

PRACTICAL ENTREPRENEURSHIP EDUCATION AS A SUSTAINABLE ECONOMIC DIVERSIFICATION AND DEVELOPMENT IN NIGERIA: A CASE OF RIVERS STATE TERTIARY INSTITUTIONS

UKATA, Philip Festus (FIPMD)

Department of Office Technology and Management,
School of Business and Administrative Studies, Captain Elechi Polytechnic,
Rumuola, Port Harcourt, Rivers State, Nigeria.

ABSTRACT: *The study adopted correlation research design on Practical Entrepreneurship Education as a Sustainable Economic Diversification and Development in Nigeria: a Case of Rivers State Tertiary Institution. The population of 5080 was drawn from 12 selected departments of the 4 institutions with a sample of 360 using Krejcie and Morgan sampling technique. The research instrument used was “Practical Entrepreneurship Education and Sustainable Economic Diversification and Development in Nigeria (PEEASSEDAD)” with a five point scale. The instrument was subjected to face and content validation by five experts. To ascertain the reliability and consistency of measurement, a pilot study was carried on 20 students which yielded 0.97 coefficient. A total of 360 copies of questionnaire were administered and 170 successfully retrieved. Mean statistics was used to answer the research questions, Standard Deviation employed to find out the extent scores clustered around the means while Pearson Product Moment Correlation (r) was used to analyse the hypotheses. The findings showed that there was a very high relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria and there was also significant relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria. Among other things, it was recommended that Nigerian government should shift her attention from oil based economy to practical entrepreneurship education.*

KEYWORDS: practical entrepreneurship education, sustainable economic diversification, and sustainable economic development, rivers state tertiary institutions and Nigeria

INTRODUCTION

The Nigerian economy has been characterized by over dependency on oil, inadequate infrastructure, high rate of unemployment, and the consequences of these conditions. There is, therefore, a great need for diversification of the economy, especially in the face of the dwindling oil prices, falling value of Naira against other world currencies, and the call by the government for greater commitment and interest in other sectors of the economy to create an economy that will not solely depend on oil for its growth and development (Abasilim, Ayoola, & Odeyemi, 2017). Entrepreneurship education is noted and globally acknowledged as one of the instruments for

achieving economic growth and development as well as employment creation. Nigeria`s economy, like other emerging markets, have been severely hurt by the global shock witnessed in 2015 to 2017. Almost all the economic indices were negatively affected and growth plummeted. There was a significant reduction in per capita income and the Gross Domestic Product (GDP). GDP has been compressed by 50 percent from 578 billion dollars to 290 billion dollars, while per capita income has dropped from 3,100 dollars to 1,500 dollars (Adigun, Anumihe, Sanyaolu, Ebije, & Ojo, 2016). This condition has necessitated the calls for the introduction of economic stimulus in the face of the current financial hardship, largely accentuated by the slide in crude oil price.

In 2014, Nigeria with a Gross Domestic Product of 578 billion dollars and a population estimated at 170 million was considered to be the largest market in sub-Saharan Africa and the highest hydrocarbon producer in the continent (Oyesola, 2016). But presently, investors are leaving the country in droves and inflation is almost at 17 per cent. Also, exchange rate is now about ₦ 400 to one dollar and external reserves having gone down to 25 billion dollars. Recent data from the International Monetary Fund (IMF) showed Nigeria with its current GDP to be Africa`s third largest economy behind South Africa and Egypt. The economy is also confronted with monumental challenges in form of dilapidated, chronically and non-functional infrastructure. The decay in the country`s infrastructural base reflects decades of poor maintenance and weak technological base. The weak technological base is a consequence of low research funding, development efforts and disconnect between research findings and industries. The private sector is equally weak and diffused with poor response record to industrial incentives.

Aliyu (200) postulated that practical entrepreneurship education groom entrepreneurs who can go into economic diversification that lead to sustainable economic development. Economic diversification as an act of investing in a variety of assets with its benefits that reduces risk especially in the time of recession, inflation, deflation. Economic diversification strives to smooth out unsystematic risk events in portfolio investments so that the positive performances of some investments will neutralize the negative performance and effects of others. Economic diversification is a business oriented which implies that entrepreneurship is one of the perceived profitable opportunities for exchange and draws benefits by acting as middleman or intermediary through entrepreneurship education (Mukhtar, Gwazawa & Jega, 2018).

