provisions will rise, more lives will be saved, and the community/society will be successfully reformed for good (Calvo et al., 2013).

Niger Delta youths are the next remarkable factor that would drive reduction of poverty, reduce the unemployment rate, and engineer economic development in the regions. They can achieve this through recognizing, accepting, and taking advantage of entrepreneurship education and its training mechanisms (Olaniyan et al., 2008). These youths should also understand they are the future generation and leaders of their communities, and should therefore live according to the concept of increase and multiply rather than in diminishing and regression. The progress of a nation is dependent on the level of resourcefulness of its inhabitants, in relation to the quality of the training and the purposeful weight of education existing in that nation (Chen et al., 2013).

Anho (2014) described entrepreneurship education as being highly necessary in human life development, because it exposes and equips individuals with needed business knowledge and the ability to gain knowledge, and enables individuals to acquire creative skills. Great knowledge is predominantly gainful through entrepreneurship educational training, development of human labor resources and acquisition of entrepreneurship skills; besides, this knowledge can add values needed for these youths to come out of the scourge of poverty and from the consequences of daily unemployment issues devastating the Niger Delta (Chukwu, 2017). Ndubuisi-Okolo et al. (2015) believed that entrepreneurship education is an inevitable concept of innovation, highly needed in setting and building up successful entrepreneurship skills, knowledge and training, from both formal and informal aspects. That also confirms the study of Mba et al. (2014) that showed entrepreneurship education development is not only a strength building self-employment or an aid to the growth of a nation's economy, it also projects itself as a business development concept, being a tool for unemployment and poverty reduction (Ndubuisi-Okolo et al., 2015).

## Summary and Conclusions

In Chapter 2, a synthesis of knowledge and critical analysis was reviewed to present the gap in the literature on the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region. Empowering youth to influence the delivery of entrepreneurship education in developing countries is of great importance, and research in this area serves to initiate organizational change and social reform within impoverished communities. This study is framed by three key concepts that focus on the challenges facing youths in combating poverty and unemployment in the Niger Delta: Chigunta's (2016) concept of youth unemployment in sub-Saharan Africa; Osuala's (2010) concept of entrepreneurship education; and Chigunta's (2007) concept of youth entrepreneurship. Contributing factors to youth unemployment in sub-Saharan Africa are practically no investment in new jobs, lacklustre commercial activity, and laggard economic growth, with a dearth of appropriate marketable skills among the region's graduates also factoring into an increase in the phenomenon. Research reports that a lack of effective education encouraging youth entrepreneurship in the Niger Delta has resulted in practically no investment in new jobs, lacklustre commercial activity, and laggard economic growth, with a dearth of appropriate marketable and business management skills. The strength of entrepreneurship at work in a given society is measured by the specific factors and conditions associated with the business operations in that environment: the strength of the business unit, the management of growing businesses, the strength of competitiveness among other rivals, the strength of human labor resources, and the promotion of entrepreneurship education through Niger Delta school systems and training mechanisms. The Nigerian government has rolled out directives and policies for

entrepreneurship education to fight poverty and as a solution to unemployment for the struggling youth of the Niger Delta. Scholars conclude that little is known about the how Niger Delta youths, the primary receivers of entrepreneurship education view national policymakers' solution for bringing entrepreneurship to their community.

In Chapter 3, I address the data collection techniques for use that influenced individual participation in the research process, reliability of the sources of the data, validity of this study, and the research instruments employed. The research methodology is carefully narrated and addressed for easy comprehension. Further emphasis is placed on the theories used in this research that treat and align all the contributing factors together making this research work a success, enhancing the prospects and benefits of using entrepreneurship education to fight poverty and unemployment in Niger Delta. The theories in use contributed added value to the transparency and understanding of the importance of this study.

### Chapter 3: Research Method

The purpose of this qualitative multiple case study was to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region. To address this gap, and consistent with the qualitative paradigm, I employed a multiple-case study methodology to meet the purpose of the study and collect from multiple sources. I used semi structured interviews with 10 Niger Delta youths, archival data in the form of government labor reports (Yin, 2014), and observational field notes (Katz, 2014) to provide data in response to the study's central research question (CRQ). Although both educational and social policymakers recommend entrepreneurship education as a solution for the struggling youths of the Niger Delta, rarely have scholars documented the views of these youths regarding entrepreneurship education and its role in alleviating poverty and unemployment (Iwuagwu et al., 2016; Wiwa, 2014). This oversight among scholars has resulted in a knowledge gap among education policymakers in Nigeria of Niger Delta youths' views on entrepreneurship education and its implications for combating poverty and unemployment within their region (Egbefo & Abe, 2017; Onuma, 2016). The results and recommendations emerging from this study may encourage the Nigerian government to boost the oil-rich Niger Delta regions with intensive entrepreneurship education throughout the school system, an act that could be a catalyst for social change in the Niger Delta area (Ogundele et al., 2012).

This chapter provides detailed information on the research method and rationale for conducting an exploratory multiple case study, and the CRQ guiding this empirical investigation. The chapter includes a narrative rationale for the participant selection strategy, data collection



and analysis processes, the role of the researcher, ethical considerations, and a summary of the main points of the research method.

### **Research Design and Rationale**

The need for a researcher to ask the right questions in qualitative research has been highlighted by Browne and Keeley (2014). Therefore, it becomes important to identify a suitable question to drive the research strategy. Consistent with the purpose of this study, the CRQ is as follows: How do the views of the Niger Delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within their region?

Entrepreneurship education has been proposed as a possible remedy for the widespread poverty and unemployment prevalent today in the Niger Delta regions of Nigeria (Anho, 2014; Dugguh, 2013). For many decades, Niger Delta regions have not been able to match the economic demands of their communities' residents, because of poor economic development, leading to political and social instability in the areas (Akhuemonkhan et al., 2013). Many youths in the Niger Delta areas are willing to do anything in order to make a living and survive, including killing, kidnapping, and many other illicit and illegal acts (Dauda, 2017; Ifere & Okosu, 2017; Ozughalu, 2016). Poverty reduction is one of the most difficult challenges facing the Nigerian nation where more than 70% of the entire population lives at or below the poverty level (Maina, 2014).

In Nigeria, as in many developing countries, unemployed youths may not possess knowledge on how to develop an entrepreneurial culture within their communities in order to become job creators, which is a failure of the existing school system to assimilate entrepreneurial

thinking within their curriculum (Chigunta, 2016). Management and education scholars have noted the importance of studying Nigerian Delta youths by including their voices in studies on how to implement entrepreneurship education for job creation within their impoverished communities (Ifedili & Ofoegbu, 2011; Iwuagwu et al., 2016). Scholarly research in this area of entrepreneurship education in developed and developing countries is of great importance, and such research serves as an agent of social change.

Given that this study's purpose called for a deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region, a qualitative multiple case study (Yin, 2017) was an appropriate research design to address the purpose of the study. By using the qualitative method approach in this research work, the actual case and views of the youths of the Niger Delta could be explicitly stated, eliminating any possible bias in the understanding of the youths' views concerning entrepreneurship education (Yapa, Ukwatte Jalathge, & Siriwardhane, 2017). I chose the qualitative method for this study because of the depth of understanding necessary in exploring the research question, which are open-ended and thus can be answered through a qualitative design (Noor, 2008), and because of the nature of the research problem—the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region.

In choosing the case study research design, I did consider other case study designs such as exploratory, descriptive, intrinsic, and instrumental (Gibbert & Ruigrok, 2010). I chose to use the case study methodology because of the variety of strategies available to answer phenomena-driven research questions. A case study approach provides flexibility in research strategy to

conduct research and extend a theoretical proposition, whereas a design such as phenomenology or narrative inquiry would be ineffective to answer the research question due to the methodological limitations of noncritical personal storytelling (Creswell & Poth, 2017). Norlyk and Harder (2010) stated that “conflicting philosophies about data analysis can raise inconsistencies to methodological clarity” (2010, p. 425). Yin’s (2017) recommendation on this issue also stated that “the case study method is pertinent when your research addresses either a descriptive question (what happened?), or an explanatory question (how or why did something happen?)” (p. 112).

A multiple-case study approach has the potential to probe in detail complicated modern-day phenomenon and identify convergent and divergent data between cases. It also has the ability to yield greater insight than a survey or experimental design (Yin, 2017). Stake (2013) established that the multiple-case study methodology does not quite fit all research purposes, but those that are compatible with external validations, which also extends to filter and guard against observers’ biases, and in cross-sectional case study for comparison, and more importantly when advancing theory generation. In this multiple case study, I intend to use replication logic in identifying and selecting participants for the study (see Yin, 2017). The concept of replication logic supports that each case serves as a distinct experiment and as a unit of analysis (Eisenhardt & Graebner, 2007).

In a multiple case study, the “case” itself may be a person, an event, an entity, or other unit of analysis. When focused on a person, a single case concerns one individual, whereas a study of more than one person constitutes a multiple case study (Yin, 2017). A research design approach based on Yin’s (2017) methodology and interpretation of the multiple case study, in

which the “case” itself is a person, is often used in business and management studies in the scholarly literature: Brown, 2017 (airport managers); Hamlett, 2014 (manufacturing managers); Komodromos, 2014 (university employees); Neubert, 2016 (tech firm owners). This multiple-case study approach attempts to replicate the same findings across multiple cases by exploring the differences and similarities between and within cases. The evidence created in this way is considered “robust and reliable” (Yin, 2017). Another strength of the multiple case study is that it permits the comparison, contrasting, and synthesis of multiple viewpoints during the analysis phase (Yin, 2017).

In order to elicit the views of qualified participants only, a purposeful sample based on the inclusion/exclusion criteria described above was used to launch a snowball sampling approach (Patton, 2014). In snowball sampling, individuals who meet the established criteria are requested to propose additional individuals with relevant and respected views for the purpose of enlarging the sample. This is the most common form of purposeful sampling (Merriam & Tisdell, 2015). Because case studies do not involve experimental controls or manipulation, the method is suitable for this study in order to gain a deeper understanding of participants’ views and experiences with the phenomena under study (Yin, 2017). The case study design allows linking the research study to the research question and the research conclusion. Each participant within the multiple case study can represent a “case”. In a multiple case study, once we specify the focal phenomenon and research question, we then think carefully about where to create variance in the sample and stay with the inclusion criteria when selecting participants or cases. Multiple case studies allow comparisons, particularly in diverse settings. More than one case

study is selected from a target population. The use of multiple data collection sources provides a more “convincing and accurate” case study (Yin, 2017).

Multiple cases may be sampled for several reasons: they extend emergent theory, fill theoretical categories, provide examples of polar types, or replicate previously selected cases. Eisenhardt (1989) advised that multiple cases should follow a replication rather than a sampling logic, which is characteristic to survey research. Unlike statistical sampling methods, there is no single rule concerning the minimum number of cases that should be selected for a given multiple-case research project. The number of cases is influenced by the study aims and the research question. Each case within a multiple-case design can incrementally increase the ability of the researchers to generalize findings. However, Eisenhardt suggested limiting the number of cases to the point where the incremental contribution of extra cases is only marginal (e.g., four to 10 cases).

Because comparisons will be drawn between participants who each represent a “case” (Yin, 2017), the participants will be chosen based on the guidelines of the inclusion and exclusion criteria of the sample so as to compare and contrast results based on the conceptual framework (Yin, 2017). Multiple cases notably lead to more robust outcomes when using inductive theory and the methodological literature (Stake, 2013).

### **Role of the Researcher**

The collective actions displayed as primary instruments in data collection were a careful focus, mindful arrangement of instruments, studious observation of the ongoing processes, and qualitative textual data collection through in-depth, semi structured procedures and face-to-face interviews (Abowd et al., 2016). All the participants were indigenes of Niger Delta states, with

no compromise since I am not an indigene of Niger Delta states. I was involved in personal interactions with the participants and sought good collaboration with them as I expected them to furnish me with accurate information in their feedback through telephone, emails and face-to-face discussions.

These simple activities placed me in direct online contact or involvement with the interviewees while online or telephone interviews were in progress. No feedback/answer would be underrated, since some participants were expected to be more exposed culturally in nature, or with ethical standards, and may have had obligations to stretch the period of interaction longer than anticipated, thereby creating longer discussions/dialogs. The participants were not paid, persuaded or favored to alter any information, no form of compensation was offered to attract them into participating, and no tricks were used to lure them into or to increase the volume of the participation. Every stage of activity was strictly based on the individual's willingness to participate/volunteer.

There is a chance of clear exposure of knowledge and understanding in the presumed activities, as it is taken into consideration that some interviewees or participants would be more rooted in defense of their beliefs, as most of them still believe that they have rights as indigenes of Niger Delta states to inherit portions of the benefits derived from the petroleum revenues being extracted from their native lands (Abowd et al., 2016). From the knowledge gained and the feedback received from the participants during the interviews, I was more exposed to Niger Delta youths' views towards economic challenges in their communities, and had the chance to relate and address some critical interview questions relating to the actual facts, motives, and

present and past behaviors of these youths, in relation also to the wide range of poverty and the high unemployment rate devastating these booming oil regions of Niger Delta states in Nigeria.

Interviews are conversations between a researcher and the participants (Stake, 2010) and can provide useful information when a researcher asks questions relating to facts, people's beliefs, and perspectives about the facts, feelings, motives, present and past behaviors, standards of behaviors, and conscious reasons for certain actions or feelings (Yin, 2017). In my reflective field notes I noted personal beliefs and biases regarding the study topic prior to beginning the participant interview process and remain aware of those personal biases throughout the data analysis process. I avoided asking the participants leading questions to avoid introducing any personal biases into the dialogue. In addition, I used terms free of technical language and avoided two-in-one questions (Merriam & Tisdell, 2015).

As a researcher, my goal of a rigorous outcome in this research was primarily focused on data collection and data analysis. Protecting the identity of every participant in this study is very essential, that is, the real name of each participant, the privacy of other vital information, and the people who supply that information will also remain confidential. I remain committed to maintaining the ethical conducts and expectations of the University's Institutional Review Board (IRB). I maintain focus so as not to violate or contradict any abiding rule or cultural observation of the land of Niger Delta regions, or any other body, in any form, as long as I remain the researcher of this dissertation work.

The advantage in having close understanding of the participants' communities' cultures and customs, after being enlightened through lectures from the participants, was very helpful to explore and gain more insight into the participants' feedback. Close observations and the ability

to understand and interpret possibly their body language extend another significant advantage to this research work. The outcome also enabled and led me to further clarifications, especially for filtering possible ambiguities, and making all interactions free of biases, in the context of this research work.

### **Methodology**

A qualitative multiple-case study design was used to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region. A qualitative multiple-case study approach was utilized as it allows the in-depth study of meaningful characteristics of real-life events (Yin, 2017). The multiple-case study approach is most appropriate for this qualitative study, relating to the issues of how and why questions are treated, and when the study is bounded by time (Stake, 2010). Eisenhardt and Graebner (2007) stated that the multiple-case study approach involves more than one case when the goal of the study is to make an original contribution to a theoretical or conceptual framework which provides a rich and powerful picture of human interactions compared to a single case study. Cross-case synthesis is recommended as the data analysis technique in a multiple case study is intended to strengthen trustworthiness of data and raise the rigor of the study (Baxter & Jack, 2008).

The qualitative research method plays a very distinctive role in a situation where the data collected for analysis reflect sharply and deeply on individuals' mannerisms and functionalities in a given community, such as in the case of the Niger Delta youths' views concerning the effectiveness in using entrepreneurship education and its implications to eradicate poverty and all unemployment challenges in their communities (Madichie & Gbadamosi, 2017; Ndubuisi-Okolo



et al., 2015). In this case study, the success of this research and beyond depends on data results collected from (a) a semi structured interview protocol whose items have been designed and standardized by previous researchers; (b) archival data in the form of government labor reports (Yin, 2017); and (c) reflective field notes (Merriam & Tisdell, 2015) that I kept throughout the data collection process. Since this case is structured in the same manner and bears the same structure in configuration as that of the case of the Niger Delta youths' views, the qualitative method of research became the obvious methodology to capture and fill the missing gap in this research (Yin, 2017).

Purposeful selection of interviewees was a priority in data configuration and analysis but was subjected to purposeful criterion and sampling strategies and size (Yin, 2017). Such criteria selection was centered on adult youths who are over the age of 18 years and no older than 30 years of age, and on who possess potential knowledge with regard to their experiences, and have the ability and willingness for self-expression, in relation to the youths' views on entrepreneurship education for poverty alleviation, unemployment reduction, and other ongoing social challenges that hinder economic development in Niger Delta regions (Patton, 2015).

Since a qualitative research approach is the obvious research methodology for studying the lives and experiences of people in a given environment, using a small sampling size to conduct in-depth, face-to-face interviews became the ideal to achieve the purpose of this research work (Merriam & Tisdell, 2015). The qualitative research method was the obvious and most convenient method designed to achieve this task, since a large sampling size has the tendency to create errors or biases in the findings, or even create unexpected conflicts during the investigation processes and beyond (Baxter & Jack, 2008).

### Participant Selection Logic

**Population.** The selected population for this study was typically the indigenes of the Niger Delta regions (both males and females), with ages ranging from 20–29 years, who in particular are residents of the Delta, Imo and Rivers States. From these three states, I chose my purposeful sample of 10 individuals, who were recruited to participate in the research processes. According to the Nigeria National Bureau of Statistics on Niger Delta youths’ population (2012), the Delta State has a total youth population of 776,061; Imo State has 730,624, and Rivers State 1,036,110. Table 1 displays the Niger Delta youths’ population statistically, and in accordance with the rest of the Niger Delta regions/states.

Table 1

*Age Composition of Niger Delta Youth in Population by States*

State	20-24 yrs	25-29 yrs	Total
Abia	289,992	247,054	537,046
Akwa Ibom	388,866	336,925	725,791
Bayelsa	167,662	146,861	314,523
Delta	418,609	357,452	776,061
Edo	354,840	303,111	657,951
Imo	397,704	332,920	730,624
Ondo	339,862	300,576	640,438
Rivers	549,285	486,825	1,036,110

From “Nigeria National Bureau of Statistics”, by Nigeria National Bureau of Statistics, 2012, ([http://www.nigerianstat.gov.ng/pdfuploads/annual\\_abstract\\_2012.pdf](http://www.nigerianstat.gov.ng/pdfuploads/annual_abstract_2012.pdf)).

**Criterion, network, and snowball sampling.** To move forward, I chose criterion sampling as my purposeful sampling approach. Research studies have indicated that criterion sampling is a strong approach to evaluate qualitative research works, it engenders greater willingness for good qualitative research, and creates room to evaluate, coordinate and develop more information for clarity in future qualitative work, with all kinds of participating related strategies so as to reign supreme in a study's research procedures (Poulis, Poulis, & Plakoyiannaki, 2013; Robinson, 2014). Such diversities include gender, age, education and class, as all these will work together to give more clarity and definition to the sampling procedures suitable to this research work.

Multiple units of analysis must be identified in the case study (Yin, 2017). A unit of analysis is the phenomenon or population from which information is collected (Yin, 2017). The unit of analysis for this study were unemployed youths of the Niger Delta Valley Region. The inclusion criteria for participants are grounded in the literature of similar studies (Onah & Okwuosa, 2016; Salami, 2013; Wiwa, 2014). The full inclusion criteria for participants of this sample were men and women between 20 and 29 years of age, residents of Niger Delta regions, graduates of tertiary-level education and unemployed for a period of at least two years. The participants were prescreened to check for possessing potential knowledge with regard to their experiences, their ability and willingness for self-expression, in relation to the youths' views on entrepreneurship education for poverty alleviation, unemployment reduction, and other ongoing social challenges that hinder economic development in Niger Delta regions (Patton, 2014). The exclusion criteria for the sample were those who do not fit the inclusion criteria stated above and did not include residents of any city that is not inclusive in the Niger Delta oil-rich regions, or

any individual/candidate who is not a resident of one of the eight Niger Delta regions listed in Table 1.

A sample size of 10 participants was used for this qualitative multiple case study. Schram (2006) suggested that a preferential size ranging from five to 10 participants is a better option or more standard for a typical qualitative multiple case study. Also, a large sample size has the tendency to hinder deeper investigation procedures in qualitative multiple case research (Schram, 2006). For accuracy and more profound results, network and snowball sampling was also used to simplify and augment purposive sampling, for clarity, and to identify specific participants in the process who might prove difficult or pose difficulties in being located. For authenticity, reliability and better recognition, participants were identified through professional networks in Nigeria, and recommendation of such professionalism was given a higher consideration/recommendation in the recruitment of participants (Patton, 2015). The point of data saturation determined the exact number of participants involved (Yin, 2017). In clarity and in close observation, the presence of data saturation is ratified when there is sufficient information gathered to replicate the study, with the ability to obtain additional new information already assumed, and where further coding in the process is no longer attainable (Fusch & Ness, 2015). Guest et al. (2006) noted that data saturation may be reached with as little as six interviews, depending on the sample size of the population. It is also recommended to define data in terms of rich and thick rather than the size of the sample (Mason, 2010).

Interviews are an appropriate qualitative data collection method so one's study results in reaching data saturation (Fusch & Ness, 2015). The number of interviews needed for a qualitative study to reach data saturation should be structured to enable asking all recruited

participants the same questions; otherwise one will not be able to achieve data saturation (Guest et al., 2006). To further enhance data saturation, I followed Bernard's (2012) recommendation to interview people whom one would not normally consider or have previously been researched in such a study, such as women. My inclusion criteria did not discriminate based on gender. I was also aware to avoid the *shaman effect*, where someone with specialized information on a topic can dilute the data from the sample participants and did not engage gatekeepers at the research site who may restrict access to the participants (Bernard, 2012). I followed through with these scholarly recommendations by communicating directly with each candidate participant so that I could strengthen data collection and reach data saturation with a sample of 10 participants (Fusch & Ness, 2015).

### **Instrumentation**

To accumulate data from numerous sources through data collection instruments and processes that are valid and reliable to answer a study's research questions is the goal of utilizing instrumentation in a case study (Yin, 2017). Thus, it is important to gather appropriate instrumentation that align with the purpose of the study and can provide answers to qualitative research questions and contribute original data to the conceptual framework (Kallio, Pietilä, Johnson, & Kangasniemi, 2016). Themes emerged through the suitable choice of instrumentation which fulfilled the purpose of this study, which was to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region (Egbefo & Abe, 2017; Iwuagwu et al., 2016). Three sources of data were used in this study: (a) a semi structured interview protocol (see Appendix B) whose items have been designed and standardized by previous researchers; (b) archival data in the form

of government labor reports (Yin, 2017); and (c) reflective field notes (Merriam & Tisdell, 2015) that I kept throughout the data collection process.

**Semi structured interview protocol.** Rigorous data collection procedures fundamentally influence the results of studies (Kallio et al., 2016). The semi structured interview is a common data collection method in qualitative studies and is designed to offer the researcher deeper understanding of a phenomenon or phenomena from the participant's perspective (Kvale & Brinkman, 1995). Careful selection of a qualitative semi structured interview guide contributes to the trustworthiness of the data produced in a qualitative study (Moser & Korstjens, 2017). In this multiple case study, the standardized, semi structured interview protocol addressed the purpose of the study and answered the study's CRQ of how the views of Niger Delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within their region.

This study's eight interview questions were adopted from eight constructs developed and validated by Chigunta (2007, 2016) in his theoretical writings and empirical investigations which introduced his concepts of youth unemployment in sub-Saharan Africa (2016) and youth entrepreneurship (2007) in the scholarly literature. Serving as the foundation of this study's conceptual framework, Chigunta's (2016) writings and theorizing on entrepreneurship education and training as a solution for youth unemployment in sub-Saharan Africa were also founded on Osuala's (2010) concept of entrepreneurship education. In this study's semi structured interviews, participants were asked their views on Chigunta's (2016) eight constructs related to entrepreneurship education and youth unemployment in Africa:

1. entrepreneurship education in formal schooling

2. entrepreneurship education delivery in the classroom
3. overcoming barriers in delivering entrepreneurship education and training
4. business ownership as a career option
5. gender issues affecting entrepreneurship
6. entrepreneurship education for independent livelihoods
7. entrepreneurship education as a catalyst for unemployment
8. entrepreneurship education as a catalyst for poverty alleviation

Since this interview guide was constructed with items validated by Chigunta (2007, 2016), a pilot or field test was deemed unnecessary by the Dissertation Committee. The Dissertation Committee who have experience with the phenomena under study and the multiple-case study method reviewed the instrument to ensure that Chigunta's validated constructs met with content validity needed to ensure trustworthiness of data collected for this study. This confirmed that the interview questions would be easy to understand, relevant to the study, and valid (Stake, 1995).

**Archival data: Government labor reports.** Triangulation is utilized during fieldwork, in addition to data analysis later, to authenticate qualitative data, such as the interviews in the study, with evidence from two or more different sources; it is an analytic technique, and a central aspect of case-study research design (Yin, 2017). Triangulating may be regarded as a frame of mind rather than a methodological technique in the case of corroborating or conflicting ideas and data, and it that plays a considerably vital role during the qualitative research process (Guion et al., 2011). It should be noted that in this study I captured and recorded the actual data directly, in which case the need to triangulate decreases in importance (Yin, 2017). Nevertheless, I

triangulated the results of the qualitative interviews by triangulating this evidence with archival documents in the form of government reports on youth unemployment, education issues, entrepreneurship education and poverty levels in the Niger Delta. Media reports were also presented documenting issues that were identified in the raw data of interviews. Such issues included street violence, crime, and the role of militias and other organizations in regional poverty and instability.

**Reflective field notes.** How observation is used in research depends on the research question and the paradigm underlying a study. The study is grounded in the interpretivist paradigms and thus used unstructured observation in the form of reflective field notes as a source of data collection (Merriam & Tisdell, 2015; Mulhall, 2003). Reflective field notes obtained from online data sources—the semi structured interviews to be carried out via Skype, in this case—was the third instrument used for data collection from the participants of this study (Merriam & Tisdell, 2015). Skype may be useful in upholding a highly unbiased atmosphere and averting the researcher's personal reflexivity, by depriving the interview interaction of contextual information. By allowing the researcher to reach participants in distant locations, Skype additionally aids the process of replication (Janghorban, Roudsari, & Taghipour, 2014).

Interactions, interviews, and introspection may constitute online data collection, which is also referred to as ethnography (Merriam & Tisdell, 2015). Reflective field notes become much more important than observational field notes in this case, since most, if not all interactions in online data collection, are recorded and saved as they take place. Researchers record their own observations regarding pretexts, subtexts, personal emotions, and contingencies that take place over the course of their time online and in relation to their online experiences and interactions,



via these reflective field notes from online data collection (Mulhall, 2003; Yin, 2017). Rather than providing the more conventional description or recording of cultural actions, field notes allow the researcher to carefully decipher the reasons behind them, as well as offering crucial insights into the transpiring and functioning of online social interactions (Kozinets, 2015). It can be useful to take notes on many varieties of online social experiences, including intriguing resources, social groups, events, sites or information that arises out of the qualitative data collection, because this process is inductive and emergent (Yin, 2017).

### **Procedures for Recruitment, Participation, and Data Collection**

Three sources of data were used in this study: (a) a semi structured interview protocol (see Appendix B) whose items have been designed and standardized by previous researchers; (b) archival data in the form of government labor reports (Yin, 2017); and (c) reflective field notes (Merriam & Tisdell, 2015) that I kept throughout the data collection process. The focus of the qualitative multiple case study was to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region (Onah et al., 2016). To address this gap, and be consistent with the qualitative paradigm, a multiple-case study methodology was used to meet the purpose of the study, collecting from multiple sources (Ndubuisi-Okolo et al., 2015).

I was deeply engaged in the production of the data related to the participants' experiences with the phenomenon under study. For accuracy and more profound results, network and snowball sampling was used to recruit 10 participants through purposive sampling. For authenticity, reliability, and better recognition, participants were identified through professional

networks in Nigeria, and recommendation of such professionalism was given higher consideration/recommendation in the recruitment of participants (Patton, 2015).

The University's IRB gave approval before the data collection phase commenced. Receipt of approval from the University's IRB gave me the go-ahead privilege (the authority) to invite and request individuals to participate in the interview protocols. The recruitment and selection of 10 participants who are residents of Delta, Imo and Rivers States in Nigeria would be an adequate number for attaining data saturation (Mason, 2010) and to probe how the social and cultural context of the Niger Delta may impact the interviewees' perceptions, behaviors, opinions, attitudes, and previous experiences when responding to interview questions (Schram, 2006; Yin, 2017). The 10 participants received timely notification in advance and met the participant inclusion criteria to be suitable for the collection of sufficient data for the multiple-case study design (Rowley, 2012; Yin, 2014). The range was an adequate fit for necessary replication, essential for theoretical proposal (Salami, 2013). Interviews were conducted using a telephone, Skype, or other online communication platform.

When the interview began, I introduced myself to the participant, was assured they understand the terms of their participation in the study, and engaged them in conversation based on the series of questions in the interview protocol. For each interview of the recruited participants I summarized their responses and drew inferences (Poulis et al., 2013). I saved the responses of the participants in case they are needed for further references in subsequent research processes. To increase support and reliability of the research work, I also engaged in handwritten notes/statements during the interview exercise to write down any notable issues captured during observations.

In this study, 10 Niger Delta youths made up a sample of participants in order to establish a common understanding. The choice of the population and the sample, in conjunction with the recorded interviewees' actions, emotions, attitudes and other behavioral actions, would aid the research's reliability and trustworthiness of data (Neuman, 2011; Yin, 2017). The development of a case study database and other research protocols linked to the research question would aid in the reliability of study results (Gibbert et al., 2008). In the case of insufficiency in data collection, I planned to increase and filter my search of participants by selecting only the elites/educated ones from these three Niger Delta states (Imo, Delta and Rivers), especially those who can freely express and stand for themselves in any oral/public arguments/conversations. I would still maintain the same total targeted number of 10 participants in the interview protocols. Every participant was interviewed in one interview arrangement only; there was no second interview arrangement.

### **Data Analysis Plan**

Under the data analysis plan, I evaluated and categorized all data collected in accordance with their sources, which reflected the archival data in the form of government labor reports (Yin, 2017) and also the reflective field notes (Merriam & Tisdell, 2015) that I kept throughout the data collection process. The data analysis involved some form of demographic reflections, since the participants were asked to present some form of identifications as proof of age and place of birth/origin, to justify the claim that the participants were strictly selected from the states of Imo, Delta and Rivers. Data analysis was subject to commence through different perspectives, to enable and sustain the analysis of the views of Nigerian government policy decision-makers and that of the youths of Niger Delta regions regarding the use of entrepreneurship education and

its application to combat poverty and unemployment in Niger Delta regions (Wiwa, 2014). After completing all these protocols, all feedback or responses to the research question, interview questions, and the participants' contributions were subjected to considerations and justifications (Wiwa, 2014).

Moving forward in the data analysis of this case study, the use of thematic analysis was considered helpful for any in-depth analytical process, since the thematic approach mechanism unveils and enables the detailing/manifestations of the practical functions of the concepts, utilizing the contents of the interviews and all documented data applicable in the same case study (Merriam, 2014). The analysis of data specifications allows easy flow of vital information for documentation, such as the interview protocols, to be well arranged/organized and analyzed properly for more useful perspectives and for further prospects (Yin, 2014).

Adding more strength and support to the data arrangements and their utilization, the researcher's observational field notes should not be left out as they will strengthen and play an important role together with the other data sources to be utilized in triangulation (Onah & Okwuosa, 2016). To attain to a better overall outcome with an accurate account of the data analysis, quality audits, evaluations and thorough reviews of the applicable data in content would add more strength and support to this research process, enabling more accuracy periodically; and this strategy became a priority task to be maintained properly during the research processes (Salami, 2013). The kind of data analysis implemented in all the processes of this study boosted this research work, including its reliability and validity, which in turn showed great strength in the researcher's areas of practical involvement/implementation as evidence in the triangulation and as proof of the data obtained from several sources (Poulis et al., 2013).

In fine-tuning the overall interview exercise for more reliability and accuracy, I also adopted and implemented the cross-case synthesis of a face-to-face approach via Skype for the interviewing processes (Merriam et al., 2015). This approach filters out and helps avoid any unforeseen mistake/omission from occurring. This approach retains the ability to further draw out vital information or missing knowledge gaps from the interviewees/participants, which will blend well with the interpretations of the final findings of this research study, for better and more detailed interpretations (Yin, 2017). After the interview exercises, I made the transcripts available to the interviewees/participants as a check-list, to review and acknowledge the responses as recorded, for amendment or correction of any possible mistake/omission made during the interview exercise, as a step for quality efficiency and accuracy in the documentation (Merriam & Tisdell, 2015).

Patton (2014) defended the argument that triangulation of multiple data sources, the face-to face interview exercise, the interviewees' responses, the transcription of the interviews, plus the observational field notes from the researcher will combine to give more clarity to the qualitative multiple case study research, and also the results of the research outcome/findings. According to the research study of Yin (2017) and its specifications, since I would be working with a small sample size, I should consider using word tables to facilitate the research process, various necessary arrangements, and the security of any vital information emerging as a result of the findings from individuals' interview participation, and for necessity in the data analysis.

## Issues of Trustworthiness

### Credibility

The credibility of my research study offers and establishes the surety, authenticity, quality and accuracy of this research procedure, and aligns positively with my inputs as the researcher, which further stand out in agreement to prove and support the accuracy of the overall result of this research study (Yin, 2017). As the researcher in this case study, I strove to make sure that this work retained no bias of any form along the research process, findings procedures, and the results interpretation phase (Salami, 2013).

To obtain the desired credibility, I had to spend quality time following all research procedures very carefully, communicating with all individuals involved in every segment/section of this research process, and it had to be done in plain, clear and simple language. Other prevailing steps to ensure and increase credibility included paying attention to the participants and their responses, maintaining careful observations of the research process, and arranging well-organized interview protocols (Merriam et al., 2015). It must be understood that the objective of this research credibility is to make sure that all research works and procedures involved are legitimate, are implemented effectively and efficiently, and that the findings/results are correctly achieved. Under normal conditions, the findings must be believable and acceptable to be the truthful outcome, and accurate enough to capture the actual knowledge gap that has prompted the conduct of this multiple research case study (Gibbert et al., 2008).

To facilitate greater support and accuracy regarding credibility, I adopted the face-to-face interview approach, a pattern of telephone discussions that involves the use of Skype or Facetime video, and audiotape equipment for recording purposes and documentation for further references

(Fusch et al., 2015). A careful observational strategy adds strength to make the participants and their responses more believable, more accurate, and more reliable and trustworthy (Mason, 2010).

### **Transferability**

Transferability is assured in having made the research contents concentrated and rich with vital information, and ready/available for transfer to other rightful segments, as their further processes and references are needed (Neuman, 2011; Yin, 2017). To function properly and in alignment with their state/origin, the descriptions and full detailing of the findings were realized smoothly, since the facts contained in the responses of participants were also in alignment with this research study (Bernard, 2012). Transferability in this research work demonstrates the strength or the extent to which the result of this qualitative research study can be established or transferred from one segment to another existing domain/setting for further references/use (Merriam & Tisdell, 2015). It is my responsibility as the researcher to include giving a full and accurate account of the entire research information. Accounts of the activities involved in this research can be seen under the procedural steps of all this research analysis, research methodology, finding strategies of the outcome, and the sample size of data in content for easy detection and handling during the transferability periods, which will take place between phases, from one location to another (Bernard, 2012).

### **Dependability**

The dependability of this research study demonstrates a profound strength in reliability through the evaluation of all the integrated processes of this multiple case study, in relation to the quality, accuracy, and data collection methodology used through which the outcome findings

were generated (Onah & Okwuosa, 2016). To attain an assured level of dependability in this research study, it is my responsibility as the researcher to make sure that all the information and responses provided by participants are recorded correctly, free from any form of bias, originating from reliable sources, and not altered/decoded from their original state (Rowley, 2012).

Dependability is an important phenomenon in any research work since it creates reasons for comparison of different actions existing in an integrated research case study (Stake, 2010). In this case scenario, a different researcher may handle a similar case study, with the same participants within the same time frame, and under the same setting arrangement; there is a greater tendency that the second researcher will most likely obtain a similar result, since the research dependability is strongly built/established by both researchers (Madichie & Gbadamosi, 2017).

### **Confirmability**

In this multiple-case research study confirmability constitutes the ability to gain recognition, acceptance or attain a respectful level of agreement in people's opinions concerning this research work, in relation to the overall result (Rowley, 2012). Confirmability also allows other potential researchers who may have interest in reviewing the same research work, or to further advance work on the same research topic, to compare, confirm, and stand in agreement with the previous researcher's results (Eisenhardt & Graebner, 2007). My research strategy must allow every potential investigator to be able to ponder different perspectives regarding the strength of this research study for review purposes and confirmability of outcomes (Poulis et al., 2013).



In the application of this concept of confirmability, I had to create a viable means of allowing various research techniques, strategies and research procedures for checking and rechecking my research work, and to carry out a periodic analysis of the entire data collected for ultimate strength, and to realize strong confirmability (Onah & Okwuosa, 2016). Putting this into practice to function well for accurate results to come forth from the participants/interviewees during the interview exercises, I had to create a very conducive atmosphere to make sure the participants are not under pressure, that they are free and comfortable in their state of minds, and so assure them of freedom of speech (Robinson, 2014). Profound confirmability in this qualitative research work will help in mapping out procedural steps for work accomplishment, and will enable any investigator to confess their own predispositions, to filter biases and weigh disagreements, if any, and to work on any negative attribute that may contradict earlier findings, which may be in opposition to the qualities, preferences and ability of the researcher (Stake, 2010).

As a check-list procedure commenced after the interview was over, I took time to compile all the participants' responses carefully and email the individual transcripts back to them for their respective individual final reviews, which is another stage of filtering any error encountered by omission in the research process (Robinson, 2014). This final stage in confirmability has the ability to validate the participants' responses, since such a strategy is recommended to establish trustworthiness and accuracy in my qualitative research study, as well as to strengthen research confirmability before progressing to interpretation of results (Salami, 2013).

## **Ethical Procedures**

Ethical procedures in this research study justify the totality of human encounters/involvements, starting from common interactions and moving on to contributions of thoughts/opinions and their evaluations, the collection of viable data from reliable sources, to various pending segments of human treatment and endeavors, which together combine to favor a person in his/her real state (Madichie & Gbadamosi, 2017).

Moreover, Walden University holds the policy and the privilege as a requirement to issue a written permission to any of its students researching on any topic that involves the treatment of ethical issues (human participants) before such research work proceeds. Any research work in violation of this policy is marked null and void (unacceptable). More importantly, an approval that designates an acceptance of research relating to ethical involvement is a requirement since it will solidify the authenticity and trustworthiness of the results/findings (Madichie & Gbadamosi, 2017). For such purposes, an approval number (05-31-18-0355003) from Walden University's IRB was issued (see Appendix B), and this is strictly required of the student for his/her admission to the research center, for data collection, and for other possible prospects, such as gaining access to individual participants.

This simple expression certifies that data collection activities or the ethical procedures would not take place until after receiving the approval certification and the approval number (05-31-18-0355003) from the IRB. Putting the above expression into practice and reality, striving for a profound and accurate research outcome, I had to avoid data collection before receiving approval from Walden University's IRB and other possible disruptive activities at certain stages, so that they did not pose threats/biases until an approval from the IRB was finally secured. This

act of human relationship/interaction finds its way somewhere between the researcher and the participants, since it is basically ethical challenges/involvements; and such ethical involvement in this research was highly required/unavoidable (Schram, 2006).

Ethical procedures continue to exist as the researcher and the participants are physically involved, for the actual procedure of the research work to manifest, bound together through common agreement and mutual contributions in which the aim of accomplishing the purpose of the research work takes priority, as both parties go through stages of the research development together (Stake, 2010). As a researcher, I bear the responsibility to record, document and safeguard all the available and all the ongoing research materials; plus, I will protect all given information at all times, including all issues of privacy and confidentiality accordingly (Salami, 2013). Researchers always face ethical challenges in all stages of a research study, from the stage of designing the processes, to the stage of reporting/interpretation of the research result (Poulis et al., 2013). I guaranteed all volunteers or participants freedom of speech, free of involvement in this research study, because it poses no threat, no risk for participating, and no harm for refusal to participate, since it has free entry and free exit, all at the participant's will.

The issue of honoring the interview invitation was first ratified in agreement between the interviewees (the participants) and me (the researcher). In addition, the participants had to demonstrate true acceptance of the invitation to participate unconditionally in the interview as scheduled, and had to agree to abide by all the governing rules of the interview protocols, before I could commence with the research process. For purposes of clarity and understanding, the interview standard and the governing rules of the interviews was all spelt out boldly under the

content of Appendix B in the agreement form. The contents of the Appendix B form had to also reflect and honor the rules and the requirements of the IRB's specifications.

In practice, the primary rule of the IRB demands that researchers handle the data collection issues very diligently and without error, ensuring privacy control, safety, and the confidentiality of both delivered information from participating individuals as well as participants' overall involvements in activities (Salami, 2013). To be precise, privacy control must also be applicable and applied to the overall areas of supervision, since all the activities in data collection and other subsequent protocols are subject to be reviewed and evaluated by the IRB for acceptance and approval. In that case, it is the duty of the IRB to give or determine which research study/conduct satisfies the IRB specifications, or if it is worthy for acceptance/approval.

A researcher needs approval/permission from the IRB in order to begin an intensive research study on sensitive topics, such as an in-depth analysis and general description of proposed research, stakeholders of the ongoing research, and of the descriptions of how such a study will create and impart solutions that will mitigate all potential risks confronting the community associated with this study. By all indications based on the nature of this strategic approach, I affirm that this intended strategic action has the tendency/ability to influence/attract a potential control of benefits to lean towards the interest/benefits of all regions of Niger Delta community residents and all the research participants at large. The results of the combined actions also ensure the validity of data collections in use and the analytical processes, and also achieve confidence in the privacy and the integrity for all areas of confidentiality, which stand in relation/agreement to all collected data/information (Salami, 2013). In addition, the strategy

unveils and solidifies the indisputable interests/benefits of all documentation taking place in all the research protocols, with all levels of accuracy and protective measures being placed in implementation of the strategy.

Generally, ethical norms always surround issues of confidentiality in individuals' participations—especially in an issue of research study or in an organized interview exercise such as this will be (Schram, 2006). Some indisputable facts can be found along the supervision process as a result of incompetency or inappropriate acts in handling an interview protocol, which may as well lead to unintentional disclosure of participants' privacy or the confidentiality of the information already in storage. To ensure adequate security measures to prevent unintentional dissemination of information, recruiting participants for a research interview would be better accomplished by selecting from government-recommended/approved sources, whose obligation is to suggest participants enlisted in their system after careful screening and selecting the individuals who fit the purpose of my research conduct.

Under no circumstance was any individual persuaded or offered compensation in exchange for participating in my research work. Participants were not under any form of obligation to accept the invitation to participate in the interview protocol. The decision to participate was the free will of the participant. The interview invitation posed no threat of any kind. There was no compensation/reward for participating or penalty for not completing participation, or early withdrawal. The invitation for the interview participation was designed and clearly stated to have no condition for commitment, with free entry and free exit, all at the participant's will. In the case of early withdrawal of any recruited participant, I would search for a replacement by adopting the same recruitment protocol; that is, through the same sources of

recruitment strategy and policy, and with the same motive for a participant who will fit the nature and the purpose of this research study.

It was noted clearly in the invitation publication that every participant would be assigned a special number for identification. I was highly committed to record every activity of the interview protocol, as well as all observational perspectives (Poulis et al., 2013). All participants and their assigned identification numbers will be kept confidential during and after the interview protocols and they will be strictly protected at their storage locations. Protective measures such as the use of username and password are implemented to lock in all data information in a special computer system, as well as in other computer devices to ensure adequate storage and protection mechanisms. This strategy is to make sure that all the associated electronic files and storage folders are equally locked in with respective usernames and passwords. All available hard copies containing related information are also locked inside a safety box for security purposes and storage. Any information or link that may expose the confidentiality of these interview activities will be deleted from any computer that is likely to be operated by another individual for continuous safety measures.

Access to the storage of this vital information will only be granted to those individuals or committee members who are directly connected to my research study for review purposes. Such individuals may include my Dissertation Chairperson, my Committee Member, the University Research Reviewer or any other authorized faculty member/body who has the right to review my research documentation, and lastly, myself. At the end of all protocols, the data will remain in storage as a secured vital document for an approximate period of seven years, being a reasonable period of time.

## Summary

In Chapter 3 I discussed and established this study's research approaches, strategic procedures, rationale, the role of the researcher, and the methodological perspectives used in this qualitative research multiple case study. The methodological perspectives discussed in this chapter count for the logical and procedural steps in participants' method of selection, instrumentation application, interview background setting, recruitment methods exercise and procedures, interview participation rules and strategies, data collection strategy implemented, and the procedural method of data analysis employed. Chapter 4 will contain and demonstrate the detailed strength of my data analysis, as well as the findings/results for this qualitative multiple case study. Additionally, I present my research background settings, demographic scenarios, sources of data collection, data analysis methodology and processes, method of treating discrepancies, if any, evidence of trustworthiness as established, and the overall strategy to maintain healthy study results with perfect alignments in the entire processes.

## Chapter 4: Results

The purpose of this qualitative multiple case study was to gain deeper understanding of the views of the Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within the Niger Delta. In this theory-generating multiple-case study, the CRQ was developed to provide answers within the context of the empirical setting on the issue of entrepreneurship education and its implications for combating poverty and unemployment within Niger Delta region.

By answering the CRQ and analyzing the data collected, this study's results may leverage a flow of common understanding and influence economic growth by supporting and rejuvenating entrepreneurship education in Niger Delta regions. This study's results may also offer insights into alleviating the already widely spread poverty in the Niger Delta regions and reducing the high rate of unemployment which had already devastated the Niger Delta area economy.

The CRQ guiding this study was as follows: How do the views of the Niger Delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within Niger Delta region?

The analytical steps in this research process, the data collection processes, the careful observation of the interview activities, and my observation notes as the researcher, guided me into providing accurate answers to this CRQ. Besides, this CRQ was specifically enacted after reviews of a series of studies, deliberations, exposures, and comparisons to different scenarios of related issues and studies, which would help to successfully address the literature gap regarding the issue of entrepreneurship education and its implications to fight and eliminate poverty, high rate of unemployment, and other economic hardships in Niger Delta communities.



To facilitate accurate results, I conducted intensive research inquiries, through which I maintained (a) a well-organized research interview protocol that generated impressive participant responses, (b) absolute carefulness in handling the interview processes, and (c) intensive observation of the participants' body language during the interview period. With my personal field notes as the researcher, I successfully explored the views of the Niger Delta youths on the issue of entrepreneurship education and its implications for combating poverty and high rate of unemployment in Niger Delta regions of Nigeria.

It has been noted that empirical researchers in entrepreneurship must consider the geographic context of the entrepreneurial activity when building an investigation's methodology. It was in this spirit that I chose concepts developed by seminal and esteemed African scholars to frame this investigation. The research design and approach were grounded in the study's conceptual framework, built on three key concepts that focus on the views of the Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within the Niger Delta: the concepts of youth unemployment in sub-Saharan Africa, entrepreneurship education, and youth entrepreneurship.

In practice, there were no signs of serious investment activities, or any other working economic factor in operation that could have made a positive impact in creating new jobs in Niger Delta region. The lacklustre in commercial activities, laggard in economic growth and the scarcity of appropriate marketable skills were so prevalent. These negative phenomena clustered and grew among the youth graduates and factored negative outcomes with the prevailing increase of negative economic factors; all working against the economic growth in Niger Delta regions. This scenario in review also reaffirmed the results of the statistics released by Nigeria's

federal government that underemployment (when one could not work the number of hours they were able and willing to work), plagued some 10% of its youth, whereas 80% of youth remained as unemployed.

### **The Research Setting**

For this research, I interviewed 10 youths from Niger Delta region (both men and women) selected randomly from those who met the interview criteria inclusions. The interview activities took place in a private and quiet location, very convenient for the purposes of this research.

### **Demographics**

The 10 youths who participated in my research interview activities were all residents of Niger Delta regions, college/university graduates, with ages ranging between 20 and 29 years; and have remained unemployed right from the day of their college graduations to the very day of the interview participation; a period more than two calendar years. The participants were identified as the legitimate indigenes from three of the nine states that make up the Niger Delta regions: Imo, Delta, and Rivers (see Table 2).

Table 2

*The Demographic Assessments of the Participants*

Participants	Participant gender	College level	Years of unemployment	State of residence
Participant 1	Male	Bachelor Degree	5	Rivers State
Participant 2	Male	Bachelor Degree	3	Rivers State
Participant 3	Male	Bachelor Degree	3	Imo State
Participant 4	Male	Bachelor Degree	4	Rivers State
Participant 5	Male	Bachelor Degree	4	Delta State
Participant 6	Male	Bachelor Degree	3	Delta State
Participant 7	Male	Bachelor Degree	4	Imo State
Participant 8	Female	Bachelor Degree	5	Imo State
Participant 9	Male	Bachelor Degree	3	Delta State
Participant 10	Female	Bachelor Degree	4	Rivers State

Table 3

*Demographic Gender Composition of the Sample Size*

	Number of participants	State of residence	Male	Female
	4	Rivers State	3	1
	3	Imo State	2	1
	3	Delta State	3	0
Total	10		8	2

*Note.* Sample size (N = 10)

In Table 3, the content is a simple illustration of the interview participants' compilation, taken from a sample size of ten participants or from a pool of ten participants. This illustration identified the percentage of male participants and that of female participants as contained in the same sample size (pool) who were interviewed.

### **Data Collection**

My data collection processes began on June 4, 2018, just after the study was approved by Walden University IRB on May 31, 2018. I published an advertisement on the Niger Delta Youth Association's Facebook page inviting anyone who would be interested to take part in my study. In this recruitment post, I introduced myself as a doctoral student at Walden University, who was conducting this research to gain deeper understanding of the views of the Niger Delta youths on entrepreneurship education and its implications for combating poverty and

unemployment within Niger Delta region. I requested that anyone interested in the study contact me through my school email address, which I provided in the advertisement.

This website of publication was practically created and owned solely by the youths of the Niger Delta Association, primarily for social advancement and economic development of Niger Delta regions. Another goal of this website of publication was to continue the improvement of both the current and the future standard of the entire Niger Delta communities, specifically on economic growth, political empowerment, and social communications among the youths of the Niger Delta regions.

The data collection processes lasted for almost 2 weeks, and concluded on June 16, 2018 after I had interviewed the last participant (P10) on the schedule. The evidence of data saturation started manifesting during the semi structured interview protocol with the sixth participant (P6), along with the participant's responses being aligned in agreement with the responses from P1, P3, P4, P5, P7, P8 and P9. At this point, there was no indication of new data being presented; rather, all the data already collected in the interview protocols were aligned with other data collected or contained in the sampling pool.

### **Initial Contact**

On June 6, 2018, three youths gave reply to my advert, and accepted to volunteer for the interview participation. After 2 days of the first responses, there were six more responses from six new individuals on June 8, 2018 waiting in my email. Finally, five more youths responded on June 12, 2018, accepting to volunteer as participants in my study, making a total of 14 youths, but I needed only 10 participants for my sampling size. Reaching saturation, I selected 10 participants from those who met the participation inclusions. Fourteen youths responded within 8

days from the day of my initial contact, which prompted me to dispatch a consent form immediately to the email addresses they provided in response to my request.

It was after the acknowledgement of their consent forms that I started calling them individually to negotiate for a suitable date and time which would be more convenient for everyone for the scheduling of the interview activities. After been successful in getting their attentions and approvals, I was then able to interview ten youths (participants) from the initial fourteen potential participants who responded. The four participants who did not show up for the interview activities maintained that, for not showing up was as a result of lack of means of transportation to the interview location. It was then clearly understood that since all these participants for interview have been unemployed right from the day they graduated from colleges/universities, - been a period longer than two years to the day of the interview, lack of finance could prevent a lot of things.

The duration of the interview was approximately 30–45 minutes. The interview responses were transcribed. And after the transcription of the interview responses, a copy of each participant's data collected was sent to the same participant who generated the data for the participant to review, and to certify the accuracy of the information the participant had provided. This action was implemented as a form of double-checking for any possible form of human error I could have made while handling the collection and documentation of the data for accuracy purposes, before the data went into five-year period of storage.

### **Semi structured Interview**

A semi structured interview protocol (see Appendix B) whose items were designed and standardized by previous researchers, and the nature of its content/design fitted for researcher's

choice. Rigorous data collection procedures fundamentally influenced the results of the study. This was a common data collection method in qualitative studies designed and used in this study to offer the researcher deeper understanding of the phenomena from the participants' perspective. The carefulness in selection of a qualitative semi structured interview guide contributed to the trustworthiness of the data produced in this qualitative multiple-case study. In this multiple case study, the standardized semi structured interview protocols addressed the purpose of this study in full measure, and answered the study's CRQ of how do the views of Niger Delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within their region?

I spent quality of time (35 days) striving to achieve five important specifics in this research conduct, in the areas of (a) gaining access to win the opinions or the supports of the participants' for the interview recruitment task, (b) the participants' interview scheduling and the strategy for the interview conducting protocols, (c) a good or an effective researcher's strategic step(s) for adoption, for the recording and the documentations of the reflective field notes, (d) in the reviews of some affiliated seminal literatures, and finally (e) in making proper arrangement of the procedures for member-checking protocol, which took place the next day after the interview activities were concluded.

The careful plans of handling and the retention of the above mentioned specifics, the processes followed, and the careful implementation of the strategies, added a profound reliability and trustworthiness in this qualitative multiple-case study. With strong supports embedded in the authenticity of the data collection sources, the viability, the accuracy in the handling of the data collected and the trustworthiness in the overall processes, this research and its findings became

well rooted as it has provided the accurate and profound answer(s) to the purpose by which this research conduct and the investigations were prompted.

The interview protocols implemented contained a very well-structured guideline which guided this research conduct and the data collection processes. With nine structured interview questions designed for answers from the 10 interview participants were administered through the use of Skype Facetime video, an online digital free recording system, and through an in-depth face to face interview protocol were carefully structured for the special purpose of this research study. All the interview activities were conducted under a onetime interview arrangement on June 16, 2018. The 10 participants were all unemployed youths of Niger Delta who showed no commitment to any other impending situation at that time frame. The youths' availability as a result of unemployment status made the interview activities possible to be handled in one day and in one interview arrangement. The unemployment status gave them this uncontested choice to accept to participate in this one-time interview arrangement without anyone taking objection. There was no arrangement for second interview activities since all the potential participants agreed unanimously to be interviewed on the same day, at the same interview location, and under the same interview arrangement. The need for second interview arrangement was cancelled.

The duration of the interview was approximately 30–45 minutes. The interview was conducted using Skype; and recorded by the online digital free screen recorder. These actions became effective immediately after getting the consents and the permissions of the participants to record the activities. The interview took place on a private site or location; in a very quiet environment, more convenient for the purpose, and with no distraction of any kind. The interview responses were transcribed the next day after the interview activities ended on June 16,



2018. After the transcription of the interview responses, a copy of each participant's data collected was sent back through email to that particular participant who generated the data; for the participant to have a review of it, just to certify the accuracy of the information the participant had provided. I also made a request for each participant to respond within 48 hours as a form of feedback, to confirm that the participant had received, and reviewed the transcribed information, and has accepted the transcribed version of the data to be accurate.