Economic diversification is imbedded in what is known as economic complexity, which is the idea that countries should not be dependent upon a small number of products for their economic livelihoods (Onodugo, Amujiri & Nwuba, 2015). For example, a country that has an economy based predominantly on oil production is neither particularly complex nor economically diverse. On the other hand, a country that has a strong manufacturing base, a vibrant services sector, a burgeoning natural resource sector, and a booming agricultural sector is quite complex and diverse (Zagros, 2016). A diversified economy is an economy that has a number of different revenue streams and provides nations with the capacity for sustainable growth leading to development because of non-reliance on one particular type of revenue source. Diversification thus, provides nations with the security and reliability so that should one economic revenue stream fails, they have several other options for revenue generation. Economic diversification demands active participation in a wide range of sectors and firmly integrated into different regions and nations

with such economies that are better able to generate robust growth and great potential to increase Africa's resilience and contribute to achieving and sustaining longer economic growth and development in the continent (Uzonwanne, 2015).

Francis and Morebise (2016) postulated economic diversification generally as the process in which a growing range of economic outputs is produced. It can also refer to the diversification of markets for exports or the diversification of income sources away from domestic economic activities (i.e. income from overseas investment). Economic diversification in its standard usage, either in terms of the diversity of economic activities or markets, is a significant issue for many developing countries, as their economies are generally characterized by the lack of necessity.

They have traditionally relied heavily on the production of primary commodities that are predominantly vulnerable to climate variability and change. Uzonwanne (2015) saw economic diversification as demands of active participation in wide range of sectors, and firmly integrated into different regions and ability to generate robust growth and great potential to increase Africa's resilience and contribute to achieving and sustaining long economic growth and development in the continent. A strong growing sustainable economy is the goal of every nation in the world. However, scholars agreed that economic development has been very slow on the African continent Usen and Udukeke (2015) saw development is critical and essential to the sustenance and growth of any nation. A country is classified as developed when is able to provide qualitative life to her citizenry. According to UNESCO (2009) development is the purposeful change in a society that contributes to social and economic well-being and advancement of its people without disharmony. Development is a dynamic process that empowers people and promotes important changes in their lives. From economic perspective, measures of improvement may be material such as an increase in the Gross Domestic Product (GDP), literacy rates, availability of improved healthcare service, improve infrastructure facilities, considerable job opportunities among others.

Denis (2014) and Usen et al (2015) said sustainable development has been defined in many ways, but the most frequent cited definition is from Brundtland Commission's Report (1987). 'Sustainable development is the development that meets the need of the present without compromising the ability of future generations to meet their own needs'. Agwuogu (2013) saw sustainable development as the type of development that can be initiated and managed properly in such a way as to give attention to continuity and preservation as people explore available resources for the enlargement of their existence. In essence, sustainable development is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations.

Every nation should be sensitive to ensuring the sustained viability of its economy and development. Sustainable development involves consideration of three aspects of reality, namely; the physical, the socio-political and economic environments (Onipede, 2003).

These three aspects of reality are very central in any bid to sustain any development. If any development emphasizes one aspect, take for example, economic diversification at the expense of

environmental or socio-political sustainability that development programme cannot be sustained as the deterioration of the other sectors will stifle the economic interest. Hence, the United Nation's World Summit on Sustainable Development Outcome Document saw environmental protection, social development and economic development as interdependent and mutually reinforcing pillars of sustainable development (Onipede, 2003). At the 2002 summit on Sustainable Development in Johannesburg, world leaders reaffirmed their commitment to sustainable development and agreed that the top challenge is implementation (Aboundchakra, Moujaes, Najjar & Shediak, 2008) these plans can be archived in economy dominated by practical entrepreneurs.

Abraham (2015) argued that Entrepreneur can be seen from this perspective as an innovator who introduce new ideas, technologies, products and services. He believes that only extra ordinary people have the ability to be entrepreneurs. Entrepreneurs creates and imagines opportunities, he creates in his mind, inspire multiple visions of alternative futures from which he chooses the best and most likely to be achieved and then acts to implement that chosen direction. The overall objectives for a course in entrepreneurship education are: practical skills, technical skills development, business management skills development and personal entrepreneurial skills development.