With the participant's signature fixed on the consent form, it satisfied the agreement and this certification sealed the accuracy of the transcribed data, before I put it away for a period of five years in storage. This was done as a form of double-checking for any possible form of human error the researcher could have made while handling the data collection and the documentation of the data. Among the youths who participated in the interview, four were residents of Rivers State, three came from Imo State, and the last three were residents of Delta State; making them a total of 10 participants. Their ages ranged between 20 and 29 years, and they claimed that they have remained unemployed for more than two calendar years to the very day I interviewed them.

To administer an appropriate interview arrangement and to maintain a reliable interview administration, I personally took time to organize properly the order of the research's reflective field notes, and every other necessary information and activities which needed to be recorded throughout this research processes and the interview protocols. The primary reason was that, as these were to be recorded accordingly and would be properly handled by the researcher to avoid any sign of bias, starting from this moment (May 31, 2018) when the Walden University IRB gave approval and authorizing me to start the data collection processes for my research study. I

found the volume of the activities to be recorded very necessary, and I included all in my reflective field notes as a researcher should. These specifics were in the areas of individual thoughts and emotions (both within the inner circles and external reflections), and other interesting areas of possible reflections during the data collection processes, the data collection analysis and handlings, and the data documentation processes.

I subjected my recording ability into capturing interesting experiences during the processes, reactions to specifications, reactions to the intended and formal data collection processes as they occurred, which included my observation right from the participants' recruitment stage at the initial contact, the participants' responses to the consent forms I sent to them, and the participants' body language during the interview activities. All these recording activities shaded light to the accuracy of this research processes, even to the recording of the research results or findings; my personal reactions to some informal issues in data collection processes such as acts of sympathy, respect to unemployment status, respect to all participants for showing up willingly at the place of interview for participation, and the respect I gained as the researcher from the participants throughout this research processes.

As a researcher, I found this research and interview processes very interesting and rewarding; since this research outcome was proposed to bring the intended positive economic and social changes into Niger Delta regions. I did not only gain respect as a researcher from all I came in contact with, but I also gained experiences by observing other people interact with one another over vital issues, offer individuals' opinions as contributing thoughts, and at the same time supported by literature reviews and concepts in appropriate alignments of issues, theories

and concepts which widely supported this research conduct; and all of its rigorous processes for clarity purposes.

Administering the interview processes, the interview activities also experienced short time disruption when the interview activities were in full session. Within that few moments, the Skype video portion lost its capability as a result of network problem in Nigeria. Network problem in Nigeria has been an issue of conflict in Nigeria network technology, but the good news was that, during this short time loss of power, the audio portion of the electronic equipment was working perfectly, through the entire period of the interview processes; it never missed any of the occurring activities or participants' responses.

### **The Archival Data**

Archival research is a method of collecting information from sources that are already in existence. In this research, archival data from government reports were collected for the support of this research analysis, and these are displayed in Table 4 and Table 5. The contents and the characters were made transparent, as they were reviewed in detail in Chapter 2 of this study. Triangulation was utilized during fieldwork, in addition to data analysis. This was to authenticate the qualitative data, the participants' interview responses in this research study, with evidence from multiple sources as they occurred. It was an analytic technique, and a central aspect of case-study research design.

The triangulation was a frame of mind rather than a methodological technique in the case of corroboration or confliction of ideas and data, and it played a considerably vital role during the qualitative research processes. It was noted with evidence in this study that the researcher of this case study carefully captured and recorded the actual data occurrences correctly, in which

the use of triangulation in this study manifested in accordance with the research processes.

Nevertheless, this researcher triangulated the results of these qualitative research interview responses, evidenced with archival documents in the form of government reports of the youths' unemployment, entrepreneurship education issues and the poverty level in the Niger Delta.

Reports presented were documented and identified as the raw data interview responses.

Table 4

*The 2008 Niger Delta Poverty Statistics from UNDP Development Report*

State	Poverty incidence (%)	Core poor (%)	Poverty level	Very poor (%) Self-assessed	Gini
Delta	35	27	66	17	0.5003
Imo	20	22	95	62	0.4757
Rivers	42	33	77	22	0.5046

*Note.* The illustration of the archival data implemented in the content.

Table 5

*The 2006 UNDP Report on Unemployment and Underemployment in Niger Delta*

State	Unemployment	Underemployment
Delta	9.3	29.2
Imo	11.3	33.7
Rivers	11.4	25.3

### **The Reflective Field Notes**

This research process was also supported by the reflective field notes; a record developed and kept by the conducting researcher in observation during the period of the data collection process (see Table 6). In the construction of the reflective field notes observation was implemented in this research study as a subject to the nature of the research question, and the paradigm been constituted in the study. The study was grounded in the interpretivist paradigms, and thus allowed the use of unstructured observation in the form of reflective field notes, as a

source of data collection. Reflective field notes constructed through observing the online data sources, the semi-structured interviews via Skype, were the third instrument used for data collection, from the interview participants of this study. Skype was useful in upholding a highly unbiased atmosphere in this research interview protocols. By allowing myself to reach participants in distant locations, Skype additionally aided the process of replication. I successfully recorded own observations in the areas of pretexts, subtexts, personal emotions, and contingencies that took place during the research interview activities, in relation to the participants' experiences with their responses; in alignment with the reflective field notes in documentation as data collection.

Rather than providing more conventional descriptions or recording of cultural actions, field notes allowed me to carefully decipher the reasons behind them, as well as offered crucial insights into the transpiring and functioning of online social interactions. It also offered services for recording of many varieties of online social experiences, such as intriguing resources, social groups, events, sites, or the information that showcased out of the qualitative data collection, because this process was inductive and emergent. The focus of this qualitative multiple case study still remained to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within Niger Delta region. To address this gap, and be consistent with the qualitative paradigm, a multiple-case study methodology was used which met the purpose of the study, collecting from multiple sources.

In this study, 10 Niger Delta youths made up the sample size of the youths participating in the research interview participation to establish a common understanding. The choice of the

population and the sample size, in connection with the recorded research interview activities, observed emotions and some behavioral actions, aided the research's reliability and trustworthiness of the data collected. The development of this case database and other research protocols with the linked to the research question also aided strength to the reliability and the accuracy of this research study results.

I remained composed and focused on the 10 potential youth participants who were taking turns in the research interview participations. Every participant was interviewed under one interview arrangement; there was no provision for second interview arrangement.

In the narrative of the body/content of a multiple-case study, the term "case" was regarded or treated as a corporate entity or as an existing individual, an event, as a noun or as a unit of expression. As the case in study was expressed as a multiple-case, it simply connoted that the expression/content was a combination of units of cases, seeking answers from multiple or diversified sources. This systematic analogy replicated the same research processes in different platforms by exploring to unlock the knowledge gap among the education policymaker of Nigeria on entrepreneurship education, and the views of the youths of Niger Delta regions on entrepreneurship education for fighting poverty and reducing high rate of unemployment in Niger Delta regions.

Table 6

*Reflective Field Notes*

Participant and gender	Appearance and composure	Level of trustworthiness	Data production	Researcher's observation & field notes
P1 (male)	Looked talented	Above average	Very meaningful	Recommended
P2 (male)	Understanding	Above average	Very meaningful	Recommended
P3 (male)	Well composed	Above average	Meaningful data	Recommended
P4 (male)	Well prepared	Above average	Very reliable	Recommended
P5 (male)	Well organized	Above average	Convincing data	Recommended
P6 (male)	Intelligent	Above average	Trustworthy	Recommended
P7 (male)	Looked promising	Above average	Interesting data	Recommended
P8 (female)	Very trustworthy	Above average	Sounded convincing	Recommended
P9 (male)	Looked worthy	Above average	Interesting data	Recommended
P10 (female)	Looked sincere	Above average	Meaningful data	Recommended

*Note.* The illustration of the researcher's observation on the reflective field notes.

**Member Checking**

I summoned the attentions of all the youth participants for member checking policy and fulfillments. I adopted and carried out this policy to reaffirm the authenticity of the participants' data collected and the accuracy for the trustworthiness of this multiple-case study. The interview responses were transcribed the next day after the interview activities ended. After the transcription of the interview responses, I made a copy of each participant's data collected and sent it back through email to that particular participant who generated the data; for the



participant's final review, just to certify the accuracy of the information the participant had provided. I also made a request for each participant to respond within 48 hours as a form of feedback, just to confirm and be satisfied that the participant had received and had reviewed the transcribed information. With the participant's signature fixed on the consent form, it satisfied the agreement and the certification, authenticating the accuracy of the transcribed data, before I was privileged to put it away for a period of five years in storage. This was done as a practice of double-checking for any possible form of human error I could have made while handling, transcribing and documenting all the data collected.

### **Data Saturation**

In specification, the evidence of data saturation became transparent and prominent when all the participants' data or responses collected acknowledged with one voice in declaration, and also in agreement that lack of finance or financial support was the major challenging factor preventing the youths of Niger Delta from advancing successfully with the development and retention of entrepreneurship education and its skills training mechanisms. This in turn has prevented economic development and improvement in Niger Delta regions; an economic situation deemed as a perfect tool to fight the widely spread poverty, and as well would be expected to aid in reducing the high rate of unemployment in Niger Delta regions.

This insufficiency in financial availability has also created great obstacles in other diversifications of business developments that could have resulted in job creations to aid in economic growth in Niger Delta communities.

More evidences on data saturation were also drawn from the issues of lack of financial supports, testimonial attributes from social media or societal connections, and statistical evidence

from Nigeria labor reports; which were also supported viewed through the lens of seminal psychological theory of entrepreneurship, also known in the entrepreneurship literature as RTT. The effectiveness in utilizing in this research study's data analysis, the strategy of triangulation became very supportive and transparent in these qualitative multiple-case resources. The effectiveness of triangulation became more prominent as it proved its usefulness and strength in unveiling the direct and common relationships existing among the participants, in alignment with the researcher's observation, and in the youths' (participants') cultural principles. More on the issues of saturation, the research processes, the research contents, their existing relationships and their functionalities were all made more transparent and viable in the study results section of this research study analysis.

Today, I pledge to preserve and store these research interview responses (data collected) in a safe place(s) in which only I will have the username and password access to view them for a minimum period of five years, after which they can be destroyed.

### **Results**

The results of this qualitative multiple case study were reached and confirmed accurate after enumerating, compiling and evaluating series of scenarios and factors in Niger Delta regions. This was also established in connection with the environmental factors in Niger Delta, the analysis of the total data collected from the youths (the interviewed participants) from Niger Delta during the research interview activities, and some occurrences which were created by some inevitable economic situations crumbling the Niger Delta communities economically today.

This research was conducted purposely and solely because of the ongoing poor economic situation engulfing the regions of Niger Delta today, in the areas of wide spread of poverty and

the uncontrolled high rate of unemployment. The effort invested was to create a strategy or strategies that would be used to battle effectively against, and at the same time alleviate poverty and reduce the increasing rate of unemployment in the Niger Delta regions.

I successfully interviewed 10 Niger Delta youths because ten was the number of my sample size. The followings are the central research question (CRQ) of this research conduct, as well as the exact interview questions administered to the ten Niger Delta youths (the interviewed participants).

### **Responses to the Interview Questions**

Please refer to Appendix C for a presentation of the Interview Questions. Table 7 below lists the first interview question and excerpt responses from the participants. The table also indicates, narrates, and demonstrates each participant's view and understanding, as they relate to the following associated topics:

- Entrepreneurship training level: A level of learning and training on entrepreneurship course that can yield a satisfactory level and quality of business skill necessary to run even a small business unit or can guide a business startups.
- Level of knowledge: Reasonable business acumen acquired from entrepreneurship teaching activities that can guide the startup of a business and be applied in the operation and the management of business for the growth of that business.
- Strength of in-school curricula: A steady source of entrepreneurship knowledge implemented through school system that guarantees the continuous existence of business skill and its reliability.

- Adequacy level of teachers: The satisfactory level in the provisions of qualified teachers of entrepreneurship courses required to teach and impart entrepreneurship skills to college students.
- Delivery method of entrepreneurship education: The approach by which schools use in teaching and imparting into their students the entrepreneurship knowledge and skills

Table 7

*Question 1: In Your Formal Schooling, did you Have any Kind of Entrepreneurship Education or Training; and if so how was it Delivered?*

Participants	Entrepreneurship training	Level of knowledge	In school curriculum	Adequate teachers	Delivery method
Participant 1	Yes	Minimal level	Yes (poorly organized)	Insufficient teachers	Poor setting, no resources
Participant 2	No	Not applicable	No	Not applicable	No fund for such delivery
Participant 3	No	Not applicable	No	Not applicable	No activity, no delivery
Participant 4	Yes	Introductory stage	Yes (poor arrangement)	Unqualified teachers	Poor delivery arrangement
Participant 5	No	Not applicable	No	Not applicable	No fund for establishment
Participant 6	No	Not applicable	No	Not applicable	No fund for such activity
Participant 7	No	Not applicable	No	Not applicable	No financial encouragement
Participant 8	Yes	Introductory level	Yes (poorly arranged)	Unqualified teachers	Poorly delivered
Participant 9	No	Not applicable	No	Not applicable	No fund for such activity
Participant 10	No	Not applicable	No	Not applicable	No fund to deliver it
Total = 10	3 youths had some classroom lectures.	3 youths received introductory knowledge	3 youths invested on introductory courses	All youths disagreed on sound teaching	All youths indicated no financial supports

**Theme 1:** Tell me, in your school, did you have any kind of entrepreneurship education or its training; and if so how was it delivered?

Table 8

*The Themes' Textural Description*

Theme number	Theme	Participants
1	Tell me, in your school, did you have any kind of entrepreneurship education or training; and if so how was it delivered?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Textural description		
<p>Yes, the teaching was like, an introductory part of entrepreneurship education because the school had no good setting for such course, besides, the school was lacking qualified teachers who could handle those courses perfectly (P1). I had no such privilege in my school; one day such topic was raised in the class by one of the students for discussion, but the majority of the students concluded that the reason was lack of finance to run it, so I had no opportunity for such exposure (P2). I equally was not privileged for such exposure, though it never disturbed me at that time because I was much interested in rushing to complete my program on political science and leave the school (P3). In my school such course was offered only from third year level; so I took the course at my third year level, but it was just the minimal level of entrepreneurship education. Not too many students were involved in the course because there was extra charge in tuition just for taking the course; so many students were much discouraged (P4). No, it was not applicable in my school because the course was never introduced in the school curriculum, may be it was new to the school or the school had no teachers for it (P5). No, my school never had it in its curriculum, so I never had the chance to know or discuss anything about it (P6). I never had the teaching in my school; may be the school management didn't want it to be taught in the school or any other reason; I have no idea why they never introduced it (P7). Yes, I had an encounter with it but it was poorly arranged, no teachers for the course. The teachers were graduate students and they complained of poor salaries (P8). I didn't experience such an</p>		

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encounter because my school had no enough facilities to accommodate all its classes comfortably (P9). My school offered low level of the course but I did not take the course because the school management planned it in a way that the students should be solely responsible for the financial burden of it, including levying the students for the teachers' salaries (P10).

All these responses came as feedback during the discussion of the first interview question on the day of the interview activities

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**Findings.** In Table 8, the participants' responses affirmed that the Niger Delta school system was not structured, organized or equipped in a profound academic perspective, which would enable the implementation of entrepreneurship skills through classroom teachings and learnings to achieve the intended purposes or objectives on the affiliated students. In the same manner, the responses of the interviewed participants also indicated that the Niger Delta youths needed government intervention to implement tuition reduction policy in colleges, to facilitate and prioritize entrepreneurship education teaching and learning activities in the school system, and to achieve or gain the appropriate needed business knowledge intended for an average youth of Niger Delta to acquire, for a desired entrepreneurship or future business career.

Table 9

*Question 2: What do you Believe is the Best way Entrepreneurship Education Should be Delivered Within the Formal Schools System in Your Niger Delta Region?*

Participants	Entrepreneurship training	Govt. supports	Tuition reduction	Teacher availability	More opinions
Participant 1	Yes	Yes	Yes	Yes	Youths need loan & skills
Participant 2	Yes	Yes	Yes	Yes	Finance & education
Participant 3	Yes	Yes	Yes	Yes	Educate and fund youths
Participant 4	Yes	Yes	Yes	Yes	Scholarship & loans
Participant 5	Yes	Yes	Yes	Yes	Youths need finances
Participant 6	Yes	Yes	Yes	Yes	Youths need loan & skills
Participant 7	Yes	Yes	Yes	Yes	Govt. fund supports
Participant 8	Yes	Yes	Yes	Yes	Govt. must fund youths
Participant 9	Yes	Yes	Yes	Yes	Give youths skills & loan
Participant 10	Yes	Yes	Yes	Yes	Help youths financially.
Total = 10	All youths agreed	All youths agreed.	All youths agreed	All youths agreed	All need skill & fund supports.



**Theme 2:** What do you believe is the best way entrepreneurship education should be delivered within the formal schools system in your Niger Delta region?

Table 10

*The Themes' Textural Description*

Theme number	Theme	Participants
2	What do you believe is the best way entrepreneurship education should be delivered within the formal schools system in your Niger Delta region?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Textural description		
<p>For entrepreneurship education to be implemented properly and function very well in Niger Delta region, the government must support the project financially (P1). Apart from financing the project, there must be a reduction of college tuitions in all the Niger Delta regions to motivate the youth students embark on the project of entrepreneurship education (P2). Yes, remember that the Niger Delta community also needs teachers' availability to teach the course steadily without interruption from teachers resigning for no payment of salaries, as it has been the case in this nation (P3). Teaching of the course in the colleges may not be enough; facilities for training purposes should be erected, for those people who are not college students could easily work into the training workshop for the skill learning (P4). There are still other ways that could make this entrepreneurship education function well in our community. Creating students loans will help to quicken the implementation, since it will encourage and motivate the youths to go to school for the purpose of learning and being trained in the program for the skill acquisition (P5). I agree to the last speaker that we the youths of Niger Delta community need financial supports and education to resolve our economic burdens, and if we fail to act quickly and properly now, life may be too difficult tomorrow (P6). We should not put off other important areas like the government granting scholarship to students who met the criteria. That is one of the benefits of being a citizen of a country (P7). It is true that we need financial supports and scholarship as for motivation, but when we cannot get all these free national cakes, we can also welcome low interest loans from the bank if the government could facilitate it (P8). We all are going the same direction, embarking seriously on entrepreneurship training for the skill acquisition will be an easy and quicker route for some people to get to the point of their hearts desires (P9). I understand our government very well, let the government start from cutting down on college</p>		

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tuitions as a starting point, that alone will make a good difference, because it will enable and prompt some people even to auction some of their assets to pay for the tuitions (P10).

All you guys have contributed are reasonable. We hope that the government will listen to your voice and make a change for economic improvement purpose.

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**Finding.** In table 10 above, all the participants (100% of the participants) agreed that the major challenges the youths of Niger Delta regions faced in starting up small size of businesses were lack of financial supports, plus entrepreneurship/business skills to facilitate it.

Table 11

*Question 3: What are the Greatest Challenges for Niger Delta Youth in Terms of Receiving Entrepreneurship Education and Training?*

Participants	Education	Need finance	Govt. policies	Youths supports	Opinions
Participant 1	Yes	Yes	Yes	Yes	No financial capital
Participant 2	Yes	Yes	Yes	Yes	No financial supports
Participant 3	Yes	Yes	Yes	Yes	Financial capital
Participant 4	Yes	Yes	Yes	Yes	No available capital
Participant 5	Yes	Yes	Yes	Yes	Financial capital
Participant 6	Yes	Yes	Yes	Yes	Problem of finance
Participant 7	Yes	Yes	Yes	Yes	No fund to start it
Participant 8	Yes	Yes	Yes	Yes	Need fund
Participant 9	Yes	Yes	Yes	Yes	Lack of capital
Participant 10	Yes	Yes	Yes	Yes	No financial support
Total = 10	All youths interviewe	All youths interviewed	All youths interviewe	All youths interviewe	All demands were on skill, education

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d agreed    agreed    d agreed    d agreed    financial supports

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**Theme 3:** What are the greatest challenges for Niger Delta youth in terms of receiving entrepreneurship education and training?

Table 12

*The Themes' Textural Description*

Theme number	Theme	Participants
3	What are the greatest challenges for Niger Delta youth in terms of receiving entrepreneurship education and training?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<i>Textural description</i>		
<p>To me finance is the most challenging factor (P1). I must say that finance and education are strong factors of economic challenges in receiving entrepreneurship education and training in Niger Delta region (P2). We must not forget government policies that make small businesses difficult to establish (P3). Youths roles also play major impact too. Youths should acknowledge and give support to such project to empower everyone in the community as an assurance that the project will be beneficial to the entire community (P4). Lack of financial capital is a major hindrance to business acumen (P5). The establishment of business entity will not come through where finance is difficult to reach (P6). Unavailability of adequate finance will not allow any business to be established (P7). No business functions well without adequate financial support (P8). Whether it is new business start-ups, an ongoing business or even the skill training, need financial backing for such project to be successful (P9). There is absolutely no business one should do without adequate financial support will ever be achieved, so finance is the most outstanding challenge of all time (P10).</p> <p>Thank you for your contributions and feedback. Best of luck to you all</p>		

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**Findings.** From all indications in table 12 above, all the participants interviewed believed and indicated that the outstanding challenges of Entrepreneurship skills acquisition and training in Niger Delta regions were as the results of Lack of Education, Lack of Finance, Government's Rigid Policies on small scale of businesses and no Financial Supports to motivate the interested Youths.

Table 13

*Question 4: What are the Challenges for Niger Delta Youth in Pursuing Business Ownership as a Career?*

Participants	Facilities unavailable	Lack of finance	Change govt. policies	In school curriculum	More opinions
Participant 1	Yes (needs facility)	Yes (most needed)	Yes (rigid & discouraging)	Yes	Financial capital
Participant 2	Yes (needs facility)	Yes (most needed)	Yes (rigid & discouraging)	May be not	Financial capital
Participant 3	Yes (needs facility)	Yes (most needed)	Yes (rigid & discouraging)	Not a hindrance	Financial capital
Participant 4	Yes (needs facility)	Yes (most needed)	Yes (rigid & discouraging)	Yes	Financial capital
Participant 5	Yes (needs facility)	Yes (most needed)	Yes (rigid & discouraging)	Not necessary	Financial capital
Participant 6	Yes (needs facility)	Yes (most needed)	Yes (rigid & discouraging)	Yes	Financial capital
Participant 7	Yes (needs facility)	Yes (most needed)	Yes (rigid & discouraging)	Not necessary	Financial capital
Participant 8	Yes (needs facility)	Yes (most needed)	Yes (rigid & discouraging)	Not necessary	Financial capital
Participant 9	Yes (needs facility)	Yes (most needed)	Yes (rigid & discouraging)	Not necessary	Financial capital

Participant 10	facility) Yes (needs facility)	needed) Yes (most needed)	Yes (rigid & discouraging)	important Not a hindrance	Financial capital
Total = 10	All indicated lack of appropriate facilities	All indicated lack of financial supports	All indicated change of govt. policies	Slightly split decisions on school curriculum	All indicated needs of financial supports

**Theme 4:** What are the challenges for Niger Delta youth in pursuing business ownership as a career?

Table 14

*The Themes' Textural Description*

Theme number	Theme	Participants
4	What are the challenges for Niger Delta youth in pursuing business ownership as a career?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Textural description		
<p>Financial capital is the ultimate challenge (P1). A strong close challenge next to finance is lack of experience/knowledge of what the individual is about to embark on (P2). Unavailability of facility or infrastructure also plays ugly role in hindering such progress (P3). Another powerful hindrance is the government policies on small businesses (P4). Unavailability of training centers for the acquisition of such business skill brings discouragement to the investor (P5). More importantly, absence of such business acumen being taught in colleges or schools is another setback (P6). The history of huge taxes being imposed on small businesses by the government also adds discomfort to the investor, thereby creates distractions and challenges (P7). There are many factors, but lack of financial</p>		

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capital for such investment will stop further plan towards the establishment of the business (P8). Many factors will cluster for as hindrance, but when there is lack of financial support, then there is no hope for such business establishment (P9).

Government bans on some importation items may hinder any investor who focuses on importation (P10).

Good to see you guys participate. Thank you.

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**Findings.** In table 14 above, the interviewed participants (youths) and their responses indicated that the most outstanding challenges against any Niger Delta Youth in the pursuit of business ownership as a career were lack of Finance, Facility unavailability, the rigid Government's Policies on small businesses and the absence of entrepreneurship education as a course in the curriculum of Niger Delta school system for learning and training purposes; but with slight split decision on the entrepreneurship course as a curriculum in the school system. The split decision was that seven out of 10 participants believed that not having entrepreneurship as a course in the curriculum of Niger Delta school system was the big challenge. On the overall assessment, the participants unanimously agreed that financial provision was the key factor that challenged all youths of Niger Delta in the pursuit of business ownership as a career.

Table 15

*Question 5: Do you Believe your Gender Would Affect Your Pursuing Business Ownership? Why?*

Participants	Opinion	Comment
Participant 1	No	Not a barrier
Participant 2	No	Not a barrier
Participant 3	No	Not a barrier
Participant 4	No	Not a barrier

Participant 5	No	Not a barrier
Participant 6	No	Not a barrier
Participant 7	No	Not a barrier
Participant 8	No	Not a barrier
Participant 9	No	Not a barrier
Participant 10	No	Not a barrier
Total = 10	All youths said no to the question	All youths remained in disagreement

**Theme 5:** Do you believe your gender would affect your pursuing business ownership?

Why?

Table 16

*The Themes' Textural Description*

Theme number	Theme	Participants
5	Do you believe your gender would affect your pursuing business ownership? Why?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Textural description		
<p>No, gender will have no effect on my pursuing of business ownership (P1). Gender has absolutely nothing to do with it (P2). These days male and female struggle for the same type of job in every business sector, so gender will not have any effect (P3). There will be no gender effect (P4). Not at all sir, gender has no effect of anything I am committed to do (P5). There will be no gender effect of any kind (P6). Pursuing of my business ownership career has no connection with gender effect (P7). I am confident that gender issue will not come to have effect on the issue of my business career (P8). Gender has no connection of any kind, so it will not have effect on my pursuing business ownership (P9). No sir, gender will not have any effect on my business ownership pursuit (P10).</p>		

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Very well discussed. Thank you guys for participating.

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**Findings.** In Table 16, all youths strongly believed that gender had not and would not be a problem, and would never constitute a problem in the future, or be a factor of obstacle in the pursuit of a business ownership as a career among the youths of Niger Delta region.

Table 17

*Question 6: What Kind of Small Businesses do you Believe Entrepreneurship Education Should Focus on in Helping Niger Delta Youths out of Poverty?*

Participants	Business kind	Labor skill	Manufacturing	Other	Skill acquired
Participant 1	Barbing saloon	Agricultural farming	Soap industry	Selling food stuffs	Agricultural farming
Participant 2	Mini trading	Fishing	Liquid soap	Buying & selling goods	Fishing profession
Participant 3	Fashion designing	Mechanic work	Bread (bakery)	Buying & selling goods	Mechanic work
Participant 4	Fashion designing	Hair barbing	Soap industry	Buying & selling goods	Hair barbing
Participant 5	Merchandise business	Carpentry work	Food stuffs	Bottling water	Wood work
Participant 6	Trading on food items	Agricultural farming	Soap industry	Merchandise trading	Agricultural farm work
Participant 7	Barbing saloon	House painting	Bread (bakery)	Restaurant business	Barbing skill
Participant 8	Restaurant business	Agricultural farm work	Making of liquid soap	Merchandise trading	Agricultural farming
Participant 9	Hair dressing	Hair stylist	Making hair gels	Trading hair products	Hair styling



	saloon				
Participant	Pharmacy	Pharmacy	Pharmacy	Health	Pharmacy
10	store	education	drugs	administration	technician
Total = 10					

**Theme 6:** What kind of small businesses do you believe entrepreneurship education should focus on in helping Niger Delta youths out of poverty?

Table 18

*The Themes' Textural Description*

Theme number	Theme	Participants
6	What kind of small businesses do you believe entrepreneurship education should focus on in helping Niger Delta youths out of poverty?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Textural description		
<p>Small business like barbing saloon will be good, because it attracts customers/clients to the business all the time (P1). I think agricultural farming will be a good option, because it works to provide raw food to the residents, provides raw materials for industries in producing agricultural finished products, and will also enable job creation in Niger Delta region (P2). Industrialization is not a bad idea, since such development will lead to fight and reduce unemployment in Niger Delta community (P3). Trading, such as buying &amp; selling of economic goods which are always in demand by consumers is a good option, because people cannot stop shopping daily for their daily needs (P4). Pharmaceutical is a good lucrative business option, because health issues are in everyday a human concern issues, and it brings customers to the counter all the time (P5). Soap industry is encouraged since such manufacturing business deals on the daily items people</p>		



P2	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P3	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P4	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P5	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P6	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P7	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P8	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P9	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P10	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Total = 10	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Theme 7:** How do you believe entrepreneurship education can help you and other youths in your village to fight unemployment?

Table 20

*The Themes' Textural Description*

Theme number	Theme	Participants
7	How do you believe entrepreneurship education can help you and other youths in your village to fight unemployment?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Textural description		
Entrepreneurship can help the people of Niger Delta community fight unemployment through career development in the community for business career training purposes (P1). Entrepreneurship can help the Niger Delta community in fighting unemployment through industrialization, where jobs will be created for those unemployed (P2). Acquiring entrepreneurship skill will facilitate and help toward business establishment, which in turn will expand in its production and creation of employment (P3). Creating jobs is among the benefits of economic		

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growth in a nation; such jobs availability will grant many families the access to many purchasing power, thereby reduces the strength of unemployment in that community (P4). Building strong financial support is the key to the success of many business entities, business negotiations and many business engagements that could enable economic growth of a community (P5). Economic improvement is a strategy that propels economic growth in a community. Such growth will include all the necessary areas or factors that need improvement, as it will empower economic growth in a positive direction (P6). Education is a powerful tool in fighting unemployment. If the youths of Niger Delta would embrace entrepreneurship education, it would help to resolve many economic burdens pressing Niger Delta community today (P7). Creating low interest loans in Niger Delta community will enable the youth investors in making loans available for themselves for business establishments and expansions, which in turn will yield future benefits for further expansions and job creations, which will put to work those unemployed individuals in the community (P8). Since education is a powerful factor/tool in economic growth, it will be advisable for Nigerian government to reduce the high college tuitions in Niger Delta region, to enable those interested youths to go to school, which will help in growing the community economy (P9). Some youth investors are denied of loan because of the demands of security/collateral deposit by the bank for security purpose before a loan is issued out. These college students graduating from college may not meet those conditions. Government intervention is seriously needed for youths' businesses to flourish and help in building the area's economy (P10).

Thank you for generating impressive feedbacks.

**Findings.** In Table 20 above, all the interviewed participants affirmed unanimously that very huge economic improvement and social changes would manifest, more than able to combat against poverty and unemployment in Niger Delta communities if they had the following

economic situations under control: acquired education as a career, maintained permanent employment, acquired employable job skills in the area, be in a position to create jobs, be strongly rooted in financial availability to take care of all family needs, embraced with fast growing strong economy in Niger Delta regions. The hopes and expectations of all the youths of Niger Delta were on entrepreneurship education and its implications, being the ultimate factor deemed capable to get this devastated economic situation in Niger Delta regions revamped back into normal and strong growing economy.

Table 21

*Question 8: How do you Believe Entrepreneurship Education can Help you and Your Family out of Poverty?*

Participants	Career	Employment	Skills	Jobs	Finance	Family	Improve
P1	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P2	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P3	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P4	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P5	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P6	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P7	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P8	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P9	Yes	Yes	Yes	Yes	Yes	Yes	Yes
P10	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Total = 10	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Theme 8:** How do you believe entrepreneurship education can help you and your family out of poverty?

Table 22

*The Themes' Textural Description*

Theme number	Theme	Participants
8	How do you believe entrepreneurship education can help you and your family out of poverty?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Textural description		
<p>Entrepreneurship education will help an individual and the family out of poverty through implementing the course in the Niger Delta school curriculum for the learning purpose of the ongoing students (P1). With an interest in pursuing career ownership, one can easily be privileged to advance a pursuit in a lucrative business venture that could yield unbelievable results in the future (P2). Creating employment opportunities for those unemployed through other business establishment can also help someone and the family out of poverty (P3). Building entrepreneurship business training facilities in Niger Delta community is a great step towards the skill acquisition, and this may provide the individual in concern an employable skill for while-collar jobs employment (P4). Since finance is the key to unlock business training and establishment, entrepreneurship education can position an individual for an attractive salary, thereby enabling the individual and the family to get out of poverty (P5). Improving factors of economic growth enables any area that needs economic growth for immediate economic acceleration, since the positive growth of an area economy leads to poverty alleviation in that region (P6). If entrepreneurship education is well implemented and operated in a community, such business learning acumen and the increasing knowledge in daily business practices will one day explode into giant business venture that may lead the entire community out of poverty (P7). Involvement in career training offers great job and business opportunities to those who engage seriously in such activities, with good returns in the future, they stand better chance in getting out of poverty (P8). A steady employment status is evidence of</p>		

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economic growth, and such privilege can be maintained through effective business establishment, and such effective business establishment originates from profound entrepreneurship education, training and the skill acquisition (P9). A key to get out of poverty is to embrace entrepreneurship education and its implication, so that fighting and getting out of poverty will be inevitable (P10).

This is awesome. Thank you for participating.

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### **Data Analysis**

In this research study of qualitative approach, the data collection processes of this multiple-case study, been originated from multiple-case sources, were guided in process through exploratory studies and the coding driving mechanism; as both were powerful concepts in the processes of the data collection. This order of actions gave me the ability to restructure or reorganize any impending situation or instrument of conflict at that moment of occurrences, to its rightful and final mode, made ready for the next impending case in line of order. There was a wide range of redundancy of restructuring of the analysis framework in this study research processes, but due to the my success in restructuring and handling the analysis framework of this research study properly, the researching processes became a thing of pride, and reliability was assured. Such ongoing restructuring processes of the analysis framework kept on occurring in this multiple-case study to the very point the case analysis became themes of special purpose and interest; and was grouped under special characteristics. The redundancy in restructuring the analysis framework and its processes accumulated in volume through replications; with each case study in its diversified replication mode, leading into new themes from which the youths of the Niger Delta regions embraced wonderful emerging views in the use of entrepreneurship

education and its implications to combat poverty and unemployment within Niger Delta communities.

In the treatments of this qualitative research processes in handling this multiple-case study, the background setting platform strategy of the analytical processes was basically centered on the intense clarity and understanding of the overall concept, in respect to exploring to unveil any undisclosed vital information, from the stage of the data collection processes through the processes of this research study data analysis. These steps of intensive exploration gave me an edge and the access to carry out any emerging study and investigations by exploring further, comparing and contrasting more diversified phenomena in respect to this multiple-case research outcome, as well as the issues between cases.

Generally, the importance of multiple-case study is not limited to a particular functionality or in a specific design methodology; it also stretched into more important and reliable case study designs, with the ability suitable to further more relevant replications in dissecting and being supportive to the ongoing exploration of more complex concept in the research processes. I personally noticed and experienced this emerged scenario, and I compared the results and the differences as they emanated from the participants into reality; with some differences unleashed in comparison between the ten cases of the 10 participants been analyzed in this multiple-case study. In the process of making ways for this multiple-case study to attain an anticipated or any possible status that could create a strategy to enable new vital themes emerge from the data collection and analysis, the situation called for the implementation of an inductive research approach; this gave the youths of Niger Delta an open door for further ability



in the process and transition of this data analysis, with impressive supports and recommendation for further reliable research study.

Thematic data analysis came into the picture, and was implemented as a classified concept of qualitative and descriptive factor, designed to depend freely on the sets of a technology outbreak used in the further analysis of data in this research content. This was viable for guiding and developing possible further themes that could be used in this research data processes to influence meaningful attributes as it focused on answering the central research question of this qualitative multiple-case research study. In more analytical expression, the use of thematic analysis was a subjection to a driving force of the systematic process in coding raw data, derived primarily from the participants during the research interview protocols, placed under examinations for the enacting of the real social descriptive data as it further developed new theme(s) in the research processes. With a reliable confidence, the actual performance of these data in anticipation for this qualitative research multiple-case study was reliably developed, as prove of its authenticity, accuracy measures in the recording, handling and were categorically characterized.

At the end of completing the member-checking task efficiently, I coded my hand written notes as the researcher of this research study on the participants' interview responses (the raw data) as they were generated directly by those interview youths participants, and ready for the next important task in line of action—the storage of all the interview data for a minimum period of five years, after which it can be destroyed. I also considered and made distinctive reference notes by highlighting the important key factors or comments, and some leading phrases which stood as the directory leading points that coordinated the entire concepts or phenomena for

references. The use and help of thematic analysis also made some significant differences and highlights in this qualitative multiple-case research study as I carried out this research conduct, and implementing the pattern recognition mechanism which primarily centered on the raw interview discussions and the generated raw data from the interview participants.

Other areas of interest were the identifications and the appropriate distinguishing the patterns and the themes during the period of data processes, for more clarity in dissecting this research study content analysis; as the presence of nonrecurring incidents began a reliable manifestation, with its key attributes geared towards each case composition. More flexibility and reliability were the features of my qualitative research results as evidenced in this research study coding analysis of the research interview, which primarily resulted in categorizing the findings into various characteristics of themes in their appropriate manners; as this research processes stood strong and demonstrated the strength in common relationship existing among all qualitative multiple-case studies.

I recorded the entire interview responses as they were generated by each interview participant and presented the data under the participant's contributions. These were the themes' actual contributions in demonstrations as they pressed on to make their voice heard. And I carefully gave the full illustrations of the occurrences as they happened, and as I witnessed during the face to face interview protocols, through the use of electronic software—the Skype or Facetime video and the online free digital recording software.

The followings are some textural descriptions of the finalized activities of the participants, categories and the themes of this multiple-case study. Table 23 illustrates how the coding took place for each of those categories and themes. A total of 10 categories that enclose a

total of 10 themes were identified for this study. The 10 categories are (a) Government to support those motivated in business creation, (b) Strategy for innovation in education, (c) Financial supports, making entrepreneurship teaching possible, (d) Businesses growth drives economy, (e) Industrialization made easy, agricultural productivity, (f) Motivation prevails, exposure to business skill, (g) Unemployment, high rate of inflation, (h) Negligence of education by families (i) Community support of education, and (j) Effects of corruption leading to business failures environment.

The 10 themes also include, (a) more government investment in entrepreneurship education, (b) innovative education program launch needed, (c) proper funding of entrepreneurship education needed, (d) entrepreneurship curricula for business growth needed, (e) entrepreneurship curricula to focus on agricultural sector, (f) teach basic business skills, (g) teach skills that can be carried into white-collar jobs, (h) teach families the importance of education for a sustainable livelihood, (i) community support on the importance of education and (j) enact reforms to deal with corruption practices that lead to small business failures.

Table 23

*Coding and Theme Examples*

Participants	Textural description	Category	Theme
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	I agree with all of you that Nigerian government must give you financially supports in order to get some of your immediate economic problems resolved. Sir, our own government is punishing us (P3). The people in power don't care about poor people (P7). And the economy is not doing well either (P4). What about corruption that rules this country (P1)? For now all we need is assurance of our daily bread (P9). What	<b>Category 1</b> Business creation: Government to support those motivated in business creation	<b>Theme 1</b> More government investment in entrepreneurship education

Participants	Textural description	Category	Theme
1, 4, 6, 8 & 9	<p>about education (P5)? Life goes before education (P2). I have the plan to join my uncle in his barbing saloon business anytime he calls me to do so (P8). You see, you have better prospect more than any of us here (P10). If life continues in this way, I may consider joining the military if I will be recruited (P6). I pray that the government will listen to you all.</p> <p>Let us talk about strategy for innovation in education. I was not taught about innovation in school (P9). Your school does not offer even a course in entrepreneurship, you know that (P4). Even if it does, it would be as expensive as other regular courses (P1). I have actually regretted going to school (P6). I had a call from my high school friend last night; he stays in Thailand as we speak. He promised to help me with necessary documents so that I can join him next year (P8). That is interesting. Good luck.</p>	<p><b>Category 2</b> Innovation: Strategy for innovation in education</p>	<p><b>Theme 2</b> Innovative education program launch needed</p>
3, 4, 6, 7, 8, 9, 10	<p>I must tell you guys the truth; making entrepreneurship education possible in your schools will bring in tremendous economic prospects in your Niger Delta region. It is true, but if we could get a little financial support, we would be fine today (P9). You are asking for something you cannot get; ask for a low interest loan we must repay, and it will sound more reasonable, than asking for free money (P3). Spending any loan we can get on education does not make any sense right now because when you graduate, you will be wasting away your life in search of job (P7). What is the right thing to do instead of going to school (P4)? Try and engage yourself in any kind of business venture, no matter how little, or find a way to travel out of the country (P8). Traveling out of the country will consume more money, plus</p>	<p><b>Category 3</b> Funding: Financial supports, making entrepreneurship teaching possible,</p>	<p><b>Theme 3</b> Proper funding of entrepreneurship education needed</p>

Participants	Textural description	Category	Theme
1, 5, 6, 9	<p>inconveniences and the risk of being sent back at the port of entry (P10). Going to school for entrepreneurship skill is good, but are you guaranteed for a job or any business start-ups after graduation (P6)? You guys should not dwell on negative results. Always go for the best and the Lord will grant your heart desires.</p> <p>Do you guys believe that business growth drives the economy of a nation? Sir, I strongly believe it, but since business engagement is becoming far-fetched, I am now prepared to do any job to sustain life (P5). I hope you are not thinking towards criminal option (P1). Who cares any more, don't you see that life is getting too ugly these days (P6). All we need is the spirit of GOD to control and guide us in our daily encounters because any mistake one makes in life, he must pay for the consequence (P9). Please no one should think negatively. Keep hope alive, one day things will turn around.</p>	<p><b>Category 4</b> Curriculum: Businesses growth drives economy</p>	<p><b>Theme 4</b> Entrepreneurship curricula for business growth needed</p>
1, 2, 3, 4, 6, 7, 8	<p>Another area I strongly attach emphasis on is that Nigeria must embark fully on agricultural activities for adequate food and industrial productions in your region. It is true sir, because it will help in generating employments for all of us here who are unemployed (P4). Sir, many families starve these days, because there is no food to eat (P2). Starvation has long been in existence in our community (P1). The government has not been helping the agricultural farmers in their farming expenses or farming tools (P6). The main obstacle is that Nigeria is full of all sorts of corruption (P8). I'm very sure that building industries in our region will reduce a lot of economic burdens in our society (P3). Preferably industries that will reach to the demands of poor families, such as soap and food</p>	<p><b>Category 5</b> Agriculture:: Industrialization made easy, agricultural productivity</p>	<p><b>Theme 5</b> Entrepreneurship curricula to focus on agricultural sector</p>

Participants	Textural description	Category	Theme
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<p>production industries for immediate job openings and other necessary engagements (P7).</p> <p>There is no doubt that exposure to business skills acquisition pays. How do you guys believe that statement? I did well in hair barbing job which I was into before I went back to school (P6). Acquiring business skill without the start of the actual business does not make sense to me (P3). There is no trade that is a waste in one's life (P10). I probably may consider going into barbing business since it doesn't need much capital to invest (P2). Even if I decide to go into barbing business right now, my parents may not come up with the little amount you people say it may require for initial start-ups (P5). No one is sure of the exact amount it may require, but all we do is assumption (P9). Whether it is an assumption or not, the little amount you people say it may require, will still drag us into borrowing (P4). Well, that is the reason this world is full of unpredictable issues; we must keep on trying until we hit the positive results (P8). What stops the government from stepping in at this crucial moment (P1)? That is one of the questions or situations the so called government does not want to talk about any time (P7).</p>	<p><b>Category 6</b> Teaching: Motivation prevails, exposure to business skill</p>	<p><b>Theme 6</b> Teach basic business skills</p>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<p>Guys let us talk about unemployment and the high rate of inflation in Niger Delta region. In my opinion, the unemployment and the high rate of inflation were made possible through bribery and corruption in the nation (P10). Honestly, corruption is destroying our nation generally (P3).</p>	<p><b>Category 7</b> Transferable skills: Unemployment, high rate of Inflation</p>	<p><b>Theme 7</b> Teach skills that can be carried into white-collar jobs</p>

Participants	Textural description	Category	Theme
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<p>The way things stand right now, I don't think that bribery and corruption will ever go away in this country (P7). How will it go away, while it started and passed down to this generation right from the time Nigeria got her independence (P1). The most painful one is this unemployment issue that doesn't want to get well (P6). You are talking about unemployment; do you see what inflation is doing to our currency (P4)? Yes, the value of our currency has diminished greatly in the world market (P7). Even in our local markets, the value has also dropped so much (P9). But the costs of goods keep on going higher and higher every day (P2). That is why it is called inflation (P5).</p> <p>How do you people defend yourselves from accuse of been negligence of education in your region in the past? People of those days were ignorant about what they called "Whiteman's" culture; so they believed strongly that education was for white people only (P6). Most of our community members locked themselves in as farmers and fishermen, even to some extent today (P2). I was told that in those days when a child chose to go to school instead of joining in tradition occupations, the parents would place curse on him, saying that he was rebellious (P9). Now they have seen that those parents in those time were the ones ignorant (P3). It is our duty now to amend those ignorant behaviors, and build better future for ourselves (P1). Building better future for ourselves brings us back to this entrepreneurship education we are talking about today (P5). So far we all have agreed that entrepreneurship education will help us modified our lives economically towards</p>	<p><b>Category 8</b> Family support: Negligence of education by families</p>	<p><b>Theme 8</b> Program to raise family awareness on importance of education for a sustainable livelihood</p>

Participants	Textural description	Category	Theme
2, 3, 4, 7, 8, 10	<p>a positive direction (P7). What is left right now is for the government to support our people in a way things would make a quick U-turn (P4). Why not they start building training facilities in our community that will quicken the building process (P8). I personally would like to volunteer freely for any work, so that the work will not stop, and it may encourage other youths to join too (P7).</p> <p>How far is your community convinced on the issue of entrepreneurship education? Our community is enlightened now than before (P1). Much enlightened (P8). With the existence of all these electronic devices, such as mobile phones, being the evidences of the spread of technology, they now believe that education has a lot in stock (P2). Some parents now force their children to go to school because many have had some sorts of personal encounters on how they deprived themselves from not been educated (P7). Even elementary teaching profession brings in steady salary and puts food on the table to sustain the entire family (P10). Our community has just woken up lately from slumber, and can do anything to support; we want our government to do the same or even better (P4).</p>	<p><b>Category 9</b> Community support: Community support of education</p>	<p><b>Theme 9</b> Community support on the importance of education</p>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<p>Corruption is a serious case in any developing nation; what do you think? I agree that corruption effect always influences a failing business engagement (P7). We must fight corruption to build and support job creation in our region (P9). Failing businesses reduce greatly the available of job openings in our region (P2). Corruption has led to many business failures or companies closures in Nigeria generally (P6). Where it baffles me the more is that this corruption starts from those at the top,</p>	<p><b>Category 10</b> Corruption: Effects of corruption leading to business failures environment</p>	<p><b>Theme 10</b> Enact reforms to deal with corruption practices that lead to small business failures</p>



Participants	Textural description	Category	Theme
	<p>down to the common man in Nigeria (P3). In that case, who will convince who or threaten who to stop (P8)? It has become a national illness in which everybody has contacted the virus (P1). If that estimation is correct, then which hospital would the most serious patients go to for healing (P4)? You are talking about going to hospital for healing, who is sure that the doctors and the nurses there have not contacted the virus (P5)? We need serious prayers for GOD's intervention and delivery (P10).</p>		

As previously noted, each of these themes belongs to their respective categories (see Table 23) above. In the previous paragraphs, it was clearly indicated that each of these ten themes in description belonged to a respective category from the ten categories specified; in association with special characteristics for proper alignment in function. Table 23 displayed these demonstrations. The frequency in the themes' rate of exhibition of characters varied among themes; in respect to each theme's specification been indicated, since some themes were more prominent in exhibition of special characters than others. Further discussions on the themes' exhibitions of characters were detailed in the proceeding section, Cross-Case Synthesis and Analysis, as the themes' discussions continued. The themes' analysis was followed with a graph in display of a visual representation, which also illustrated the rate of occurrences of each theme's exhibition of characters as the theme moved across the cases.

## **Description of Each of the 10 Themes**

**More government investment in entrepreneurship education.** This theme describes the need for government funds in the public school system to be invested in an entrepreneurship education curriculum.

**Innovative education program launch needed.** This theme describes the need for innovative programming and student orientation an entrepreneurship education curriculum; to call for more government funds in the public school system to be invested in an entrepreneurship education curriculum.

**Proper funding of entrepreneurship education needed.** This theme describes the need for public-private partnerships to fund continuing entrepreneurship training skills that youths can attend after school completion.

**Entrepreneurship curricula for business growth needed.** This theme describes the need for inclusion of entrepreneurship courses into the curricula of Niger Delta's public-private school systems, so youths may receive entrepreneurship training for business acumen and to encourage youths' desires for business ownership.

**Entrepreneurship curricula to focus on agricultural sector.** This theme describes the need for availability and increase on agricultural raw materials for industrial productions of agricultural entrepreneurs to procure needed agricultural finished products, which are in daily high demands, to fight hunger, starvation and discourage fears of business failures in the country.

**Teach basic business skills.** This theme describes the need for student exposure to the teaching of entrepreneurship courses and the skills trainings, acquisition of skills for further

diversified business orientations, business portfolios and business start-ups for new entrepreneurs.

**Teach skills that can be carried into white-collar jobs.** This theme describes the need for entrepreneurship practices and knowledge for employable skills, employment creation and alternative paths to employment in case of business failure included within entrepreneurship curricula.

**Teach families the importance of education for a sustainable livelihood.** This theme describes the need for educating families on the importance of entrepreneurship education as an option for a sustainable livelihood in contrast to children being required to follow parents' professions in the unskilled labor sector.

**Community support on the importance of education.** This theme describes the need to educate communities' acceptance on the significance of education as a pivot in human livelihood sustainability.

**Enact reforms to deal with corruption practices that lead to small business failures.** This theme describes the need for government and lawmakers to enact reforms to deal with corruption practices that lead to small business failures.

### **Evidence of Trustworthiness**

Evidence of real social phenomena and interpretation of data are the foundations of the case study method. To reinforce the trustworthiness of multiple case study data, processes recommended by seminal qualitative and case study methodologists should be followed thoroughly. To verify that these requirements are met, the researcher should utilize great skill and sensitivity; this will allow the data analysis results to be viewed with methodological rigor.

In this section I present evidence of trustworthiness, to confirm that the study is in accordance with the protocols of the qualitative methodology and to add rigor to the results from data analysis. A qualitative study is enriched by substantial evidence of trustworthiness. The categories of credibility, transferability, dependability, and confirmability are used to analyze the evidence of trustworthiness.

### **Member Checking**

I took time to inform and educate all the youth participants concerning member checking policy and its fulfillments. I carried out this strategy to reaffirm the authenticity of the participants' data collected and the accuracy for the trustworthiness of this multiple-case study. The interview responses were transcribed the next day after the interview activities ended. After the transcription of the interview responses, I made a copy of each participant's data collected and sent it back through email to that particular participant who generated the data; for the participant's final review, just to ensure the accuracy of the information the participant had provided. I also made a request for each participant to respond within 48 hours as a form of feedback, just to confirm and be satisfied that the participant had received and had reviewed the transcribed information. With the participant's signature fixed on the consent form, it satisfied the agreement and the certification, authenticating the accuracy of the transcribed data, before I was privileged to put it away for a period of five years in storage. This was done as a practice of double-checking for any possible form of human error I could have made while handling, transcribing and documenting all the data collected.

## **Credibility**

As already mentioned earlier, the purpose of this qualitative multiple case study was to gain deeper understanding of the views of the Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their Niger Delta regions.

The credibility of this research study is evinced by the authenticity, the quality and the accuracy of the processes, the interview protocols, and as well as the research results or the findings. It aligned all the inputs I made into this research study as the researcher, which in further agreement have proven and supported the accuracy of the overall result of this research study.

As the researcher in this multiple case study, I made sure that this research conduct worked out excellently in all perspectives, with full accuracy in all aspects and stages of its processes. This was to agree to satisfy the purpose which prompted the launching of this research conduct. In addition, to complete the research protocols without a bias of any form, right from the start of the early stages of the research processes, through the result finding processes, and finally to the phase of the results interpretation.

In order to obtain the desired credibility of this research study for the authenticity and reliability purposes, I spent time following all the areas of my necessary commitments, affiliated with every segment of the research process carefully. I also devoted time in communication with all individuals affiliated with every segment/section of the research processes. I followed every strategic step of communication, and in plain and simple English language, for clarity purposes, and in comprehensive manner. Other prevailing steps to ensure reliability, as well as increasing credibility in the research protocols included: paying careful attention to the participants in their

outward behaviors, participants' responses, as well as tracking body language during the interview activities. I also engaged in maintaining careful observations during the ongoing of the research activities at all moments, during the research processes.

I arranged an organized interview setting in a quiet location; in an environment comfortable and convenient for the nature of a qualitative method of research interview, and for this research purposes. The objective of this research credibility is to make sure that all research works, and procedures involved were legitimate, as they were rightfully implemented efficiently and effectively; with the research findings or results correctly achieved and established. The results or findings of this research study were highly acceptable to be the accurate and the truthfulness of the outcomes, as they have shown a very high agreement in capturing the actual knowledge gap. This existed as conflict among the education policy makers in Nigeria, on entrepreneurship education and its implications for combating poverty and unemployment within Niger Delta regions.

To further establish greater support and accuracy under credibility, I adopted the approach of face-to-face interview pattern, which involved telephone discussions, the use of Skype or Facetime video. The online free screen audiotape equipment was used for recording purposes and documentation for further references. In compliance, the implementation of careful observation strategy added strength in making the entire research processes a success. The participants and their responses were also properly aligned, with strength in agreement, strength and accurate in relationship, in reliability and in trustworthiness.

## **Transferability**

Transferability was assured as I made the research contents rich in concentration, with vital information from all segments of the research processes, including the information obtained from the participants during the interview activities. In all ratifications, they were made available for transferability into other rightful segments or study cases, for their further or future processes and references as their future objectives may be. To function properly in their alignment platform and states of performances, I followed the research processes carefully with full descriptions and in full detailing of the processes. The findings were smoothly blended in with accuracy, since the facts obtained in data collection were all well rooted with trustworthiness. There was an establishment of evidence of transferability in this research study. The research work has been demonstrated in support of strength to the extent in which the outcome of this qualitative research study could be transferred from one segment to another existing domain or setting for further use or references.

Accurate processes have been maintained in a detailed analysis of this research protocol, with clarity well rooted in the description of the steps of the research processes. Integrity was assured and displayed on its external validity; which in further demonstration stood as a strong strength in this research outcome and in the findings of this research result. This demonstrated/displayed a great strength in the context of transferability.