These skills and objectives form the basis of the modular approach to an entrepreneurship education and curriculum development, depending on the needs and resources at a particular institution. The courses are taught to all students irrespective of programme and level. In addition to the theory, every student must take the practical components and undertake practical project at the end of the course Abubakar (2010).. A student chooses his/ her area of interest from the array of practical electives such as: water production, printing and publishing, metalwork and fabrication, pastries and Restaurants, bakery, fish farming, tie and dye, grass cutter and snail farming, soap and cosmetics, wood work and furniture, bead and hat making and horticulture. This article is of the opinion that era of theoretical entrepreneurship many decades ago should be strongly discouraged and practical entrepreneurship education should dominate our curricula (Abdullahi, 2009).

These courses are credit unit theory and practical. It is an all semester programme and mandatory for all students of the institution irrespective of the students chosen field of study. Each student is expected to develop some entrepreneurial skills in selected areas. The main activities are centred on coordinating and teaching the theoretical perspectives on entrepreneurship, coordinating of practical demonstrations in selected entrepreneurial fields and community impact and capacity building initiatives for economic diversification and development.

Nigeria ranks among the most richly endowed nations of the world in terms of natural, mineral and human resources. Nigeria has a variety of both renewable and non-renewable resources, some of which have not yet been effectively tapped. Solar energy, probably the most extensive of the underutilized renewable resources is likely to remain untapped for some time, and the vast reserves of natural gas produced with crude oil have yet to be fully utilized (Akpan, 2009). In view of this, entrepreneurial activities are needed to explore and tap into all these reserves of resources for the economic development of Nigeria through practical entrepreneurship education. The major roles

played by entrepreneurship in the economic diversification, development of an economy includes: promoting capital formation by mobilizing the idle savings of the public; creating large-scale employment opportunities to the unemployed; promoting balanced regional development to remove regional disparities through setting up of industries in less developed and backward areas; reducing concentration of economic power; increasing gross national product and per capita income by exploring and exploiting opportunities. Encouraging effective resource mobilization of capital and skill, bringing in new products, services and developing markets for growth of the economy; and promoting the country's export trade as a means of improving the country's foreign exchange earnings.

Oyelola (2013) posited that entrepreneurship and innovation are important cornerstones of competitive advantage. Economists have long felt that the entrepreneur is a person who takes calculated risks to exploit new commercial opportunities with special place in the economic system. To convert the numerous resources, both natural and human, that abound in Nigeria, a mass of practical entrepreneurs are needed through entrepreneurship education. Innovation was the engine of growth in the economy, using technological advances to increase productivity and encourage efficiency in other sectors through practical entrepreneurship education.

These entrepreneurs are the people associated with new opportunities who are prepared to take calculated risks of investing in ventures (Ukeh, 2016). It is only when new ventures are created and practical productive activities are undertaken that economy can grow. Practical entrepreneurship education is a useful tool for sustainable economy diversification and development for Nigeria's ailing economy if managed properly.

REVIEW OF RELATED LITERATURES

The Need for Practical Entrepreneurship Education in Nigerian Institutions

The era of offering introduction to entrepreneurship all in theory is long gone. Higher institutions should rethink of building practical entrepreneurship centres as the case of some private schools, polytechnics with strategic alliance with industries (Ukata, 2017). Students and the society have gotten overdose of these theories aspect of entrepreneurship education. The Nigeria economy is begging for problem solvers to attend to her. The Supervision of Industrial Work Experience Scheme (SIWES) needs to be reinforced to meet its essence. Why should our students be wasting precious six (6) months, twelve (12) months and energies in the name of SIWES, returning with filled log books of lies of work experience never experienced? If we have a workable practical entrepreneurship centres in our institutions of higher learning that can engage these students for the periods meaningfully, why should our institutions be crying of low/no Internally Generated Revenue? If our entrepreneurship centres are established, stocked, staffed, funded with Industrial Strategic Alliance to produce goods and services that could be consumed internally by the institutions' communities and sold to outsiders to generate income/wealth through the practical participation of our students, then institutions will not lament of lack income. Students too will learn to become financial independent even while in school with an agreed percentage sharing. There will be a value chain of income distribution. To make the people self-employed, institutions can engaged students in some of the areas of practical entrepreneurship.