As the researcher, it was my responsibility should also include giving a full and accurate account of the entire research information. The accounts of the activities involved in this research study were included under the procedural steps of the research analysis, research methodology, data collection method, strategies in finding the outcome, and the sample size of

the data in content. This was done for easy detection and handling, during the transferability periods, which would take place between phases from one location to another.

### **Dependability**

The dependability of this research study demonstrated a strength in reliability through the evaluation of all the integrated processes of this multiple case study. These processes were evaluated in relation to the quality, accuracy, and data collection methodology used through which the outcome of this research results or findings were generated. To attain and sustain an assured level of dependability in this research study, I made sure that all the responses provided by participants were fully well comprehended and recorded correctly, were originated from reliable sources, were freed from any form of bias, and were not altered from their original states.

Dependability is an important phenomenon in my multiple research case studies, since it created reasons for comparison of different actions existing in an integrated research case study. In this case scenario, a different researcher could handle a similar case study, with the same participants, within the same time frame, and under the same setting arrangement. But there could be a greater tendency in the process that the second researcher might likely arrive at a similar result; since the research dependability would be strongly established by both researchers.

### **Confirmability**

In this multiple-case research study, confirmability constituted the ability to gain recognition, gain acceptance or attain level of agreement in people's opinions concerning this research work, in relation to the overall result or findings. In further demonstration,



confirmability would allow other potential researchers who might have interest in reviewing the same research work already established, or to further advance work on that same research topic or work, to compare, confirm, and establish a concrete agreement with the previous researcher's results. My research strategy would allow every potential investigator the ability to ponder on all my research perspectives. This would be in regard to the strength of the multiple case study of my research, for review purposes and confirmability of outcomes.

In the application of this concept of confirmability, I created a viable means of allowing various research techniques, strategies and research procedures for constant checking and rechecking my research work. This would also allow researchers to carry out periodically, analysis of the entire data collected for ultimate purposes, and to be assured of strong strength in confirmability. I put this prospect into practice so that it could function well for accurate results, since it would also come forth from the participants' data collection during the interview exercises. I also established in arrangement a comfortable location in a conducive atmosphere, making sure the participants did not feel pressure to share unintended information. The step was to make them feel comfortable in their right states of minds, and also to maintain a prospect of assuring them freedom of speech.

The confirmability in this qualitative research multiple case studies worked well in helping to map out procedural steps for the strategic work accomplishment. This also provided the ability any investigator could stand on to explore their own predispositions, filter biases and weigh disagreements, if any. This would also for work on any negative attribute that could contradict earlier findings, or be in opposition side to the qualities, unveil preferences and ability of the researcher.

As the check-list procedure commenced after the interview was over, I compiled all the participants' responses carefully. After the transcription of each participant's data collected, I emailed the transcribed version of the information back to the participant who provided the raw data for that particular participant to review the transcribed information for accuracy. This would also allow for possible human error that I may make to be spotted, before I documented data and put it to its place of storage for a period of five years, after which the data can be destroyed. Emailing the transcribed data back to the participants for their final reviews was another process of filtering out any error or omission possibly could have I could have possibly encountered during the research processes. This final stage in confirmability has the ability to validate the participants' responses, since such a strategy is recommended to establish trustworthiness and accuracy in my qualitative research study. This also allowed for the strengthening of research confirmability before progressing into the phase of the interpretation of the research findings.

### **Study Results**

In the context of theory-generation, using the multiple-case study design data analysis to answer the research question can provide a compelling answer(s) with characteristics suitable in the alignments of empirical research settings. With such compelling answers, the overwhelming interview activities I witnessed, and the experiences gained from the interview involvement and observations, I was able to record, dissect, and privileged to be in a position to evaluate and compare participants' activities and their responses to the affiliated question(s) in relationships to the participants. In the subsequent protocol, I was also able to subject the activities as witnessed into comparing and contrasting data collected from the participants, in reference to any

significant relationship or difference in attitudes or characteristics in display during the interview activities, as occurred within the pool of the interview participants.

I also paid close attention to the mode and nature of interactions shared among the participants or the intragroup, to make sure that no one was influenced by another participant's input/behavior, or any environmental influence that could dissuade a participant to alter his/her raw data in presentation. For accuracy and reliability in all the research processes and analysis of this study, the following central research question was the guideline in this research study, as well as in the alignment of this research protocols: *How do the views of the Niger Delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within Niger Delta region?*

Based on the nature of this central research question, this qualitative multiple-case study data analysis unveiled some relevant and convincing behaviors, patterns, and relevant characteristics embedded in this study. And observed, evidence emerged from data collection processes during the interview activities and the data analysis in its related patterns and affiliated theme; all these worked together to produce an alignment that blended with the raw data gathered from the interviews protocols. Such identification of patterns and themes took place over two phases: thematic analysis of the textual data and a cross-case synthesis analysis. A cross-case synthesis analysis is an analysis technique that examines themes, similarities, and a difference across cases is referred to as. Cross-case analysis is used when the unit of analysis is a case, which is any bounded unit, such as an individual, group, artifact, or event. The data analysis utilized a constant comparative approach so that new subset of data was compared to the existing data throughout the study to compare and contrast themes across cases.

The primary intention or reason behind this phase of action in this analytical phase was centered on possible development of some rich, relevant and convincing commentaries emanating from each interview participant that could further unveil their experiences, economic situations and perceptions of the principles under investigations. Specifically, the most interesting part here was the concern and the trustworthiness of their given responses to the opposing interview questions.

This qualitative multiple-case study data analysis was once again comparing and contrasting the interview results, the researcher's field notes, the member-checked or verified transcriptions, reflections from the internal processing audit, and from the overall findings of seminal research articles affiliated with this research study. This qualitative multiple-case data analysis further stretched out into a process of cross-case synthesis for possible notifications of similarities, dissimilarities, and redundancy, as well as crystallization in the compiled data of the ongoing data processes.

At a point, the emerging themes in the cross-case synthesis were identified and classified; the findings also were cross referenced for graphic notations and representations. This framework was a basic lay down of the groundwork of cross-case analysis, emanating and manifesting its importance as one among the outstanding bodies or components of the qualitative multiple-case study in design and in methodology, where each case was subjected into individual treatment in separate mode, but analyzed in a joint venture with other cases appearing in the same pool of study, thereby resulting to an increase in the researcher's ability to generalize findings or results.

### **Thematic Analysis of the Textual Data (First Section)**

Clear recommendations exist in the literature on the step by step process in conducting a rigorous and relevant thematic analysis. Under this data process, the write-up of the thematic analysis is bound to provide a comprehensible and concise impute on the account of the data within and across themes. In clarity, the thematic analysis clearly brings into picture the logical processes from which the research results or findings were developed, in a simple and comprehensive manner, so that all the research processes, all the attributes, and all the necessary implications are geared towards the data processes and data analysis of this research, making all the study activities accurate, credible and dependable. In the same protocol, thematic analysis also indicated that direct quotes from the interview participants during the data collection processes are also essential components of the final reports in presentation. In that aspect, shorter quotes are said to aid in the clarity and understanding of some specified pieces of research information, its interpretations ability and some demonstrations that are so prevalent to the themes. In the same manner of approach, longer passages of quotation are also aimed to provide the reader with a clearer view of the original texts in context.

Supported by the key insights from the in-depth interview the following themes are analyzed and presented here in relation to the central research question.

**More government investment in entrepreneurship education.** This theme describes the need for government funds in the public school system to be invested in an entrepreneurship education curriculum. Some students found themselves financially unfit to fund the cost of providing to them the recommended entrepreneurship education program, or the immediate practical teaching of the course. Since the government shouldered no responsibility to provide

this program to its citizens, the concerned institution of learning had no choice than to impose the cost on the students or on anyone who would register the program for his or her future benefits. So, students being students had no strong grip on financial availability, they decided to drop the courses.

**Innovative education program launch needed.** This theme describes the need for innovative programming and student orientation in an entrepreneurship education curriculum; to call for more government funds in the public school system to be invested in an entrepreneurship education curriculum. Some students claimed they had no form of exposure to any form of entrepreneurship teaching or learning skill. They appeared to be total novices, even to the mention of entrepreneurship education or the discussion of it as a skill. But exposure to various kinds of petty trading system in some informal markets in Nigeria – the “buying and selling” kinds of business ventures in some mini business merchandises – played an important role and paved a great way in the explanation of what entrepreneurship business was and how to acquire the needed knowledge and skills.

**Proper funding of entrepreneurship education needed.** This theme describes the need for public-private partnerships to fund continuing entrepreneurship training that youths can attend after school completion. Some students believed that getting lectures or training in schools for entrepreneurship knowledge and skills is not the only approach to embark on entrepreneurship or any other business or trade. Since not every student could afford the financial aspect of the training, one could skip the training and directly embark on the business. Since most of the small businesses engage primarily in “buying and selling” of goods, the business owners are not ignorant of the prices they paid as the cost of the goods, plus other

miscellaneous expenses, including the price to demand as the sale price to generate profits that would cover the total expenses invested in the goods.

**Entrepreneurship curricula for business growth needed.** This theme describes the need for inclusion of entrepreneurship courses into the curricula of Niger Delta's public-private school systems, so youths may receive entrepreneurship training for business acumen and be to follow their desires of business ownership. Some institutions could fall short of offering a particular college course in any of its academic sessions or even entrepreneurship education course(s) for some reasons such as (a) when the number of students who registered for the course fell below the minimum number of students required as a full class; (b) when the school in concern was short of staff members (teachers) to teach the course; (c) unavailability of qualified teachers to teach the subject; or (d) when the course was no longer a requirement. But when students were able and ready to pay for such class, and that class was out of the picture as a result of no available teacher, the students would feel disappointed.

**Entrepreneurship curricula to focus on agricultural sector.** This theme describes the need for agricultural raw materials for industrial productions of agricultural entrepreneurs to procure needed agricultural finished products, which are in daily high demand to fight hunger, starvation, and discourage fears of business failures in the country. Shortage in agricultural raw materials slows down or discourages many business units who seriously depended on those agricultural raw materials for their production engagements. When the needed raw material supplies became far-fetched, some businesses tend to slow down or even closed for productions due to lack of raw materials for constant manufacturing work. Additionally, bans on importations of some foreign goods into Nigeria leads to the shortage of those same goods in demand within

the country. Many business units which specialized mainly in the importation of foreign goods would suffer depreciation in the supply of those goods, which in turn would affect the company's financial position, attracts shortage of those goods in demand, and increase inflation in the nation. So, when importation of a line of good is banned or the tariff is raised higher than normal, a shortage occurs in the supply of those goods, and the average demands of the good within the nation would not be met. This end result causes an increase in the rate of inflation. Some students found themselves battled in frustration concerning the existence of this situation.

**Teach basic business skills.** This theme describes the need for student exposure to the teaching of entrepreneurship courses and skills training for the acquisition of skills for further diversified business orientations, business portfolios, and business start-ups for new entrepreneurs. Some students claimed that they did have the introductory or the principle level of teaching of entrepreneurship courses in their schools. The introductory course(s) did not offer an in-depth teaching of entrepreneurship skills, which would offer profound business acumen for business innovation and further investment perspectives in a business portfolio.

**Teach skills that can be carried into white-collar jobs.** This theme describes the need for entrepreneurship practices and knowledge for employable skills, employment creation and alternative paths to employment in case of business failure to be included within entrepreneurship curricula. Due to the multiple problems and difficulties nascent Nigerian entrepreneurs face, the rate of business failure is quite high. The participants stated that entrepreneurship education curricula should be broad and well-rounded in terms of teaching them business skills that can also be transferred for salaried, professional jobs, should the need arise.



**Teach families the importance of education for a sustainable livelihood.** This theme describes the need for educating families on the importance of entrepreneurship education as an option for a sustainable livelihood, in contrast to children being required to follow parents' professions in the unskilled labor sector. Due to the high rate of poverty and illiteracy in the Niger Delta area, most families support themselves through unskilled labor. Parents want their children to carry on in the familial methods of income generation. Families need to be educated on how academic education is not a waste of time, but can lead to a path out of the poverty and unemployment that remain high due to widespread illiteracy.

**Community support on the importance of education.** This theme describes the need to educate communities on the significance of education as a pivot in human livelihood sustainability. Some students were not brought to the knowledge of entrepreneurship education or even motivated in any form to seek such a career. Any environment or community that has no business orientation in practice does not live to inquire about any sort of innovation in business. Any discussion relating to business portfolio under this theme would be out of the picture because the community lacked such knowledge about such a concept.

**Enact reforms to deal with corrupt practices that lead to small business failures.** This theme describes the need for the government and lawmakers to enact reforms to deal with corrupt practices that lead to small business failures. Governments' focus on implementing rigid policies on small business units derails the growth of the nation's economy. Innovations in Nigeria should not be slowed down as a result of irrational policies imposed by the ruling government of the country. This disruption should be lifted to allow the smooth passage of business flows.

Additionally, tax is a significant factor for consideration in businesses. When an excess amount of tax is imposed on a particular commodity, being more than it supposed to be, business owners would start grumbling. That excess tax imposed would lead to the increase in the retail prices of those goods. This action, in turn, would affect the consumers' demands on those goods and the consumption rates as well. These occurrences become obstacles, blocking budding entrepreneurs' willingness to explore that line of business.

Below please see Table 24 on brief and longer direct interview excerpts shared by the participants during the semi structured interview process.

Table 24

*Semi structured Interview—Participants' Textual Descriptions*

Participant (gender)	College level	Length unemployed (yrs.)	Participants opinions' shared
P1 (Male)	Bachelor	5	1) Establish easy means of funding for the youths. 2) Change Govt. policies on small businesses. 3) Govt. should motivate the youths through setting up business learning centers. 4) Make entrepreneurial course mandatory in schools. 5) Build more factories to create jobs. 6) Reduce the huge taxes on small businesses. 7) Increase the agricultural producing power in the country.
P2 (Male)	Bachelor	3	1) Make financial supports available for college youths. 2) Build facilities for entrepreneurship training. 3) Abolish bribery and corruption in the country. 4) Create business incentives to motivate the youths. 5) Modernize agriculture productivities in Nigeria. 6) Include entrepreneurship courses in college curricula. 7) Government should grant scholarships to college youths.
P3 (Male)	Bachelor	3	1) Make loans easier for youths. 2) Build factories to produce food items. 3) Change the

Participant (gender)	College level	Length unemployed (yrs.)	Participants opinions' shared
P4 (Male)	Bachelor	4	<p>government's rigid policies on small business. 4) Increase agricultural producing power. 5) Abolish bribery and corruption in the country for better living. 6) Employ qualified teachers to teach entrepreneurship courses in the schools. 7) Make entrepreneurship course a priority in schools.</p> <p>1) Create forms of loans to finance small businesses. 2) Change the unfavorable government policies on small businesses. 3) Build factories to create jobs and improve economy. 4) Government should motivate the youths by encouraging business innovations. 5) Reduce college tuitions to encourage youths attend schools. 6) Reduce the huge taxes on small businesses. 7) Stop the bribery and corruption practices to encourage economic growth.</p>
P5 (Male)	Bachelor	4	<p>1) Establish sources for financial helps to college youths for Small business startups. 2) Reduce the huge taxes on small business units. 3) Reduce the huge tariffs on import goods. 4) Reduce college tuitions to encourage youths' education. 5) Give loans to support agricultural productivities to increase agricultural raw materials. 6) Implement free education system to encourage youths attend school. 7) Build industries to create jobs and improve economy.</p>
P6 (Male)	Bachelor	3	<p>1) Government should establish guaranteed loans for college youths. 2) Give scholarship grants to youth students for education. 3) Establish low interest loans for small business setups. 4) Build soap industries to create more jobs and improve economy. 5) Build facilities for entrepreneurship training skills. 6) Change government policies on small businesses to encourage small business start-ups. 7) Lift ban on the importations of some foreign manufactured good.</p>
P7 (Male)	Bachelor	4	<p>1) Government should make loans available for</p>

Participant (gender)	College level	Length unemployed (yrs.)	Participants opinions' shared
			all business investments. 2) Build facilities for free entrepreneurship training skills. 3) Build roads and better transportation system. 4) Make entrepreneurship course mandatory in Niger Delta school system. 5) Unleash free education in Niger Delta regions school system. 6) Increase the supplies of agricultural raw materials for industrial productions. 7) Stop banks' demands for collaterals on small business loans. College students do not have any form of collateral.
P8 (Female)	Bachelor	5	1) Government should give financial supports to graduate students in low interest loans. 2) Government should change its harsh policies governing small businesses. 3) Must increase supplies on agricultural raw materials to keep manufacturing companies in business for the needs of their products in the societies. 4) Build factories to create more jobs and entrepreneurship business skills. 5) Stop bribery and corruption in the country. 6) Government should stop owing employees on salaries. 7) Add and mandate entrepreneurship teaching in Niger Delta school curricula.
P9 (Male)	Bachelor	3	1) Government should back graduate students on financial supports, through guaranteed low interest loans. 2) Give loans to farmers to increase agricultural products. 3) Tuition free school system to encourage the youths attend schools. 4) Change Government rigid policies on small businesses. 5) More factories to create more jobs. 6) Reduce the huge taxes levied on small businesses. 7) Establish and give scholarships to youth students to motivate them towards aiming for business ownership.
P10 (Female)	Bachelor	4	1) Financial help to motivate the youths for business startups. 2) Employ qualified teachers to teach entrepreneurship courses in Niger Delta schools. 3) Reduce the huge taxes on small

Participant (gender)	College level	Length unemployed (yrs.)	Participants opinions' shared
			businesses. 4) Reduce the harsh imposed tariffs on importation of foreign goods. 5) Reduce the high college tuition in Niger Delta school system to enable the less privileged individuals have education. 6) Government should motivate the youths to acquire business skills for future innovations. 7) Upgrade communication systems, rebuild roads and upgrade transportation systems in Nigeria for business purposes and comfort.

**Theme 9:** In a brief summary, kindly state the contents of your expectations or demands from the government?

Table 25

*The Themes' Semi structured Interview—The Textural Description*

Theme number	Theme	Participants
9	In a brief summary, kindly state the contents of your expectations or demands from the government?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Textural description		
<p>Sir, all we are asking from the government is to include us among the partakers of all the economic benefits of our nation Nigeria, more specially, those economic benefits being derived from the extraction of the petroleum oil and gas resources directly from our Niger Delta regions, which pays off about 95% of Nigerian yearly national budget. There are many ways the government can compensate us for all these our region contributes yearly towards the nation's yearly budget, such as building industries, implementing entrepreneurship education or even any other economic project that can provide employment for the unemployed in our community, which will take us out from poverty (P1). The government claims that</p>		

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the Niger Delta youths abhor education, but that notion is absolutely a fallacy. If the government believes that education is a major solution to our problem, why not they establish in our region the entrepreneurship education, build facilities for the training workshops, lower the high college tuitions being charged within Niger Delta institutions, grant scholarships for our college students and create students loan to help those who are unable to afford the high college tuitions (P2). Our government has not only been insulting us, they have been punishing us continually. What prevents the government from understanding the simple truth, that the oil resources our Niger Delta region produces has been channeling into taking care of 95% of Nigerian yearly national budget? Is that not enough reason for the government to build industries to offset the unemployment issues going on in our community, repair our roads, infrastructures and our healthcare system (P3)? Our major weak area is the unavailable means of earning income to sustain us in any financial budget we intend to carry out, but since there is no other way we know to look for solution; our last hope therefore has become to focus or turn to the government for economic emancipation or restoration (P4). Our demands from the government is not much or difficult for the government to meet, but the issue is, will the government hear our cries and listen to us? Our burden or problem is how to get out of poverty, have sufficient job openings in our community for the numerous unemployed individuals, so as to be able to take care of ourselves and our families financially and comfortably without battling with hunger and starvation any more (P5). We understand that all these demands from the government will not be resolved overnight; let the government start from somewhere, step by step all will come into completion. Since the ultimate struggle centers on the availability of finance, and the government may start from those areas that will not cost money to be resolved, such area as, reducing the huge taxes being levied on small businesses, reduce the harsh tariffs imposed on importation of foreign goods, lift ban on importation of foreign goods, so that those investors with little financial capitals could fit well into those businesses,

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and such activities will make great impact in growing our area economy (P6). Our healthcare system needs upgrade, and also is our communication systems; rebuild the roads and transportation systems for the sake of business engagements and for the comfort of the community residents (P7). The government should take an effective stand against bribery and corruption in the nation, because this ugly lifestyle has destroyed our nation, far beyond our imagination. Government should also stop owing its employees on their monthly salaries. It is absurd to hear that this ugly activity could happen in government practices, and this is a sign of corruption within the government domain (P8). I strongly believed that if our agricultural resources and supplies are increased, plus increase on agricultural raw materials to sustain industries and other manufacturing companies which are in business for the needs of their production businesses in the societies; our economy will have a significant growth, because it will also lead to create jobs for the unemployed in the community (P9). The government should also step into stopping Nigerian banks from the demands for deposit of collateral in form of security to cover the cost of the bank's loan on small businesses or on any other aspect, before the bank can grant loan to anyone for any purpose. College graduates absolutely do not have any form of collateral or security; this therefore becomes an obstacle, and also prevents any student graduate from advancing into business venture in pursuit of his/her goal (P10).

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### **Second Phase: Cross-Case Synthesis and Analysis**

Under this analytical phase, cross-case analysis was a preferred choice of data analysis used here, to rightfully perform the actual needed data analysis technique, as to obtain correctly the accurate and rightful findings from the individual cases in this study, so important as the cases, since the themes in the process were synthesized across the multiple-cases in the research processes of this study cases. Since there were complexities in the casual link of cross-case

analysis life experience, the patterns may not attain clarity in observation; and with that as a result, the cross-case synthesis experienced fortified validity, thereby giving way to generalization to the analysis process. In the same manner of approach, any data that seemed not strongly bonded in relationship to its affiliated theme would stand out as being without base/merit in the domain of cross-cases analysis.

Cross-case analysis is not limited to certain characteristics in functionality within its domain; it also functions and systemically evaluates the logic by which the linkage connects or leads the data to propositions. In further reliability and trustworthiness of the data, the data was supported and strengthened through consolidation, reduction and through interpretations, as the data accomplished a strong hold with basic argument evidenced by analysis through this qualitative multiple-case research study's conceptual framework.

In the process of this ongoing cross-case analysis, I analyzed each of the ten cases of this qualitative multiple-case research study in a separate mode. In addition to facilitate actions in the data analysis, the themes received recognitions by been identified across the data, as to attain and satisfy this research's study purpose of gaining deeper understanding of the views of the Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within the Niger Delta regions. For further illustrations, the cumulative frequencies of occurrence as observed in each of the themes are made transparent in Figure 1.

The cumulative theme frequencies of occurrence by participant is illustrated in Figure 1, in which I combined the thematic analysis results from each case to graphically provide the reader with an idea of how many themes converged across cases based on the findings of this multiple-case study. The same Figure 1 provides the reader with this qualitative multiple-case



synthesis results in a graphical notation, satisfying the visual representation of the actual experiences of occurrences as observed and recorded concerning this study's sample of how the views of the Niger Delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within Niger Delta region?

The most prominent category across the 10 cases was the "Financial supports, making entrepreneurship teaching possible". This category challenges the financial availability or financial support to implement, develop and the sustainability in making entrepreneurship teaching possible, rectifying the training mechanisms and to gain the acquisition of entrepreneurship skills in full operation within the Niger Delta regions. All the ten themes agreed unanimously that financial availability is the root of success and the basic to accomplish the establishment and sustainability of entrepreneurship education, and all its implications for combating poverty and unemployment within the regions of Niger Delta for economic development and growth. The ultimate step(s) to achieve the ultimate solution that would rectify the study problem, was approved by all the ten categories of themes, deliberated on a strategy that when implemented could curb this ultimate challenge of insufficient fund, through the expressions of unavailability of finance at the time of needs.

The next pick in the category from the list in which greater number of themes indicated or showed more interest on, was the "industrialization made easy, and the agricultural productivity". Eight themes out of the ten participating themes indicated that industries should be built to create more jobs for the overwhelmed number of unemployed daily job hunters. With the building of more industries, more jobs would be created to fill some gaps of employment opportunities within the region. This result in turn would be helpful to close the big gaps of

starvation rate in existence in some less privileged families; and also increase the rate and quantity of supply of agricultural raw materials and agricultural finished products to meet the daily demands of manufacturing industries and the final consumers of those products.

The category of “Government to support those motivated in business creation” was ranked through selection as the next on line in the majority pick of the themes from the categories of ten. This category had a tie with the previous category—“industrialization made easy and the agricultural productivity”. With eight themes indicating in favor of the government to support those motivated in business creation, were actually focusing primarily on the expansion of entrepreneurship business investments which would lead to jobs creation, and also the ability to increase agricultural raw materials and finished products for manufacturing companies or industries and for the final consumers daily demands.

The “Community support of education” category received a high ranked pick by the themes. Seven themes indicated by selection that there is great importance for Niger Delta communities to give support to a profound standard of education and its continuous sustainability in Niger Delta regions, for the future and continuous political refine and economic development in Niger Delta communities at large. It further showed a clear indication that the youths of Niger Delta regions have started to understand the importance of education as a better choice of life improvement and a career for future economic benefits. With the pursuit of education, one can elevate his or herself to a better quality of life standard with great opportunity in the society, such as high class of employment opportunities, political empowerment opportunities, high earning standard of opportunities, and so on. Besides, any community

without education ends up in confusions, poverty, and lack of economic development with poor growth in the area's economy.

In the same manner as was seen in the category of “community support of education”, seven themes gave their supports to the category that claimed “unemployment and high rate of inflation”. With seven themes supporting this category showed a clear indication that unemployment and high rate of inflation exhibit strong economic challenges in Niger Delta regions, denoting to be among the outstanding noted factors devastating the economic developments and improvements within the Niger Delta communities. This calls for immediate fight against any economic factor that runs against economic developments and improvements in Niger Delta regions, which contributes in daily bases in leading Niger Delta regions into the ongoing mess of wide economic poverty and unemployment in the region. The fight for economic restoration in the region of Niger Delta is highly encouraged and recommended because of the present ongoing poor economic situations in the region.

In a continuous descending order, the next category in the pick of the themes was “motivation prevails, exposure to business skill”. It was interesting to note that in this category, six themes chose this category as their rightful pick, giving recognition that motivation is always subject to prevail in any line of business one decides to embark on. These themes also believed that business motivation propels the rightful and interested individuals to be exposed to certain level of degree in any chosen line of business or skill an individual intends to embark on. By exposure to any environmental influence, one gets addicted for attraction to such exposure. And continuous exposure to a given life influential leads to reality of the existence of such life condition through gaining interest and being motivated.

This category of “Effects of corruption leading to business failures environment” scored a tie in the ranking assessments with the category of “motivation prevails, exposure to business skill”, as voted and chosen through indication by the participating ten themes involved in this qualitative multiple-case research study. The themes in favor of this category unanimously believed that corruptions in Nigeria as a nation has destroyed many economic ways of advancement or improvements in the country today. Corruption has led the nation into political unrest, tribal unrest, power conscious in governmental public positions, corruption in government positions, and corruption in the societies in different levels of involvements/commitments, with inclusion of embezzlement of Nigerian revenue money from the sale of Nigerian petroleum products annually. Corruption has led to crumpling of Nigeria’s economy generally, depreciation in Nigerian currency, failure in capital market, failure in standard of education, failure in health and medical sector, roads and infrastructures. This inappropriate practice in Nigeria has raised inflation, starvation, and insufficiencies in the supply of commodities, high rate of unemployment, poverty, and high costs of daily livings with many demands chasing few supplies.

The category of “Businesses growth drives economy” received the next higher bid in the selection of categories by the themes in participation. With five themes out of the ten themes indicated and ratified the edification and the importance of business units being placed under normal care, proper supervision and adequate improvement for the intended/anticipated economic growth, better rewards become the answer. This category actual is in interwoven with the economy; in the sense that – as businesses growth drives economy, and the economy in the same manner reciprocates by growing businesses. With the growth of businesses in positive

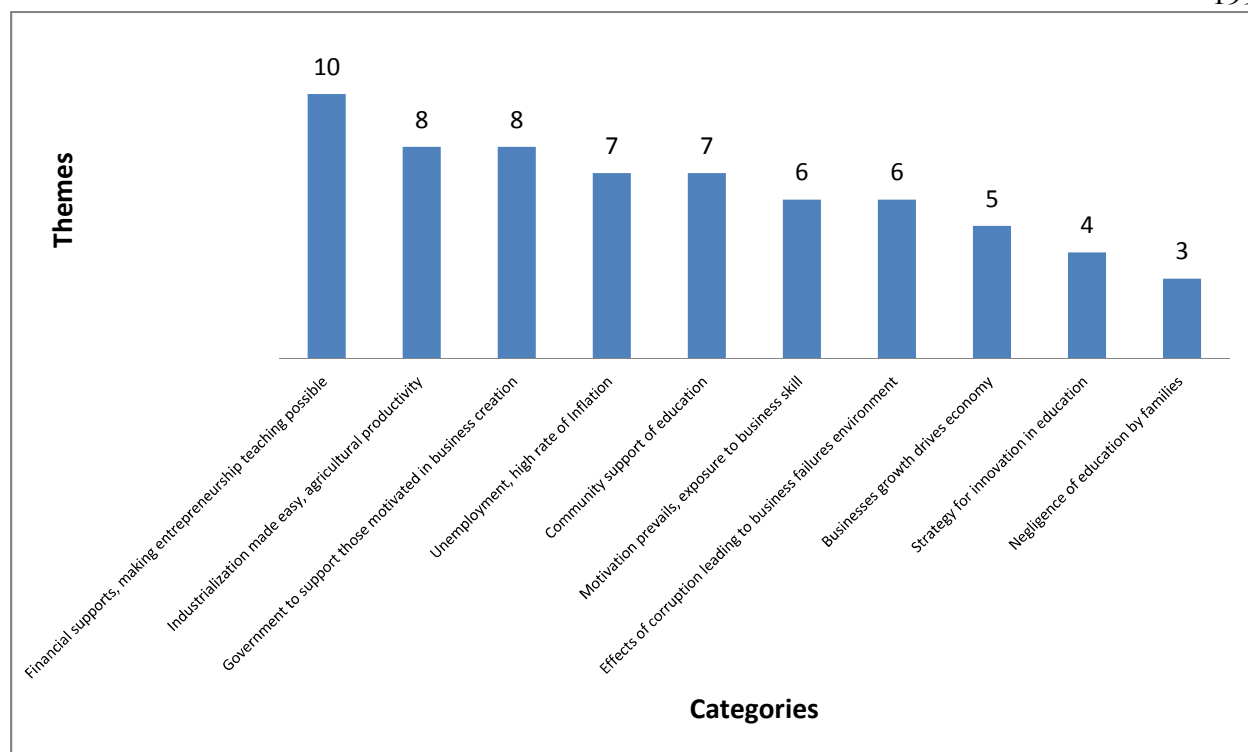
trends, the strength of the area economy gets stronger, more supply of goods enter the market, demands and supplies get more balanced than before, creation of jobs becomes inevitable, rate of unemployment declines, rate of starvation shrinks, inflation shrinks and people are happier in the society.

Another compelling category from the list of categories for selection was the “Strategy for innovation in education”. In the same continuing and descending order of approach, four themes out of ten themes in participation gave approval through indication that appropriate strategy for innovation in education would propel the intended growth rate of innovation which in turn would trigger the growth of education in Niger Delta regions for economic growth, political empowerment, the growth of social media and much advancement in the relationship of the youths’ organization. Investment on education is a highly profitable venture. It carries a long term reward incentive, because it has open doors to many opportunity avenues for continuous future investments, learning, teaching, governmental positions, political parties and many others.

The least ranked category in the category list of ranking was the “Negligence of education by families”. Irrespective of the ranking position, the three themes who favored this category believed that family’s education is a choice of the concerned family. In Niger Delta communities, many youths today are dissuaded from the knowledge and importance of education. The ignorant of family traditions and the observance of some unprofitable cultural inheritance, some able bodied men and women of Niger Delta today vehemently abandoned education to pursue a stupid family trade in the name of being professional fishermen, hunters and some other primitive observances. With such high devoted time and concentration on traditional trades as family lineage, many youths unknowingly have attracted and deepened

themselves into poverty; and at the same time in the same manner, have laid foundations for their offspring to follow the same line of livelihood.

The 10 categories in descending frequency order of selection by the 10 themes: Financial supports, making entrepreneurship teaching possible (10); Industrialization made easy, agricultural productivity (8); Government to support those motivated in business creation (8); Unemployment, high rate of inflation (7); Community support of education (7); Motivation prevails, exposure to business skill (6); Effects of corruption leading to business failures environment (6); Businesses growth drives economy (5); Strategy and support for innovation in education (4); Negligence of education by families (3). The cumulative theme frequencies of occurrence by participant is illustrated in Figure 1, in which I combined the thematic analysis results from each case to graphically provide the reader with an idea of how many themes converged across cases based on the findings of this multiple-case study.



*Figure 1.* Multiple-case analysis (theme frequency of occurrence by participant).

**Triangulation.** This simply means involving more than one method to collect data on the same research topic. It is always a way of assuring the validity of such particular research work, through implementing multiple data collection methods, which primarily involves different types of samples in different platform. During the triangulation period, binding processes occurred among the participating themes, through biding codes from data resources for special bridging of the themes across variety of methodological processes, which includes those from interview protocols, researcher's field notes and the historical literature. Without doubt, these data sources of triangulation mechanism gave special elevation and clarity to this qualitative multiple-case study, and also made a profound contribution that boosted the quality, recognition and promotion of the case study with more reliability in specification and in consideration of the data in content.

Reliability and dependability were accorded as the researcher's handwritten notes added clarity to the valuable data collection processes deployed in this research case study.

Communication means and strategies became refined as I observed carefully for body language, facial expressions, and other possible subconscious movements. The handwritten notes was so important as it became supplementary to the audible online free recording software used during the interview recording activities that captured all audible activities, which was transcribed after data collection processes. The handwritten reflective notes fine-tuned and provided in addition a distinctive contextual report with no clip of verbal behavior or behaviors attached, such as an expression of fatigue, fear of self-expressions, uncertainty and signs of ambiguity. I successfully recorded own observations in the areas of pretexts, subtexts, personal emotions, and contingencies that took place during the research interview activities, in relation to the participants' experiences with their responses; in alignment with the reflective field notes in documentation as data collection (Table 28).

To maintain a quality multiple-case study, I summoned the attentions of all the youth participants for member checking policy and fulfillments. I adopted and carried out this policy to reaffirm the authenticity of the participants' data collected and the accuracy for the trustworthiness of this multiple-case study. The interview responses were transcribed the next day after the interview activities ended. After the transcription of the interview responses, I made a copy of each participant's data collected and sent it back through email to that particular participant who generated the data; for the participant to have a final review of his or her data generated, just to certify the accuracy of the information the participant had provided. I also made a request for each participant to respond within 48 hours as a form of feedback, just to



confirm and be satisfied that the participant had received and had reviewed the transcribed information.

With the participant's signature fixed on the consent form, it satisfied the agreement, authenticating the accuracy of the transcribed data, before I was privileged to put the data away for a period of five years in storage. This was done as a practice of double-checking for any possible form of human error I could have made while handling, transcribing and documenting all the data collected. As an important phenomenon, the data transcripts were very useful to the researcher for a review purpose before storage, and its flexibility in satisfying the objectives of this research study gave the researcher and the reviewer more clarity in comprehension.

In blending and fine tuning the standard of the data collection processes, I used interview activities (Appendix C). The Skype and audio recording of the interview conduct were special admirations to this qualitative multiple-case research study. With this special software, the capture of the events and their full documentations were very impressive as the uploaded information or document a thing of reckoning. The synthesis of member-checking processes and reviewing strategies, structure coding ability, plus the actual memos in relation to the progress of this multiple-case research study provided profound auditable examination of my qualitative research case study. The methodology in this triangulation process became a trustworthy rewarding result as it attained dependability in the alignment of the entire research findings.

Researcher's reflective notes (Table 28) were very helpful in the processes encountered in this research study, as it continued and maintained a complete stand in neutrality as the researcher. Literature has indicated that in researcher's research conduct, the researcher's work in documentation, recording of research events or protocols, behavioral activities, or involvement

in any scenario should be the kind that can attract emotional reaction. With that in mind, a researcher would find it less reluctant to be involved in a practice of reflexivity in nature, such as the researcher's reflective note in a form of journal, concerning the researcher's emotions and beliefs about the data sources and data collections the researcher wants to embark on to avoid possible researcher biases.

Reflexivity played a very sensitive role in making me gained ground towards understanding and avoiding making judgment on certain issues by visual observation without first knowing the detail of its occurrence. More help on clarity was obtained from various literature journals that were very supportive and relevant to this research case study. In literal expression, these literature journals were not exactly related to my study, but hold reliable information from the rightful sources to add clarity and quality tuning to complement my qualitative multiple-case for my semi structured interviews I conducted.

With exposure in the semi structured interview activities, I was able to dissect and follow the triangulation processes routinely and carefully, after which it gave me the clue and the light to answer some sensitive questions that are related to my research categories and themes in this research participation, which further led into producing deep, thick, rich information and more informational contacts leading to providing solutions to the research question that centered on how the views of the Niger Delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within Niger Delta region?

Archival research is a method of collecting information from sources that are already in existence. In this research, archival data from government reports were collected for the support

of this research analysis, and these are displayed in Table 26 and Table 25. The contents and the characters were made transparent, as they were reviewed in detail in Chapter 2 of this study.

Triangulation was utilized during fieldwork, in addition to data analysis. This was to authenticate the qualitative data, the participants' interview responses in this research study, with evidence from multiple sources as they occurred. It was an analytic technique, and a central aspect of case-study research design.

The triangulation was a frame of mind rather than a methodological technique in the case of corroboration or confliction of ideas and data, and it played a considerably vital role during the qualitative research processes. It was noted with evidence in this study that the researcher of this case study carefully captured and recorded the actual data occurrences correctly, in which the use of triangulation in this study manifested in accordance with the research processes. Nevertheless, this researcher triangulated the results of these qualitative research interview responses, evidenced with archival documents in the form of government reports of the youths' unemployment, entrepreneurship education issues and the poverty level in the Niger Delta. Reports presented were documented and identified as the raw data interview responses.

The exposures to the above subsequent research categories and participating themes helped and prompted me to focus on possible recurring principles, concepts and ideas to create themes that could generate more meaningful and widely accepted information deemed fair, accurate, authentic and more credible in nature and in treatment/evaluation. In this research study, the concept or principle of interpreting involves special methodological triangulation as source to create means of generating leading answers to research question; and such means and

ability are summed up in a single belief that such occurring kind of triangulation guarantees that the participating data in the research protocol are rich.

In addition to binding data sources, I enhanced the trustworthiness of the study's data by employing methodological triangulation of three data sources: interviews, journaling/reflective field notes, and historical literature. This methods triangulation provided thick, rich information to replicate the study design. With such in position, I was able to carry out this qualitative multiple-case research analysis with the interpretation of the research findings being in alignment as it answered this research central question of how do the views of the Niger delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within Niger Delta region.

Table 26

*The 2006 Unemployment and Underemployment Report from UNDP Development*

State	Unemployment	Underemployment
Akwa Ibom	11.3	33.7
Bayelsa	6.8	19.4
Cross River	1.8	12.0
Delta	9.3	29.2
Edo	8.0	30.9
Rivers	11.4	25.3
South-South	8.8	26.2
Nigeria	5.3	20.2

*Note.* The illustration of the archival data implemented in the content.

Table 27

*The 2006 Unemployment and Underemployment Report from UNDP Development*

State	Unemployment	Underemployment
Akwa Ibom	33	24
Bayelsa	19	16
Cross River	5	9
Delta	21	27
Edo	22	37
Rivers	29	20
South-South	24	22
Nigeria	14	17.2

*Note.* The illustration of the archival data implemented in the content

Table 28

*Reflective Field Notes*

Participant and gender	Appearance and composure	Level of trustworthiness	Data production	Researcher's observation & field notes
P1 (male)	Looked talented	Above average	Very meaningful	Recommended
P2 (male)	Understanding	Above average	Very meaningful	Recommended
P3 (male)	Well composed	Above average	Meaningful data	Recommended
P4 (male)	Well prepared	Above average	Very reliable	Recommended
P5 (male)	Well organized	Above average	Convincing data	Recommended
P6 (male)	Intelligent	Above average	Trustworthy	Recommended
P7 (male)	Looked promising	Above average	Interesting data	Recommended
P8 (female)	Very trustworthy	Above average	Sounded convincing	Recommended
P9 (male)	Looked worthy	Above average	Interesting data	Recommended
P10 (female)	Looked sincere	Above average	Meaningful data	Recommended

*Note.* The illustration of the researcher's observation on the reflective field notes

### Summary

A case by case analysis was conducted and presented in the chapter with a total of 10 separate cases, leading to a cross-case analysis and synthesis process leading to answer the central research question: How do the views of the Niger Delta youths on entrepreneurship education inform education policymakers in Nigeria on its implications for combating poverty and unemployment within Niger Delta region? Based on the findings of this multiple-case study, the following is a description of the finalized categories and themes of this multiple case study, a total of 10 categories that enclose a total of 10 themes were identified for this study leading to thick, rich data on of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region. The 10 categories are (a) Government to support those motivated in business creation, (b) Strategy for innovation in education, (c) Financial supports, making entrepreneurship teaching possible, (d) Businesses growth drives economy, (e) Industrialization made easy, agricultural productivity, (f) Motivation prevails, exposure to business skill, (g) Unemployment, high rate of inflation, (h) Negligence of education by families, (i) Community support of education, and (j) Effects of corruption leading to business failures environment. The 10 themes include (a) more government investment in entrepreneurship education; (b) innovative education program launch needed; (c) proper funding of entrepreneurship education needed; (d) entrepreneurship curricula for business growth needed; (e) entrepreneurship curricula to focus on agricultural sector; (f) teach basic business skills; (g) teach skills that can be carried into white-collar jobs;( h) teach families the importance of education for a sustainable livelihood; (i) community support on the importance of education; and (j) enact reforms to deal with corruption practices that lead to small business failures.

In addition to binding data sources, I enhanced the trustworthiness of the study's data by employing methodological triangulation of three data sources: interviews, journaling/reflective field notes, and historical literature. This methods triangulation provided thick, rich information to replicate the study design. I analyzed and interpreted study results within the conceptual framework and illustrated how study findings added to the body of knowledge related to the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region.

In Chapter 5, I will further interpret the study findings in terms of how they compare and contrast to the literature described in Chapter 2. I will also describe how future scholarly research can extend these findings and further study of entrepreneurship education and its implications for combating poverty and unemployment within the Niger Delta.



## Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative multiple case study was to gain deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region. The nature of this study was qualitative so that the study's research method and design align with the purpose of the study and provides data to answer research question. Given that the study's purpose called for a deeper understanding of the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region, a qualitative multiple case study (Yin, 2017) was utilized to meet the study goals. This study was framed by three key concepts that focus on the challenges facing youths in combating poverty and unemployment in the Niger Delta: Chigunta's (2016) concept of youth unemployment in sub-Saharan Africa; Osuala's (2010) concept of entrepreneurship education; and Chigunta's (2007) concept of youth entrepreneurship.

A multiple case analysis of 10 interviews, followed by thematic analysis and cross-case synthesis and analysis, reveals 10 prominent thematic experiences including (a) more government investment in entrepreneurship education, (b) innovative education program launch needed, (c) proper funding of entrepreneurship education needed, (d) entrepreneurship curricula for business growth needed, (e) entrepreneurship curricula to focus on agricultural sector, (f) teach basic business skills, (g) teach skills that can be carried into white-collar jobs, (h) teach families the importance of education for a sustainable livelihood, (i) community support on the importance of education, and (j) enact reforms to deal with corruption practices that lead to small business failures.

In analyzing and interpreting study results within the conceptual framework, I illustrated in Chapter 4 how study findings added to the body of knowledge related to the views of Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their region.

### **Interpretation of Findings**

Most of the findings in this multiple-case study confirmed or extended the existing knowledge in the discipline as each case presented examples directly related to the reviewed literature in Chapter 2. No specific issues emerged as discrepant data evidence in contrast to the assumptions of the Conceptual Framework and scholarly literature.

In this section, I present a discussion of the research findings according to the finalized categories included in this multiple-case study and generated from the data analysis, and I compare them with the relevant concepts and principles from the Conceptual Framework of this study and the scholarly literature. I explore the ongoing issues of the study with data derived from the semi structured interviews I conducted, and elaborate on how the study findings confirmed, disconfirmed, or extended such existing knowledge. My intensive focus on other extension studies of the present day not only provides replication evidence towards this study's processes and analysis, but also extends the results of prior studies in significant theoretical directions (Kware, 2015; Simon-Oke, 2016). The narrative of this section is arranged in descending order, from the most commonly occurring theme to the least commonly occurring theme, and rightfully accorded by the 10 interview participants involved in this qualitative multiple-case study.

### **Government to Support Those Motivated in Business Creation**

In support of my research findings and specifications under this topic, the study of Akhuemonkhan et al. (2014) also indicated and urged the government of Niger Delta regions to support those talented youths in Niger Delta who are motivated with visions to explore various areas of business investments in different dimensions. According to the interview participants, in the month of August of 2014, three youth-college graduates auctioned their individual inherited properties from their respective families and used the money collectively to start a small-sized soap industry in Port Harcourt Rivers state of Nigeria, but due to financial inefficiency in the management of the business, the business could not cope with such poor financial management in competition and in other necessary areas of financial obligations, so the business collapsed and became a wasted venture. Had the government supported by establishing some sorts of low-interest loans, this situation could have been averted. So government support is highly needed in Niger Delta region to motivate their talented youths to pursue their business ideas and investments for economic growth in the area, poverty alleviation and unemployment reduction, so that Niger Delta region will attain a complete economic restoration (Wiwa, 2014), with prospects extending into creating job opportunities to offset the growing unemployment issues and shortage of food supplies in the area (Yapa et al., 2017).

This finding is aligned with the three key concepts of the conceptual framework used in building this research work, and also facilitated the actual projection of the work being empowered and guided by the strength of the conceptual framework itself, as they were discussed in Chapter 2. The research findings are in alignment with the research question, and also to the fact that it supports this study's conceptual framework. The collective strength created

as a result of the efforts in the alignment, proceeded to identify the privilege in which the Niger Delta youth graduates with entrepreneurship training and supports could implement to help the Niger Delta youths establish careers in small and medium-sized businesses.

### **Strategy and Support for Innovation in Education**

The participants had a major split in decision-making under this category. Four participants gave their support in favor of “Strategy for innovation in education”, but the six other participants were dissuaded from the agreement. The participants that were skeptical were influenced by their then unemployment status and the experiences they had tested, being unemployed job-seekers for many years after graduating from schools.

A participant among those in favor of “strategy and support for innovation in education” testified that he was persuaded to go to college in 2009 by his uncle who was then a professor at Imo State University of Nigeria. A year later, the same uncle pulled him away from his occupation as a fisherman, and enrolled him as a college student. He confessed that he never bargained for this sudden switch, and never intended for such ambition, but due to the respect he had for his uncle, he could not resist. On the day I interviewed him, his worries were not mainly about his past uneducated status, but how and when would he embrace a new healthy lifestyle?. But he was grateful to the uncle who intervened in transforming his life, and gave him the light and privilege for being educated today. He said that the pride of his new life will always make him remain grateful to his uncle and to himself.

Giving support to this finding, Babalola and Ayuba (2015) indicated that “strategy and support for innovation in education” is a viable and powerful economic restoration tool and a strong strategy in an ongoing economic restoration program. Babalola and Ayuba also specified

that the effectiveness of “strategy and support for innovation in education” being applied into entrepreneurship education system would yield wonderful future results in combating poverty and unemployment within Niger Delta regions. This also upholds the same three key concepts of conceptual frame work discussed in Chapter 2, which were implemented and used in guiding this research. The concepts also justified the attributes of the conceptual framework as it offers in economic illustration to provide meaningful education for youths that could make them self-reliant, and subsequently encourage them to drive profit and be self-independent in the region of Niger Delta precisely.

### **Financial Supports, Making Entrepreneurship Teaching Possible**

My research themes affirmed through data presentation that some of the participants who had the opportunity to take entrepreneurship courses in their schools could not enroll in those entrepreneurship classes because of financial insufficiency hindering them from meeting up with the extra tuition charges imposed as a result of taking entrepreneurship courses, which were classified under the groups of “special business courses”. As illustrated in Chapter 2 in the Conceptual Framework and Background sections, Niger Delta region has been noted as an impoverished region in Nigeria, experiencing low economic prospects is evidenced through its high poverty and unemployment rates.

This topic being one of my research categories, found itself giving support to my research findings, through the evidences of financial unavailability provided by my research themes in their data presentations. It also acknowledged all the ramifications of issues of poverty which have led to financial unavailability in many Niger Delta families (Oghiagbephan, 2016). As this research study found strength in these three key entrepreneurship concepts, the concept of youth

unemployment in sub-Saharan Africa, the concept of entrepreneurship education, and the concept of youth entrepreneurship, this footage adheres to poor economic attributes in Niger Delta region, being in conformity as displayed in this research conceptual framework, being to provide graduates with training skills that will make them meet the manpower needs of their society.

The supporting of this category by the government of Nigeria will be a powerful strategy in the process of alleviating poverty in Niger Delta community. Research work of Dauda (2017), believed that financial availability is the basic and the ultimate powerful tool that motivates any individual, group or community, whose ambitions lie in advancing itself into economic financial freedom, and in all economic stability, with focus on career learnings, business investments and expansions for both present and the future.

### **Businesses Growth Drives Economy**

My research themes believed that business ventures/investments of a given society drive and grow the economy of that given society. A theme member carefully narrated how a city in Lagos Nigeria, called Alaba, was so devastated in economic depression years back. But when the city was commissioned as “international market” by the governor of the state and licensed as the only market that could import, export or deal on all electronics businesses and components in that state; within a short space of time, this Alaba’s “international market” transformed the city of Alaba into a large commercial city, with the economy grown more than three times than other cities in the state. Today this Alaba is a city in Lagos where tourists now visit for vacation and sight-seeing. This transformation process was aided by the existences of business units and activities embedded in the area. The research work of Akhuemonkhan et al. (2014) believed that,

in the United States of America, small and medium-sized businesses grow the economy of the nation; where the country depends 99% on small businesses' outputs for growth of the nation's economy, job creations, wealth generation, poverty alleviation, and unemployment reduction.

The concept of entrepreneurship education and the training facilitate the hope and the strategic steps that must be embraced by the youths and the Niger Delta community in general, as this research findings have pointed out, embraced and unified by the conceptual framework of this research study, with special focus on the three key concepts of entrepreneurship – the concept of youth unemployment in sub-Saharan Africa; the concept of entrepreneurship education; and the concept of youth entrepreneurship towards the fulfillment of providing graduates with enough training in risk management to make uncertainty-bearing possible and easy (Edame et al., 2015).

### **Industrialization Made Easy, Agricultural Productivity**

The category of industrialization and agricultural productivity was highly favored among the needs of the Niger Delta youths and their entire community. My research study themes (the interview participants) strongly presented this very category as an impressing need of the Niger Delta. A theme participant from Owerri in Imo state of Nigeria came up with shocking news of 2008 statistical report from UNDP development, indicating that the statistical report of 2008 emphasized that Imo state's poverty level alone in that year was as high as 95%. And that year of 2008, the census on human population by UNDP development in Imo state was approximately 3.6 million people. This confirmed that only 5% of Imo state population in that year of 2008 managed to escape poverty level. This is a shame and shocking news.

The themes believed that if the government would be kind enough to build industries and improve agricultural productivities in Niger Delta, a significant portion of their economic problems in Niger Delta region would be solved. The research work of Iwuagwu et al. (2016) believed that establishing more industries in the region of Niger Delta would help to curb the problem of unemployment in the region, increase agricultural finished products, reduce the rate of starvation, eliminate food scarcity, and lower inflation, which are all in their high peaks devastating Niger Delta regions. In the same perspective, the finding of my research confirms the importance of the key concepts of entrepreneurship, the concept of youth unemployment in sub-Saharan Africa, the concept of entrepreneurship education, and the concept of youth entrepreneurship, which helped in building and supporting the attributes of this research conceptual framework, and to stimulate industrial and economic growth of rural and less-developed areas.

### **Motivation Prevails, Exposure to Business Skill**

I agreed with the theme that being exposed to acquiring business skill would help one to move from the level of no business experience to the level of being equipped with business experiences and perfections. The themes made an interesting point that all youths in Niger Delta may not be destined to go to college; some may be destined to engage in various trades of live. It is only when there are diversified areas of concentration in economic pursuit one can locate his/her destination in live. The themes contended that such economic pursuit is propelled by motivation. And this motivation can only be implemented by the government since the community is in deep economic depression. The research work of Edoho (2015) believed that motivation and exposure to business skills are indisputable strength in business innovation and



investment. The themes believed that this concepts can take toll in helping to create business opportunities, put interested individuals into reliable business strategies, which in turn could be used to erect sustainable business enterprises within Niger Delta regions, or into profound business skill that could help in future for economic stability and for the growth of economy in Niger Delta.

### **Unemployment, High Rate of Inflation**

Under this category, I didn't need any proof from the theme participants to know that unemployment and high inflation were big factors favoring poor economic situations in their Niger Delta region, because they were all unemployed at the time of the interview activities. This was in conformity with my research inclusion criteria, which stated that the criteria for qualification as a candidate in the interview participation should include all of the following conditions: be a citizen/resident of Niger Delta region, must be unemployed for a period of two years or above, must be a college graduate, and must be in the age range of 20 to 29 years. Their physical appearance actually demonstrated that they were really unemployed, and some of them were unemployed for up to five years.

These youths really need help in securing employment; they didn't even care the nature of the employment. All they needed was any kind of employment engagement to sustain them financially. This category actually addressed fully one of the key entrepreneurship concepts, the concept of youth unemployment in sub-Saharan Africa, and supports the concept of the conceptual framework which was used in this research.

### **Negligence of Education by Families**

On this category, there was a split decision among the theme participants; with half laying the blames of not been educated on the youths of the past who listened or took the advices of their forefathers, as the youths in those years abandoned education for traditional occupations such as agricultural farmers or fishermen, whereas the other half of the themes members laid the blames on the forefathers who never brought their children up under education. But whoever the blame should go to, I believe that both parties acted ignorantly. Now enlightenment has come to correct the ignorant of the old that made great impact in destroying the great opportunities the old people of those days had, but never made proper use of them.

In a better expression, the research work of Ndedi (2016) greatly emphasized that the rate by which families and communities in Niger Delta neglected and rejected education in the past for selfish ambition or another alternative in periods of decades, left a disgusting permanent impression towards the fight of poverty and unemployment in Niger Delta states. In that same context, the research work of Oku (2017) also added that the Niger Delta indigenes completely ignored education and became addicted to their own primitive ambitions, rooted in the superstitious beliefs of their poor community's observations, and ties to their family lines of occupation and heritage. For such commitment, some of the people of Niger Delta have remained till today as professional fishermen and agricultural farmers, and have let these practices be their life-chosen occupations, just to remain and maintain their community cultural beliefs, and to keep their family history rolling on such poor and primitive lifestyle enacted as their family heritage (Ndubuisi-Okolo et al., 2015).