Areas of Practical Entrepreneurship for Sustainable Economic Diversification and Development

Mukhtar, Gwazawa & Jega, (2018) posited the under stated subheadings and explained as follows:

Structure of Practical Entrepreneurship Centre

The centre has a management committee as a policy implementation body headed by a chairman or director or dean with a secretary who should report to the Provost, Rector or Vice Chancellor. The centre is administered by coordinators who are academic staff drawn from different departments and directs its activities while ensuring the delivery of both theory and practical activities of the course

Mode of the Centre

Mukhtar et al (2018) further stated that the model of entrepreneurship education should be based on a two-tier structure of the theory and practical which is in line with the standard of International Trade Structure Classification (SITC). They classified creation of Ten (10) entrepreneurship villages which besides commercial production to generate income for the diversification of economy and are use for training students. The villages are:

- i. Welding and fabrication
- ii. Horticulture development
- iii. Audio and telecommunication
- iv. Precision Engineering
- v. Pastry-Bakery
- vi. Multipurpose press
- vii. Fishery-Hatchery and Animal husbandry
- viii. Integrated wood and furniture
- ix. E-related ventures
- x. Metal work

Each of these villages should have facilitators drawn from academic staff to oversee its activities and report to the co-ordinator, while that coordinators report to the director or chairman of the centre.

Course Delivery

The course should be taught to all students irrespective of programme and level. In addition to the theory, every student must take the practical components and undertake practical project at the end of the course. A student chooses his area of interest from the array of practical electives listed below:

- i. Water production
- ii. Printing and publishing
- iii. Metalwork and fabrication
- iv. Pastries and Restaurants
- v. Bakery
- vi. Fish farming
- vii. Tie and Dye
- viii. Grass cutter and snail farming
- ix. Soap and cosmetics
- x. Wood work and furniture
- xi. Bead and hat making
- xii. Horticulture

Observation

The main activities of the centre are

1. Coordinating and teaching the theoretical perspectives on entrepreneurship.
2. Coordinating of practical demonstrations in selected entrepreneurial fields and
3. Community impact and capacity building initiatives for economic development

This demonstrates that for the entrepreneurs to be effective in creating wealth and employment opportunities, the government and concerned agencies need to create an investor-friendly environment encompassing stable macroeconomic policies. Government need to address

urgently the dilapidated infrastructural facilities in the country, starting with the power sector, roads and railways, provide adequate security and give every citizen the sense of belonging. The inputs into an entrepreneurial process; capital, management, technology, buildings, communications and transportation infrastructure, distribution channels and skilled labour, tend to be easier to find in urban areas. Economic diversification and sustainable development can be achieved if there is an adequate practical entrepreneurship education in Nigeria to diversity economy in friendly environment. Institutions of higher learning in Nigeria should learning to do a plough-back-profit

Ukata, (2017), Ukata and Adejola (2018) identifies and classified areas of practical entrepreneurship education as presented below:

Table 1: Some Areas of Practical Entrepreneurship Education (Ukata, 2017)

S	Department	Training Area	Individual Courses
1	Environmental Science	Architecture	Building Plan Development(BPD), GMP, Tilling, POP Construction/installing, Paint making/Painting
		Agro-practice	Poultry, Fishery, Piggery etc.
		Horticulture	Beautification/Decoration, Event Management, Colour Combination etc.
2	Arts	Fine Art	Drawing and Painting
		Creative Art	Beads Making, Cane Furniture, Shoe Production
		Music	Guitar, Keyboarding, Trombone, Trumpet, Violin, Orchestra Performance, Stage Set-up
3	Management	Home management	Laundry Service, Hair Making, Sewing etc.
4	Technical Science	Industrial Chemistry(chemical products)	Soap, Detergent, Air-freshener, Starch, Bleach, Shampoo, Relaxer etc.
5	Health Science	Clinic practice	Robb/balm, Sulphur Ointment, Gental Violet, After Shave, Glycerine etc.
		Drinks analysis	Wine, Juice, Water Purification etc.
		Snacks technology	Chim-chim, Scotch Egg, Burger, Chicken Salad etc.

According to Usen et al (2015) in the Nigeria economy, options for diversification are abound in agriculture, mining/quarrying, manufacturing, entertainment, tourism, financial services, and information and communication technology, among others. It is worth noting that peculiar circumstance of a country's economy determines the direction its diversification effort will follow. This is cogent because countries' natural endowments vary in structure and nature. Nigeria is blessed with abundant resources apart from oil. Some of these resources are shown below.