This recent enlightenment has now become a good tool and reason in getting both man and woman involved in education pursuit, and in the mood of fighting these issues of poverty and unemployment in the area which must be taken care of.

### **Community Support of Education**

Under this category, a theme member narrated a brief history of his community in Niger Delta area, saying that in some years ago community strength was so powerful, especially when community members were jointly financing any community member who managed to pass the college enrollment entrance exam. He said it was a communal agreement and a smart way of encouraging youths to go to school, after realizing and understanding the importance of education in their community. But the reverse is the case now, because in decades ago, the Niger Delta residents were been begged to go to school by the government, but now, the Youths of Niger Delta are the people begging the government to support them attend school for better economic future in their community. The research work of Kware (2015) believed that “community support of education” in Niger Delta regions could go beyond expectation in putting the Niger Delta communities back on the track for a complete economic restoration, through communal supports and sustainability of entrepreneurship education if the Niger Delta would embrace it.

This research is so trustworthy, accurate and reliable because I relied primarily on the raw data presentations of the theme participants in all exercises. This satisfied the nature and rules of the key entrepreneurship education concept that is grounded in the conceptual framework that was focused on when building and carrying out the research works, and to

provide graduates with training skills that will make them meet the manpower needs of their society.

### **Effects of Corruption Leading to Business Failures Environment**

All the themes participants believed that this category is the toughest of all because it involves all men and women in Nigeria as a nation. Corruption is ugly lifestyle in any society. A theme member who was running late to this interview activities was able to confess that the taxi cab he was riding had more than required number of passengers. This was completely illegal, and an exposure to danger. But when this vehicle was stopped by a traffic police officer, the driver of the taxi cab secretly approached the police officer and offered him some money to avoid an arrest.

This is a burden the government and the citizens should fight jointly. If corruption could be eliminated completely in Nigeria, the nation will be among the best nations of the world. Many businesses fail due to corruption. Nigeria is among world producing petroleum and gas, but it is among the poorest nations in the world, because every individual directly connected to the transactions of the petroleum oil is corrupt. The theme participants in the same way are asking the government for elimination of corruption in all levels in Nigeria, for a new Nigeria to reign supreme.

All these mentioned categories are among my research findings, and they were made possible by the raw data presentations from the themes (the interview participants), plus the three key concepts of entrepreneurship education implemented in conjunction with the nature of the conceptual framework on which the research process was developed.

### **Limitations of the Study**

The researcher in this case study is obligated to follow every step of the research processes in accordance with the rules and procedures as contained in the qualitative multiple-case study principles, since the participants' interview data collections processes were all performed through the profound procedural steps of multiple-case study, based on the principles and the methodology of qualitative research approach.

Again the researcher of this multiple-case study and his research work are assessed on trustworthiness of the work performed, as well as in doing the job right, with the reflection of research knowledge and the competence the researcher supposed to implement on the research procedures; and through humanly ability, to carry out the intended research program to its full test; as to accomplish the purpose of this study; for this is exactly what counts in any qualitative multiple-case study (Moser & Korstjens, 2017).

The research work of Merriam and Tisdell (2015) believed and suggested that six to ten interview participants in an interview data collection activities should provide a large enough sampling, a comfortable/reliable size suitable for research practical interpretations, in data analysis of a qualitative multiple-case study. But in view of this affirmation, it creates limits with a very larger number of participants in a qualitative research approach; an application of nonconformity to the contents of this very qualitative multiple-case study, where ten participants gave a perfect number/match suitable for this research analysis in this qualitative multiple-case study approach, for practical interpretations in data analysis procedures (Edoho, 2015).

In the composition of these research interview participants, not all the participants were exposed directly to the actual teachings of entrepreneurship education in their formal schools, or

even acquire some elementary knowledge of entrepreneurship of any form/level in their communal lives. Some were exposed to entrepreneurship teaching/knowledge to certain degrees, while others were not. In spite of the level of exposure, they all still operate under the same principle of education standard. One thing common among them was that, all the participants were college/university degree graduates, and have been unemployed for more than a period of two years since after their college graduations, to that very day they were interviewed.

Since the participants experienced different exposures and retained in them different characteristics of exposures and make ups, these differences make it very difficult to develop a balanced pool of participants, larger enough for a breakthrough in a quantitative analysis; this gives a major reason and an edge why qualitative study is more preferable and more viable in multiple-case data analysis (Kadir et al., 2014). Therefore, the researcher's choice of using ten participants in this research study is obviously the right approach of methodology, which in performance would perfectly align and accommodate even more units of data into qualitative research analysis for practical interpretations in multiple-case study, with the possibility of unveiling unique observations along the data processes (Hochrein et al., 2015; Yin, 2014).

Apart from data presentations that should come directly from the interview participants, the researcher should control all the procedural arrangements, or the procedural aspects of the interview settings, and the order of protocols during the interview activities (Uzomaka et al., 2015). In the same context, the researcher should also make sure there is no noise or anything that could create noise or distractions at the interview site during the interview activities (Robinson, 2014). The researcher should be responsible for the researcher's reflective field

notes, follow the rules in the research's procedural steps, and make profound arrangements of data collection, data transcriptions, and data storage arrangements (Bernard, 2012).

In further expressions, the researcher must guide to protect and maintain profound research procedures for accurate research findings at the end of the research study administrations, and would be able to compare and contrast the results of his findings with other existing results of other likely or related scholarly research works (Gilead et al., 2017). In addition, the researcher must always guide and protect the privacy and the confidentiality of the participants' identities, as his promise made on these would always remain strong in the contract, in which the researcher has made, and must keep it out of violation (Kasseeah, 2016).

Since qualitative research procedural steps do not need any laboratory experimentation to get an answer to a research conduct; rather the methodology seeks to obtain raw information or raw data from direct individuals affiliated with the situation, to resolve a real life confrontation (Yin, 2014). Based on this principle, I used the occurrences emanated from this research processes to demonstrate and compare them with the characteristics of that of quantitative method of approach; and identified the capability of qualitative analysis to develop a larger pool of research participants; larger enough to give qualitative analysis an advantage over quantitative method of approach; which the quantitative analysis find very difficult to accommodate for practical interpretations and data analysis (Stake, 2013).

Data analysis through the use of qualitative method of approach may take longer in process than in that of quantitative method; but the goal of the researcher is to get the accurate results of the research conduct at the end of the data analysis, and in other areas of researcher's observations, to be in perfect alignments with the researcher's reflective notes (Ogbedei et al.,

2015). The participants might be afraid of negative feedbacks, should they mention or give any ambiguous information that could be reversed to hurt them; this could be a double jeopardy to them since they still remained unemployed at the time of the data collection processes. But irrespective of how unease the participants might be at the time of the interview exercises, my promise (as the researcher) on keeping the confidentiality of the participants' identities so private and secured all the time was a contract and a promise I would not violate (Akinseye et al., 2016).

The limitation of recollection was another issue of concern, should any unexpected situation prevails/manifests on the account of the interview activities, or while the interview exercises were in progress, along with other related occurrences of incidents. To unleash a balance to such fear or notion of uncertainty, or place a defense strategy against occurrences of such unforeseen circumstances, conversational interview and its discussions were conducted so that the Niger Delta youth participants could experience confidentiality and the privacy of their identities, to feel free to share experiences and maybe invigorate recall (Simon-Oke, 2016).

Qualitative research approach enjoys special privilege that is not accorded in quantitative research—the characteristic of limitation in furthering a research to a new and extended level; a step to fashion temporal preeminence in a proof to establish a cause of action and its underlying effects (Sheriff & Muffatto, 2015). In this respect, the researcher determines how he could maximize one factor that could lead to benefit another in the same research study; this step connects the issue of triangulation of the unleashed interview data pool, accumulated field notes, and some other helpful historical literatures, which may be a reliable tool to instigate a turning point into anticipated change that could curtail history of past biases, and support new empowerment of temporal discernment (Kolade, 2018; Mapiye, 2016).



There is every possibility that a researcher might experience some unexpected occurrences while engaged in research processes, such as in observation scenarios, where the participants had differences in character, grew up in different families of different backgrounds, gender makeups, cultural and philosophical notations (Madichie et al., 2017); as these issues may provide some sorts of limitations accorded primarily on geographical difference of individual participants (Adetola et al., 2016).

More variations are possible when a researcher decides to employ an online professional network in selection of candidates for research interview participations; certainly, this will be exposed to a wide range of variations of sampling, which in turn offers supports to the transferability of this multiple-case study (Onuma, 2016). In clarity, the application of wide range of sampling is characterized by differences in makeups of groups of participants from different backgrounds and in different geographical locations (Sheriff & Muffatto, 2015). But the truth about this scenario is that, the researcher of multiple-case study using qualitative approach has the sole responsibility in decision-makings, as to decide who to select to be a participant in the research interview activities, after interviewing the potential participants individually to determine their eligibilities as contained in the interview criteria package (Hochrein et al., 2015).

Specifically, the main reason of sampling for a qualitative research work is to accumulate variety of data in collection, collect specifics, vital information of different cases, events and nature of occurrences, actions or anything that can clarify or deepen the researcher's study and understanding, in relation to the researcher's particular area of research (Othman et al., 2014); as to uncover some related and relevant cases or units of analysis that would help to enhance and

uphold in reference, or some vital information which other prior researchers might have omitted or didn't handle properly as it should, for a positive social change (Onah & Okwuosa, 2016).

Some areas under the responsibility of the researcher may be viewed as areas of limitations too, since the researcher solely absorbs the issue of reflexivity in analyzing interview data in collection and the issue of journaling, as they occur in this qualitative multiple-case study (Harland et al., 2017). The study of Merriam et al. (2015) believed that the issues of interviewing and journaling, occurring in qualitative research approach are merely common data collection techniques in practice under qualitative research approach, as the technique plays good role in handling of multiple-cases study in the same research study.

For long, this concept of reflexivity has been in practice as part of the characteristics of qualitative research approach found in research methodology among large firms for many decades (O'Reilly et al., 2013); being recognized or viewed as another existing hallmark of qualitative data analysis, with potentials to influence the trustworthiness of data collection (Alfaro & Miller, 2014). However, data collections at the interview protocols and the trustworthiness of the data collected are protected from the reflexivity, should there be any generated information or data not aligning with other available sources of evidence in presentation, to infuse with the understanding and the experiences of the interview participants, as to search for a better solution, in regards to the issues at hand (Patton, 2014; Salami, 2013).

### **Recommendations**

Based on my research findings, the entire research project retains the strength as it provides the missing link to a complete restoration of Niger Delta economy, unveiled through my research findings. To add strength to uphold the economic restoration strategies, the findings

of this study provide information/strategy which may deal exclusively with the prevailing economic factors for this restoration breakthrough (Brown, 2017).

Irrespective of this research limitation as mentioned, I humbly recommend future researchers to validate these research findings, by comparing and contrasting the results under quantitative approach, or launch a replication of the study under the same qualitative research arrangements which may narratively express and dissect the subject in various contexts (Nwokolo, 2015; Stake, 2013).

The following recommendations will help to restore the ailing economy of Niger Delta regions of Nigeria.

#### **Methodological Recommendation 1: Quantitative Validation**

A quantitative research approach such as a survey would be a very good step of exposure to be adopted in tackling and validating this research context, through the transferability steps of exploration (Nwachukwu, 2016). In Niger Delta region where poverty and unemployment have crippled the economy of the area, greater number of the residents are left without jobs, including some college youths who share the same consequence of unemployment, even right from the very day of their college graduations (Jit et al., 2016). Using quantitative survey method to further this research validation might yield a convincing result in transferability (Tony, 2016).

In this context, a larger sampling in quantitative method approach might yield to confirm and resolve a confusing scenario concerning economic happenings existing among the youths of the Niger Delta regions; as it may approach the situation through examining some factors of economic prevalent and some characteristics of other economic issues such as level of willingness of the youths for embracing entrepreneurship education, motivation of the

community residents for career ownership, and willingness/ability of the government to erect more industries in the area for employment purposes and so on (Neubert, 2016).

### **Methodological Recommendation 2: Qualitative Replication**

I always have confidence in qualitative multiple-case study approach because of its reliability, trustworthiness in performance and accuracy, but I also encourage and recommend for future replication of this study through transferability (Tony, 2016). The usefulness of a multiple-case study is not limited to a particular function; it further embraces the steps in discovering how research findings could be achieved without biases, wading across different variations such as industries and entrepreneurship education issues within a given community such as the Niger Delta where poverty and unemployment are so prevalent (Kennedy, 2012).

### **Recommendations for Practice**

**Youths to welcome entrepreneurship education in Niger Delta for economic restoration.** Entrepreneurship education has been noted for ages as a business development concept that facilitates and aides the establishments and expansions of business enterprises, facilitates area industrializations, with every tendency and strengths to fight poverty in a given economic devastated society, and offsets unemployment issues by contributing positively in the growth of the economy of that same region (Komodromos, 2014). If the indigenes of Niger Delta region would allow and embrace the establishment of entrepreneurship education and its implications in their region for economic restoration, much will be achieved in the process; because, with the boom of entrepreneurship knowledge and the skills in the region of Niger Delta, will result to establishments of many businesses and companies (Marin et al., 2016). In the same context, it will create more industries for more businesses, availability of agricultural

finished productions, creates more jobs for unemployed job seekers, will offset the growing problems of shortage of food in the area, offsets the shortage of agricultural raw materials for industrial use, will offset the rate of inflation, starvation, and will also spring up numerous small and medium-sized business units which are believed grow the economy of a nation (Akhueomonkhan et al., 2014; Hayes et al., 2015).

**Government's supports will encourage entrepreneurship growths in Niger Delta regions.** To facilitate the operation and the sustainability of entrepreneurship businesses in Niger Delta regions, the government of the state must give its approval and remain in support of the project always (Badzinska, 2016). The government can start from introducing the concept through education learning centers and laying out the training mechanisms for the skill acquisitions (Lechner, 2016). The youths and the community generally are driven by motivations and financial supports. Since the majority of the youths in these regions are unemployed and are with minimal level of education background, more of the government's intervention would quicken their motives and would make them be committed to undertake or embark on such projects, rather than loafing around on the streets claiming to be in search of employments, without qualified employment skills (Ifedili et al., 2011). Besides, my research interview participants indicated that lack of government supports on entrepreneurship education, plus unavailability of personal funds to go into business career, create gaps and deprives the willing and able bodied men and women of Niger Delta from getting involved in any business project within their Niger Delta regions (Ndubuisi-Okolo et al., 2015).

**Create guaranteed low interest loans for youth entrepreneurs.** All the 10 participants I interviewed believed that a little step in creating a guaranteed low interest loan for youth

entrepreneurs will lead to a mega development of business units on different specialties of trades in Niger Delta regions, which the research work of Hamlett (2014) also indicated. As the interviewed participants believed that lack of financial availability is the key factor blocking the existence and the survivals of entrepreneurship businesses in Niger Delta region, the research work of Dauda (2017) also supported the claim and affirmed that financial availability is the key to business establishment, business development, business growth and longtime business sustainability in any given society.

More precisely, the participants believed that, with the availability of funds, entrepreneurship businesses will still be rejuvenated comfortably in Niger Delta regions through (a) entrepreneurship courses being added into Niger Delta school system for the knowledge acquisition (Cicognani et al., 2015); (b) set up facilities for the skill training mechanism; (c) focus on supporting small and medium sized entrepreneurship businesses/enterprises since this class of business investments are the key economic growths of every nation (Akhuemonkhan et al., 2013); (d) reduce college tuitions to encourage and motivate youth students; and (e) government should also award scholarships or give grants of any size to colleges students, to motivate the students in widening the scopes of entrepreneurship skill and other business investments acumen in the entire Niger Delta communities (Agwu et al., 2014).

#### **Mandate entrepreneurship education in Niger Delta school curriculum.**

Unanimously the 10 youth participants believed that the federal government of Nigeria should make it mandatory for every college or university in Niger Delta regions to implement the teaching of entrepreneurship as a course in the curriculum of Niger Delta school system, which the study of Wiwa (2014) also suggested; as to establish strong and profound entrepreneurship

skills in Niger Delta region for businesses to expand, improve and grow the economy of the area. The research work of (Katz, 2014) believed that if entrepreneurship teaching is added into the school curriculum of Niger Delta school system as a course, and entrepreneurship skill training facilities erected in public places, then the youths would be motivated to have interest to acquire the skills for individuals and economic development in their communities.

**Change some government policies governing small scale of businesses.** The Niger Delta youths are asking the federal government of Nigeria to please make amend on some of its rigid policies which indirectly hamper the development and expansions of small and medium-sized businesses in their region. The studies of Akhuemonkhan et al. (2013) believed that small and medium-sizes of businesses in any nation automatically grow the economy of that nation. Based on such concept, the rigid government policies on small and medium sizes of businesses in Niger Delta would put to death any plan(s) for starting up and growing of new small businesses in Niger Delta regions if the government fails to resolve the issue now (Hayes et al., 2015).

The federal government of Nigeria should harken to the voices of the Niger Delta youths as they ask the government to help their regions get out of scourge of poverty and unemployment. Such intervention of government against small businesses discourages any college youth who wants to take up a step of faith in business venture or business development (Devi, 2013). Amending the government policies that disrupt the formation or the startups of new small businesses in Niger Delta region would create chances of economic improvement in the area, and would help to reduce the high rate of unemployment in Niger Delta communities (Mba et al., 2014).

**Build more factories to create more jobs for unemployed Niger Delta residents.** As

the weak economy in the region of Niger Delta prevails today, greater number of the youths (participants) believed and agreed with the research work of Ikharehon et al. (2015), that building more factories in Niger delta region would add strength to revive the weak economy, and would create wonderful opportunities to alleviate poverty and reduce unemployment issues that are devastating the already weakened economy in Niger Delta regions. The youths also made specific preference to building of soap industries, or industries that dwell on the productions of food items; and indicated that the manufacturing of such food items would keep employment status in Niger Delta rolling, to provide employment for those seriously seeking for immediate jobs; and to increase the rate of food production in Niger Delta regions to meet the daily demands of the products in the area (Ukwueze et al., 2014).

In the case of manufacturing of food items, this attributes of the participants made a whole of sense, as the attributes reflected in support of the study of Nwagbara et al. (2014), that food stuffs would always be needed on daily bases in every economic society, such as in Niger Delta region, to counter the issues of unavailability or the shortage of food production in that area, and the ongoing hunger and starvation that are worsening the area's economy.

**Reduce the huge taxes imposed on small scale businesses.** Some of the youth participants believed that small and medium sized entrepreneurship businesses/enterprises were heavily taxed by the government to accumulate national revenue for the nation, whereas others believed that those taxes imposed should not be considered a hindrance or major obstacle towards operating a business unit in Niger Delta; as they believed that the main issue is to have



breakthrough in business establishment; the taxes would take care of themselves as long as businesses are progressing in financial stability (Ndubuisi-Okolo et al., 2015).

In further assessment, half of those involved in these demographic behaviors believed that small and medium size businesses have been over taxed in their lines of businesses; whereas the other half did not consider those taxes as any form of obstacle in business startups or business ownership as a career; but all they were concerned with was how to get involved into any line of business operation, which would take them away from remaining unemployed, because the economy of an area is not considered restored where the unemployment rate in that geographical region is still high (Ozughalu, 2016).

**Reduce the high cost of college tuition to empower youths attend school.** The demands for the reduction of college tuitions being charged by all institutions of higher learning in Niger Delta regions have given concerns to the Niger Delta college students and those willing to attend college (Ipate et al., 2017). The high cost of tuition in Niger Delta school system is accorded among the factors why entrepreneurship education has not been well implemented or established in the area, or has not been flourishing in a full capacity to boost job creation, sustain a successful economic development and expand the scope of poverty alleviation in Niger Delta communities (Chen et al., 2013). All the youth participants believed and indicated that, many Niger Delta youths today were unable to be educated because of lack of fund to offset the enormous amount of tuition being charged by higher academic institutions in Niger Delta regions; and as a result of such happenings, many youths have been discouraged from attending college/university to better their economic lives and situations (Maina, 2014).

In this assessment, the interviewed youths agreed that if the issues of high cost of tuition are resolved in Niger Delta regions, and the cost made affordable for all low income families in the region, many youths will be motivated to go to school for education skills; since the community in general has realized today that any community or society without education, still remains in darkness with confusions (Anho, 2014). Education offers opportunities for business establishment, more career opportunities will be unveiled for grab, jobs will be created, unemployment rate will be reduced, starvation will be eliminated, inflation growth will be reversed, economy will grow and poverty level will shrink, and so on (Oghiagbephan, 2016).

**Government should give scholarships to motivate the youth students.** The Niger Delta youths indicated during the interview protocols that, awarding scholarships to Niger Delta college students for entrepreneurship education and training purposes, would bring joy and the spirit of business enhancement to their community; and it would motivate the recipients into locking up their minds for the study and the pursuit of entrepreneurship business ventures (Dugguh, 2013). They also believed that awarding scholarships to students will be a step-up strategy to encourage students attend schools, encourage the expansion of knowledge as a skill, and a retention of small and medium sized businesses through entrepreneurship businesses in Niger Delta (Mapiye, 2016); and this in turn would create avenues to acquire greater knowledge of business acumen in all respects; it would create ways for dissimulation of acquired knowledge of entrepreneurship skills, and some needed vital information in business domain to those who may be of need for future business establishment, improvement, growth and sustainability (Ajayi, 2014).

In the same context, the aim of entrepreneurship education and its skills acquisition would be effectively accomplished if the government should allow free education program to commence in Niger Delta school system; or at least award scholarships to those Niger Delta college students who will register to take entrepreneurship classes/courses; and this step will propel the entrepreneurship business learning, skills acquisition and the expansion, if the action is correctly and properly administered (Chigunta, 2016).

**Increase supplies/productions on agricultural raw materials.** The economy of the people of Niger Delta regions would be in a better shape if there would be an increase on the supplies and productions of agricultural raw materials (Odior, 2014). This strategy will lead to increase the supplies of agricultural raw materials in use for further productions of agricultural finished goods in manufacturing industries, to meet the demands of agricultural fished products in the regions of Niger Delta (Madichie et al., 2017). Participants believed that the government should increase the supplies and the productions on agricultural raw materials to boost the businesses of the small and medium sized entrepreneurship or enterprises, since such steps would encourage business accelerations and stabilities in small and medium sized of businesses in the area (Akinseye et al., 2016).

The supplies and increase in agricultural raw materials will help to produce the finished products of agricultural goods that are daily used in daily food consumptions, increase regular supplies to keep industrial productions in operations, makes further investment opportunities possible, makes employment available for unemployed individuals to meet their family daily financial needs (Oku, 2017).

**Create facilities for entrepreneurship skill training.** The participants shared a moment of enthusiasm in anticipation to embrace a complete implementation of entrepreneurship education and its skill training mechanisms into Niger Delta school system or into Niger Delta communities at large; through the creation and erection of facilities for entrepreneurship training purpose, if such demand becomes granted and implemented by the government of Niger Delta region (Gaus, 2017). The study of Ugoani et al. (2015) believed that creation of facilities or special infrastructures designated for entrepreneurship training purposes would help to accelerate the dissimilation of entrepreneurship knowledge, skill, and the competency in the field of business establishments, business management, and sustainability.

With the spread and gain of entrepreneurship skills and knowledge in Niger Delta region, more business bodies or new branches of businesses are assured, jobs creations are assured, income per families will increase, number of jobs available will increase, unemployment will be reduced, poverty rate will go down, economy will grow, and more people will live more comfortably and happily in the region (Edoho, 2015).

In recommending to create more facilities for entrepreneurship skill training purpose, all the interview participants agreed on one objective, that the lack of facilities in Niger Delta communities for entrepreneurship skills training purpose have contributed in the absence of entrepreneurship knowledge and practices, plus the ambition to pursue entrepreneurship investment in business perspectives (Wang, 2014); and in that respect they also indicated that they have asked the government for such facilities to be established in Niger Delta region; which would enable the region curb all that were inflicted as a result of poor economic situations in

Niger Delta region, and have resulted into poverty and high rate of unemployment in the area (Lechner, 2016).

**Abolish bribery and corruption in Nigeria.** The youths interviewed believed that bribery and corruption in Nigerian societies have been out of control for decades, and they voiced out their opinions for the abolition of such practices (Sarma, 2015). In a mutual consent, the participants interviewed believed that the acts of bribery and corruption in Nigeria have destroyed Nigerian future prospects in every aspect of economic development, economic growths of small and medium sized entrepreneurship businesses, standard and quality of education in Nigeria, societal behaviors, political parties, mode of governing, life styles of the citizens/residents of Nigerian communities, life styles of Nigerian military men and women, and all other areas or groups in all communities in Nigerian societies (Thomas et al., 2015).

All these participants believed that the establishment and the growth of entrepreneurship education and its skill training mechanisms were seriously affected with the acts of practices and the existence of bribery and corruption in Nigerian. According to the study work of Simon-Oke (2016), the research work suggested that, should bribery and corruption in Nigeria continue, more uncontrollable economic disasters would manifest and destroy the rest of economic future of Nigeria, worse than the present situation.

**Abolish banks' demands for collateral as a deposit instrument to get loan from the bank.** In addition to lack of financial supports, the participants also claimed that lack of collateral as a deposit instrument to get loan from the bank was one of the major challenges the youths of Niger Delta face in getting into entrepreneurship education or into the practical business innovation and investment in their region (Tickle, 2017). The participants claimed that

they have been unemployed from the last day in their schools, and have been less privileged to be able to provide some sorts of collaterals which a loaning bank always demanded as a guaranteed instrument that qualifies a borrower from getting loan from the bank (Oku, 2017). Since there has not been any financial support of any kind for these unemployed youths, or in any way of been able to provide acceptable instruments as collaterals, they have remained unemployed to that very day they were interviewed.

Jointly, these individuals still plead with the government of Nigeria to please do something to get them relieved out of this painful financial agony. A college graduate without employment right from the day of graduation is definitely unable to undertake any financial obligation, as he/she has nothing to put down as collateral before he/she can be granted a loan from the bank for any kind of business venture. For entrepreneurship business to hold and flourish accordingly, the government must intervene in the issue of bank collateral for eligibility to obtain bank loan.

### **Recommendations for Research**

The results of my research findings have prompted to create potential reasons and recommendations for future replication of this research conduct in both qualitative and quantitative methods. The purpose of this qualitative multiple-case study was to gain business knowledge and understanding of entrepreneurship education, as to achieve the entrepreneurship skills required for public and self-employment, and in business ownership as a career, within the Niger Delta regions (Patton, 2014). Based on the findings of this research study, these recommendations are necessary for further and future researches on this topic or on any other

topic closely related to this qualitative multiple-case study; as these research materials are considered and carefully discussed under the following headings and paragraphs below;

**Career research on new entrepreneurship business startups.** A research conduct on new entrepreneurship business startups is highly recommended to be the first and an appropriate step to be considered whenever a new entrepreneurship business is about to be planted in Niger Delta region before the investor takes the actual plunge (Nkang, 2013). With the findings after conducting this research analysis, the intended investor should find out the potential demands for the product(s) or service(s) the investor is about to embark on, the rate of sales turnover, and then should follow it up by doing a competitive analysis of the business/products, to make sure that such line of business/service/product is actually the anticipation/intention of the investor (De Puisseau et al., 2017).

Institutions of higher learning in Niger Delta regions and beyond, such as, colleges, universities and other business training centers are reliable sources for such career research or information; and the research analysis will help to activate such business knowledge needed in any business startups (Belitski et al., 2017). Doing this research analysis and following the steps accordingly will help to furnish the idea of what may likely be the outcome if such line of business were launched; and the intended investor would be fully aware, in terms of success and failure of the unforeseen business outcome (Madichie & Gbadamosi, 2017). Networking and or online research approaches are also helpful if such research analysis is directly focused on the actual business/market groups directly affiliated with such line of business/product engagements (Nowell et al., 2017).

**Research on business development and operation.** Recommendation for a research conduct on business development and operation before the actual start of that business is the appropriate steps to succeed in that business; which in turn would reciprocate in the same manner by keeping the business rolling in replications/upbringings of future business establishments in Niger Delta geographical regions (Vijayakumar, 2013). A business development in its nature requires various kinds of tasks and processes in its implementation and development, in order to attract and enforce growth effects to reflect within its ability to enforce future business units into existence (Ongena & Dijkstra, 2010).

Future research on business development analysis is highly encouraged and recommended, especially in a poor economic society such as the Niger Delta regions, as the planting of business units has the potential to create long-term values for future large organizations and industrializations; where good relationships are rightly connecting the right customers and other market associates to the business itself (Kasseeah, 2016).

**Factory/manufacturer research on new products.** Manufacturers' research program on any new product(s) is very encouraging and recommended in developing company's new products, or in continuing the process of an ongoing production of a particular product in the market, since the key success of any manufacturing company depends largely on the volume of sales of the company's products (Rawat et al., 2015). Any business company that wants fast and steady growth of its company's business should not relent in investing more efforts and strategies into research and development (R&D) programs, to come up with developments of new products into the market, with specifications to attract customers' attentions and demands (Dube et al., 2014). To ensure a continuous replication, adequate supplies and the availability of company's



products in the market for customers' daily demands and their specifications, depends on the strength and the successfulness of the company's research and development (R&D) department, plus the volume of sales of the company's products, which jointly determine the rate of turnover of the company's inventory (Odior, 2014).

These business actions or practices are recommended for any line of business or for any manufacturing company situated within the Niger Delta regions in Nigeria, to help in economic developments and provisions to the society, and to continue making positive contributions towards the economic growth of Niger Delta region (Ogundele et al., 2012).

**Market research.** In this section of research recommendation phase, the market research concept exposes the actual market analysis of a company or of a business organization in a special dimension. The strength of a business company/organization can be identified through market research analysis, as demonstrated on the contents of its four factors that describe its nature, its immediate status, its business strength and its actual business position under the four factors that make up the phrase "SWOT"—the strength, the weakness, the opportunities, and the threats (Mba et al., 2014).

The business organization's SWOT analysis compels the company's business strategies of operation in its further specified activities, such as – the decisions-makings on inventory turnover, purchasing of company's raw materials' for productions, the work force activities as it relates to expansion/contraction, the facility or the expansion of infrastructures as needed by the organization, decision-makings on investments on capital equipment, strategies for adoption on advertisements/promotional activities, plus in many other areas of the company's targets for expansions or modernizations (Noor, 2008). With a look at the company's SWOT, the

organization can identify and determine what the next strategy should be, and how to apply and go about the strategy to remedy any identified problem facing the organization at the moment, for the growth of the company's business and the continuous future growth of the area's economy at large (Yapa et al., 2017).

The market research analysis provides the company with the ability for breakthrough in finding out the extent and how new product of the company being introduced into the market faces recognition or acceptance by the consumers; and how the new product would stand the competition among its other related goods from other manufacturing companies in the same line of business and in the same geographical location (Gibbert & Ruigrok, 2010). Qualitative research analysis and quantitative survey approach would help to unveil (a) what specifications would satisfy the demands of the customers/consumers, (b) what group(s) of customers/consumers would best favor the product's debuting strategy and distributions, (c) at what reasonable price(s) should be suitable for the product to compete against other rival companies and (d) at what minimal price level can the product's manufacturer set as its limit (Iwuagwu et al., 2016).

These steps and strategies mentioned under this market research concept would be highly beneficial to the people of Niger Delta region of Nigeria, since it would assist and contribute in the fight of poverty and unemployment issues which have been disturbing and working against the Niger Delta regions, plus, the growth of the area economy will also be favored (Browne & Keeley, 2014).

**Research on consumers' behaviors on new and ongoing product.** Research analysis or survey on consumers' behaviors in relation to a new and or ongoing product in the market is

recommended for implementation before plugging into the start of such business, especially for new entrepreneurship business investors (Stoeffler et al., 2016). It is obvious that the purpose/aim of any business investment includes to create a career ownership for self-employment, gain business opportunity to create jobs for the unemployed, grow the now established entrepreneurship business to meet the product's demands of consumers in the market/area, make/grow wealth in the community to alleviate poverty and unemployment problems, eliminate starvation and inflation in the area, for the growth of Niger Delta community's economy (Nwachukwu, 2016).

Marketing a new product in the market in a rightful direction, with the rightful strategies, makes transparent the knowledge and the nature of the product to the customers/consumers properly, as it lays good foundation for the marketing and growth of that product, through studying and knowing the perceptions of the customers/consumers in regards to the product; understanding exactly the trust the customers/consumers have on the product, how reliable the consumers have concerning the very product; and at what price range the consumers believed is right for the product (Dugguh, 2013).

Entrepreneurship businesses would flourish and grow well in Niger Delta region under good economic measures and good management ability, if the entrepreneurs or the business owners would first invest and spend time in seeking the opinions of customers/consumers concerning the very line of business intended for establishment, the products intended for production, the demands for such product and the ongoing economic effects on the product in the market (Onuma, 2016). The products' power of attraction to the consumers would create good demands of the product by the consumers; it would lead to offset the scarcity of the product or

any other related product in circulation in Niger Delta region, as to meet its economic demands and attributes in growing the economy of that area (Maina, 2014).

**Site/location research.** Recommendation for research analysis on a new site for business establishment is highly encouraged to be implemented before the intended business company is finally erected on the site, because, the geographical location of an entrepreneurship business needs a very careful consideration and a good decision-making ability be invested, before the actual business company's infrastructures and the physical operations of the business would be finally established on that particular site/location (Tsaurai, 2018).

A careful research for a new business location is very necessary as it stands the important decision-making step every entrepreneur should take during the business planning phase, and before launching the entrepreneurship business venture (Lechner, 2016). In the business planning phase, spending time to research for appropriate location for the business should consider important factors such as the proximity of the business to its ultimate market, the costs of transportation/delivering of the goods to the costumers, the availability of the needed raw materials in the area for effective production works, the human labor forces, the safety on operating activities, the habitation of the area, the strength on competitiveness against rivals in the same line of business in the same location, government rules and policies concerning the area, future needs of business future expansions, and host of other factors (Kolade, 2018).

Implementing first a research conduct for a search of a new site or location for any entrepreneurship business in the region of Niger Delta should not be ignored, since such strategy contributes in the strength of survival, sustainability and growth of the business, and to attain the

goal by which the business is erected and for the future growth of the area's economy (Fletcher, 2018).

**Research on the hiring of employees and training strategies.** There is much confidence in recommending a research conduct to be carried out on the employees' hiring and training strategies in any new and ongoing entrepreneurship businesses organizations (Ofili, 2018). To maintain continuous and satisfactory standard of business knowledge rolling consistently among the employees of any business organization, there must be a profound working strategy to engage the employees directly in the appropriate training activities for competency, and in running the company's production work properly; to meet the company's business purposes, maintain the policy of hiring the most qualified candidate for the available job opening (Justine et al., 2012). To fit well into the job hiring activities and functions, the company should employ the strategy or the technique of examining and testing the candidates on the job opening first before hiring, improve the job interview activities and criteria, allow reasonable time for the employees to learn and be trained properly on the job and for the job, hire only the qualified candidates, the candidate with long term working potential, ambition, responsiveness, and who demonstrates to put business skills into action, with willingness to learn (Din et al., 2016).

All these listed qualities and many more should be among the characteristics of candidates who may fit well into a job opening in any business company that has the potential for growth (Gabadeen & Raimi, 2012).

**Business sustainability/growth research.** An interesting and most compelling aspect of business establishment is how to protect and maintain sustainability and the growth of the

business unit/operation in a continuous rolling process, for future use and benefits of the organization (Harland et al., 2017).

There are always viable reasons to launch a research analysis in seeking the rightful ways of business sustainability and the continuous growth of the business engagement of any business organization in Nigeria, more precisely in Niger Delta regions (Gbadamosi, 2017). The key to a growth of a business is to attain the ultimate level of profitability in business engagement, and to maximize the company's purpose which prompted the launching or the establishment of the business; these can be achieved in the areas of, – working to maximize profits, maximize investment capital, improve and increase the qualities of the products in productions, increase the company's assets and the values, increase the volume of sales which reflect back as increase on net income, reduce company's unnecessary expenses and debts and so on (Egbefo & Abe, 2017).

In more comprehensive analysis and clarity, sustainability growth applies to the annual increase in the company's end of the year sales, determined in calculations of its annual financial analysis, with targets on profit margin, total assets to net sales and so on (Dube et al., 2014); which compounds into meeting the business company's human aspect of development, services and growth goals, which economically refers and reflects to the positive endowments in which the area's economy and the Niger Delta depend on (De Puisseau et al., 2017).

From the findings of my qualitative multiple-case study, recommendation for a research or survey inquiry on “business sustainability and growth” should not only be to seek how to operate and manage businesses in order to achieve a continuous sustainability and growth in business management within the Niger Delta poor economic region, the efforts should also be for economic reliefs in that area, as to satisfy and conquer some disturbing economic effects such as

fighting to alleviate poverty in the area, eliminating/reducing hunger rate to 0%, working to improve the health care system for a recommended quality of health care and services for the residents, able to provide quality of education, provide quality of amenities for good living and health comfort, such as clean portable water and sanitation, reliable and affordable energy, and to enable economic growth in Niger Delta regions (Stoeffler et al., 2016).

### **Implications**

From a look at the evaluation of this qualitative multiple-case study, the accuracy and the trustworthiness of the research analysis on data collections, the authentic sources of the data collected, and the accurate analysis of the actual data collected are the reflections of this research finding (Cicognani et al., 2015). The findings from this research conduct stand as witnesses and as proofs, as they proudly express with confidence, the potential positive social change to emanate from the region of Niger Delta by implementing the areas of recommendations (Wiwa, 2014). The followings are the simple narratives of the research analysis conducted, and the findings:

#### **Positive Social Change**

Before the research conduct of this qualitative multiple-case study, the people of the Niger Delta regions and their communities in general were wildly noted as people in impoverished economic communities, engulfed by wild range of poverty, under the tortures of high rate of unemployment, inflation, starvations and other disgusting poor economic factors (Zivkovic, 2013); who had ignored education and its implications in their dwelling communities for many decades in the past (Munemo, 2012).

But after successfully conducting this research study, the chance and signs of social changes have started to showcase. The findings of this research conduct have unveiled hopes of potential changes to occur, from the chance to improve the standard of life in Niger Delta communities for economic restoration, through a profound entrepreneurship education, and its implications for combating poverty and unemployment in Niger Delta regions (Agwu et al., 2014); because from this research finding, the Niger Delta needs economic restoration in their Niger Delta regions (Adetola et al., 2016). The following paragraphs illustrate the steps to achieve economic restoration in Niger Delta regions:

1. Impart effective chances of having positive social change in the lives of the youths' characters, create chances of improving families' perceptions on sensitive issues, create chances of business improvement in business organizations/operations, attain the societal levels of responsibilities that can contribute to build area's economy; on the knowledge and understanding the importance of building factors of economic development in Niger Delta regions (Thomas et al., 2015).
2. Impart on the youths of Niger Delta regions the motivation and the benefits of implementing entrepreneurship education in their region, for the spirit of education to grow in their community, be motivated to attend institutions of higher learnings, colleges/universities, encourage small and medium-sized business developments in their regions, since these factors are the key factors that build wealth in a nation, establish business units in their regions to create employment opportunities, invest on factors of economic restoration, which was found lacking in their communities prior to this very moment (Ukwueze & Nwosu, 2014).



**Individual level.** In my qualitative multiple-case analysis, the study and the implications create wild opportunities that may accommodate individuals' assessments of different attributes and participations to further expand the scopes of their individuals' levels of contributions in their society that may affect positive social change towards building factors or strategies that may impact economic benefits among the youths social involvements; and also to the entire Niger Delta communities and beyond (Chiazor et al., 2017). Irrespective of the direction or method of approach, individuals can create own peculiar strategies or investment strategies, designed for accomplishing a designated task as deemed right and worthy to lead to achieve economic purpose or viable contributions towards developing, expanding and improving the factors of economy, which will actual aide in growing the economy of their communities, the Niger Delta regions (Agwu et al., 2014).

**Family level.** Families believe, create, respect and observe a special pattern of behavior in their lines of family's traditions, or family lineage in most cases. For decades, most families in Niger Delta region have been either fishermen or agricultural famers (Babalola & Ayuba, 2015). These two occupations are common in Niger Delta communities today, as the indigenes traditionally and superstitiously believe and willingly concentrated on such traditional/family heritage; or the passing of title, occupation or line of trade from the parent (father or mother) down to the offspring (children) (Neuman, 2011; Yin, 2017). This system of life upkeep created a major obstacle that led the indigenes of Niger Delta region away from believing and knowing that education has been and will always be an indisputable factor of civilization and economic development of any society, including their region—the Niger Delta (Ogwumike, 2001).

Families in Niger Delta region have gotten to the point or the stage they should embrace social changes in their communal social lifestyles. They must come to understanding and believe that a community or society without education is in confusion; their thinking ability and behaviors are not prosperous in the domain of economic development and progress (Anho, 2014). In that respect, families in Niger Delta regions must understand, believe, accept and put in practice, that entrepreneurship education and its implications is the rightful and powerful tool for use in combating poverty, unemployment, inflation, starvation and all other ugly factors that contribute to devalue or build up strength against the progress of economic development and growth within their Niger Delta region (Kadir et al., 2014).

Adopting and allowing the sustainability of entrepreneurship education to function and have root in Niger Delta region, will fill a great vacuum created by economic depressions, and this will bring a social change in the region, with economic restorations (Akinseye et al., 2016). This strategy if implemented, will lead to poverty alleviation in the region, establish small and medium-sized businesses to build wealth and grow the economy of their region, reduce the high rate of unemployment by creating more jobs, increase industrialization in the area, reduce the inflation rate, eliminate hunger and starvation which have been long devastating the region, increase agricultural raw materials for industrial use in producing other agricultural finished goods, reduce or eliminate completely corruption practices in the area, and many other ugly situations in Niger Delta region (Akhuemonkhan et al., 2014; Nwachukwu, 2016).

**Organizational level.** In my qualitative multiple-case study, my finding provided evidence and has left suggestions on how social change could be enacted and allowed to manifest steadily to offset the economic depressions and low productivities that contribute in

slowing down the economic growth in the geographical regions of Niger Delta (Onyeizugbe et al., 2015). Under this context, business corporations should design and test prove any business strategy on the line of organization, production, marketing and even hiring that would sustain the entire business operation rolling, and would contribute to the growing of the region's economy, to bridge the chance of bankruptcy or influencing the area economy negatively (Venatus et al., 2010).

In organizational level, high ranking personnel should be more careful in the work and organization of hiring of employee because these are the people that keep the company's productions running in a good mood without disruptions (Raimi et al., 2010). In that respect, there are some sensitive positions of employees in which the company should not make mistake in filling the positions, or choosing the rightful individual, who is competent and most qualified for the position, such as in leadership and managerial positions. The leadership and managerial positions should not be filled by favoritisms, since these positions have upper hands in controlling the company's assets, and in decision-making of the organization, both internal and external contractual businesses (Chen & Vazsonyi, 2013).

The leadership qualities may differ from one organization to another, depending on the line of the company's business concentration, because individuals in these sensitive positions must be equipped to represent the business corporation in any area of business engagement at the appropriate time, must address the company's cultures and must stand on company's binding policies which mandates that stereotypical traits must be known and practiced by those who are so affiliated with; plus, must be competent with appropriate leadership materials to lead, rather than someone leading him/her (Tony, 2016).

With the economic evaluations and narratives, my research finding expresses inevitable positive social change being possible to emanate from the organizational level in a business corporation, located within Niger Delta regions. In that context, business corporations are not limited to put new strategies into operation. Some businesses may create and follow specific steps/strategies on how new business idea can work for the benefit of the company, such as upgrading employees' hiring and training standards, mandating a special course administered by the company to be taken by any employed individual for formality, and for the full knowledge of the company's business principles, policies, rules and regulations, company's line of business, the way of operation, customer services, and in many other interesting areas which the company deems necessary (Vijayakumar, 2013).

All these if implemented correctly and accordingly, will in return satisfy the company's purpose which prompted such action and the benefits may be extended into growing the economy of the area through getting some economic pressing problems resolved in Niger Delta region; this becomes a positive social change at the end (Coviello et al., 2004).

**Societal level.** From the findings of my research study, my qualitative multiple-case study expresses concerns relating to the ongoing series of economic problems in Niger Delta on societal level, with the purpose of reaching for a solution through the launching of this research conduct, and the hope of getting feedback that will lead to positive social change in favor of Niger Delta region. My research work is a case study that is open for any extension work on further research studies or references, where transferability may be needed as the research contents are made concentrated and rich with vital information; and being available for any

necessary transfer of vital information to other rightful segments, as possible as its further processes and references are needed (Neuman, 2011; Yin, 2017).

Social economic issues at societal level in Niger Delta region contend that society be involved in a supportive manner to any level towards economic restoration in the area, since the current economic situation in Niger Delta has derailed out of normal function, it is now calling for any contribution, any attributes from any reliable source that may be deemed necessary for implementation towards the revival or the restoration of the Niger Delta economy (Surangi, 2013).

Since it is believed that unity is strength, the joint-hands of the communities in the society, plus the collaboration of all the able bodied men and women in the region, through the contribution of economic ideas, cultural influences, and some individual gifted characteristics put together may pool a great success in the joint venture, and through reviving all factors of economic development, which in turn will bring into Niger Delta communities a reward of economic restoration and growth, as attributes to positive social change (Elum et al., 2016).

### **Methodological, Theoretical, and/or Empirical Implications**

This qualitative multiple-case research study was built on three key concepts that focus on the views of the Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within the Niger Delta: *the concept of youth unemployment in sub-Saharan Africa (Chigunta, 2016); the concept of entrepreneurship education (Osuala, 2010); and the concept of youth entrepreneurship (Chigunta, 2007).*

The purpose of this qualitative multiple-case study was to gain deeper understanding of the views of the Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within the Niger Delta.

The findings of this study, the research processes and the trustworthiness in the research work jointly gave credit and reliability to the overall research study of this qualitative multiple-case study; as it provides the basics and the trust of the conceptual framework used to build this study, in a manner of reflections based on previous studies which believed that entrepreneurship education is actually the right economic tool in which the Niger Delta regions should need at this time, to fight against the horrible increasing level of poverty and the high rate of unemployment devastating this poor region of Niger Delta states (Justine et al., 2012).

In the same business context, the empirical evidence showcased in this multiple case study provides a reliable and the rightful qualitative research methodology implemented for data collection processes, into enlightening the minds, the understandings and the views of the youths of Niger Delta concerning the importance of entrepreneurship education, the impacts for not having education in their community, the effects of no education in political arena, the effects of no education in economic domain, and other areas of concern that connect the empirical evidence as displayed in this research work (Kennedy, 2012). The obvious choice of the research approach used in this research data collection processes, gave testimony of its high quality and great ability in job performance, as the data analysis exceeded and extended into multiple characteristics or larger data pool analysis, to suit this multiple-case study and its standard (Adetola & Oluwatomiwo, 2016).

Since this study concentrated on 10 interview participants, the study's chance of unveiling more variances, plus the existence of unique occurrences during the data collection protocols increased (Nkechi et al., 2012). But at the long run, no specific issues emerged as discrepant data evidence in contrast to the assumptions of the Conceptual Framework and scholarly literature.

The themes participants of this qualitative multiple-case research study were the ten Niger Delta youths participants who took active parts in my research interview activities. Since this research conduct was a standard qualitative multiple-case study, all involved in the entire processes are the contents as established in this multiple-case study interviews, the researcher's field notes, the further analysis of cross-case synthesis, and in triangulation as they occurred. Further notations in the occurrences of this research conduct is to be clarified that the multiple-case study method chosen for the research work of this study was used purposely to augment external validity of the research processes, and as well as the cross-case in comparison and in contrast, as the Niger Delta youths participants voiced out their opinions in contrast with the opinions of other participants; and also to implement and maintain the sense of trustworthiness against any unforeseen researcher's bias (Ndedi, 2016; Stake, 2013).

This qualitative multiple-case study is made explicit through the contributions emanated from exploring and processing all the data collected, directly from the youths of Niger Delta region as the only interview participants, who voluntarily unleashed all the vital information as contained in this research document; and with the reflection of the knowledge enacted from the conceptual framework of the study, and the purpose of this research conduct is met and satisfied.

## Conclusions

The history of research works of prior literature scholars has not made enough breakthrough in disseminating the increasing knowledge of entrepreneurship education to capture the minds of the youths of Niger Delta region, with vital information being in relation to the concept of entrepreneurship education (Fletcher, 2018; Tsaurai, 2018), as an ultimate tool to fight poverty and unemployment in Niger Delta region of Nigeria, were poor economic developing factors still remain till today, an ongoing prevalent (Kasseeah, 2016). There has not been any satisfactory evidence that these youths from Niger Delta, a region of high petroleum production in Nigeria, have been given reasonable opportunities to make their voices heard in government level, as to determine the cause(s) of poor economic situations in their states, and how to remedy the long time economic depression in their Niger Delta regions (Ofili, 2018; Sheriff & Muffatto, 2015).

This qualitative multiple-case research study is built on three key concepts that focus on the views of the Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within the Niger Delta: (a) the concept of youth unemployment in sub-Saharan Africa (Chigunta, 2016); (b) the concept of entrepreneurship education (Osuala, 2010); and (c) the concept of youth entrepreneurship (Chigunta, 2007). The purpose of this qualitative multiple-case study was to gain deeper understanding of the views of the Niger Delta youths on entrepreneurship education and its implications for combating poverty and unemployment within their Niger Delta region. The conduct of this research was primarily to draw close to the youths of Niger Delta, and inquire of their views, also collect and evaluate their attributes concerning entrepreneurship education as a choice to



restore their economy. The findings of this research were based on the data collected directly from the Niger Delta youths as my interview participants.

The findings showed that the Niger Delta is less privileged in financial availability, deepened in economic recessions under unemployment, poverty, inflation, hunger and starvations, with less chance of obtaining education, without qualification for employable white-collar jobs, neglected by the government of Nigeria, irrespective that Niger Delta region is the city of petroleum production that gives approximately 95% of Nigerian national revenue annually (Babalola & Ayuba, 2015; Ekpe, 2011). With the adoption of entrepreneurship education in their school system and through training and skill acquisition, the Niger Delta would be able to alleviate poverty in their communities, reduce unemployment high rate, be able to attain college for future benefits, be motivated to seek business career ownership, establish businesses, able to create jobs in their region rather than remaining job seekers, able to meet the daily economic demands of their families, and be able to have a voice in political domain, and so on (Fletcher, 2018; Kolade, 2018; Nwokolo, 2015).

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## Appendix A: Recruitment Letter

**Recruitment Letter to Participate in My Research Study**

Dear Potential Research Participant:

I would like to invite you as a young adult residing in the Niger Delta region of Nigeria to please participate in my dissertation research study. I am a doctoral student conducting a research study to explore the views of Niger Delta youths on entrepreneurship education and its implication for combating poverty and unemployment within Niger Delta region.

**You are eligible to participate in this study if you are:**

- 1) A man or a woman between 20 and 29 years of age,**
- 2) Resident of Imo States, Delta States or Rivers State in Niger Delta regions,**
- 3) A graduate of college/university level education, and**
- 4) Unemployed for a period of at least two years.**

If you answered “yes” to all four criteria listed above, I invite you to read further on how you can participate in this study. The situation at hand is that, poverty reduction is one of the most difficult challenges facing Nigerian nation today, where more than 70% of the entire population lives at or below the poverty level. Of the number of the poverty-stricken people in Nigeria, about 75% is concentrated in the rural areas like your communities - the Niger Delta regions. Both the educational and social policymakers recommend entrepreneurship education as a solution to the struggling youths of Niger Delta region; rarely have scholars documented the views of these youths regarding entrepreneurship education and its role in alleviating poverty and unemployment in Niger Delta communities. My study gives you as the unemployed youths of Niger Delta region, the opportunity to voice your thoughts, ideas, and experiences on entrepreneurship education as a path to fight unemployment and poverty in your Niger Delta regions/communities.

My research will be a qualitative case study that may require about 30-40-minute interview over the phone or on Skype with volunteer study participants. If you are interested,

please send me your contact email address through which I will send you a consent form. Please direct your responses and future contacts to [sylvanus.ohakam@waldenu.edu](mailto:sylvanus.ohakam@waldenu.edu). I thank you in advance for your consideration to participate in my research.

Sincerely,

Sylvanus Ohakam (Researcher)

PhD Student – Walden University

## Appendix B: The Interview Protocol

**Participant Number Identifier:** \_\_\_\_\_

**Age** \_\_\_\_\_

**Gender** \_\_\_\_\_

**Highest Level of Education** \_\_\_\_\_

**Period of Unemployment from Today's Date:** \_\_\_\_\_

**Date/Time of Interview: (To be scheduled)**

**Preliminary Actions:**

1. **The purpose of the interview and a short background of the researcher's connection to the study:**

I would like to take a few minutes to revisit the purpose and goal of this study. I am a doctoral student at Walden University, conducting a research study to explore the **views of the Niger Delta youths on entrepreneurship education and its implication for combating poverty and unemployment within the Niger Delta regions.**

You are being asked to take part in this research study because you responded positively to the email I sent to you about being a participant in this research interview activity. The truth at hand is that the present economic situation within Niger Delta regions of Nigeria today indicates that the lives and career development of both present and future potential youths of the Niger Delta region are afflicted by poverty and unemployment. In this study, I wish to explore the views of the Niger Delta youths, who are university graduate level of education, on the idea of introducing for implementation the use of entrepreneurship education and its implication into the

Niger Delta school system; being an economic strategy that can bring social changes and economic developments into the entire regions of the Niger Delta states. I strongly believe that volunteering and the participations of the youths in this research study would make a very interesting impact towards the economic development of their communities, and would be a great opportunity for the voice of the youths to be heard on these issues of social and economic improvement of their communities at large.

I am conducting this study as a part of my doctoral program. I have a background in management and technology, but my experience has no bearing on my role as a researcher in this study.

2. **Participant rights.** Your response to my invitation to participate and your signature on the consent form, indicate your formal consent for this interview. Please note that all information will be held in the strictest confidence. This interview will be digitally recorded. I will transcribe the interview results. The data collected from this interview will be viewed by me and my dissertation committee only.

Note also that your involvement is voluntary, and you may choose not to answer a question. Also, you have the right/option to stop participating in the interview at any time. The interview should take no more than an hour to complete.

Thank you for agreeing to participate. Please sign the consent form.

## Appendix C: The Interview Questions

1. In your formal schooling, did you have any kind of entrepreneurship education or training; and if so how was it delivered?
2. What do you believe is the best way entrepreneurship education should be delivered within the formal schools system in your Niger Delta region?
3. What are the greatest challenges for Niger Delta Youth in terms of receiving entrepreneurship education and training?
4. What are the challenges for Niger Delta Youth in pursuing business ownership as a career?
5. Do you believe your gender would affect your pursuing business ownership? Why?
6. What kind of small businesses do you believe entrepreneurship education should focus on in helping Niger Delta Youths out of poverty?
7. How do you believe entrepreneurship education can help you and other youths in your village to fight unemployment?
8. How do you believe entrepreneurship education can help you and your family out of poverty?
9. Do you have any further thoughts or ideas you wish to share on how entrepreneurship education should be delivered to help Niger Delta Youths fight unemployment and poverty?