Table 2: Product (Raw Materials), Location (States) Processed Products for Sustainable Economic Diversification

SN	Product (Raw Materials)	Location (States)	Processed Products
1	Cattle, Goats and Sheep wool.	Borno, Yobe, Bauchi Jigawa Kaduna, Sokoto, Kebbi, Abuja	Hides, Leather, Fresh frozen meat, bones, blood, and skins
2	Domestic fowls, Chicken, Ducks and Turkey	Most parts of Nigeria	Milk products. Eggs, and meat.
3	Tomatoes, Oranges, Pineapples, concentrated Mangoes etc.	Widely grow in most parts of Nigeria.	Natural and in juice, jam, feed sugar syrup.
4	Onion, Tubers, Beans, Carrots, Potatoes and other vegetables	Most parts of Nigeria	Dehydrated vegetables and other food products.
5	Cotton seeds, Groundnuts, Palm kernel, Palm oil, soya bean.	Anambra, Enugu, Cross River, Edo, Rivers, Imo, Abia, Ondo, Ogun, Adamawa, Benue, Oyo, Kwara, Kogi, Osun States.	Edible oil, Soap, Detergents, Lubricants, Cake, Milk, & Moinmoin
6	Fish	Mangrove Swap, Lake Chad, Main Rivers in Nigeria, Niger, Benue, Kogi, Ogun, C/River, Kaduna, Rivers and other Nigerian Territorial Water.	Fish meal, fish oils. Fresh and Frozen fish, Lubricants, Vanishes soap and other Industrial uses.
7	Maize, Guinea Corn (Sorghum), Millet Cakes	Abia, Ogun, Ondo, Benue, Edo Adamawa, Bauchi, Kaduna, Sokoto, Kano Borno, Oyo, Osun, Imo, Anambra, Cross River, Kwara, Kogi Kebbi, Akwa Ibom and Abuja.	Corn flakes, Flour, Animal feed, Starch, and other Food products
8	Rice	Adamawa, Edo, Delta, Ogun, Ebonyi. Anambra	Whole rice, broken rice bran for humans and livestock feed.
9	Wheat	Niger, Kano, Katsina, Kaduna, Borno, Plateau, Yobe.	Cereal flakes, Milk, Flour, and Animal feed.
10	Cocoa	Osun, Ogun, Oyo, Ondo, Ekiti Edo and Delta.	Cocoa, Butter, Sweet, Soap, Cosmetics, Wine, Beverages and other Confectionery.
11	Coconut	Abia, Lagos, Rivers C/River, Mangrove Swamp Ogun, Edo, Imo and Delta.	Carpet, Footmat, Mat. Fibre, Robe, Edible Oil, Soap, Lubricant, Cake & Bag.

12	Yam, Cassava	Adamawa, Oyo, Abia, Imo, Kaduna, Anambra, Benue Nasarrawa Ogun, Enugu, Niger, Kogi, Abuja.	Glucose, Food, Starch for Textile and Paper Industries and Laundries.
13	Wood	Anambra Edo, Delta, Imo. Oyo, Ondo, Benue Adamawa, Ogun, Bayelsa Akwa Ibom and Cross River.	Desks, Chairs, and product for construction project.
14	Coal	Enugu, Kwara, Benue, Kogi.	Fuel, manufacture of Tar, gases and oils.
15	Lignite	Delta and Edo States	Industries (use similar to coal and for production of nitrate fertilizer).
16	Crude Petroleum	Delta, Abia, Edo, Imo, Rivers, Cross River and Akwa Ibom.	Used in the refineries to produce petroleum products Oils, Gases, Exhylene, Propylene and Insecticides
17	Natural Gas	Delta, Edo, Cross River Abia, Imo, Rivers, Akwa Ibom Ondo, Anambra, Lagos.	Production of Ammonia & Urea for Nitrogenous Fertilizer
18	Clay (Kaolin)	Kaduna, Ogun, Anambra Enugu, Bauchi, Kano, Kogi & Kwara.	Ceremic Wares, Tiles, Pottery Bricks, And Production of Sanitary Wares.
19	Columbite	Jigawu, Kano, Plateau and Nasarraw	Nuclear Engineering and Alloys for Gas Turbines and Space Missings.
20	Diatomite	Borno, Yobe & Gombe	For preparing Insect control wares.
21	Glass Sand	Jigawa, Anambra, Enugu, Delta, Edo, Imo, Kano, Lagos, Niger, Ogun and River States.	For Manufacturing of Glass Wares.
22	Gold	Edo, Delta, Kaduna, Kano, Jigawa, Kwara, Oyo, Niger, Kogi, Osun.	Jewellery and Ornaments
23	Red Oil	Rivers, Anambra, Cross River, Akwa Ibom, Edo, Ondo	Soap, Food,

Contributions of Entrepreneurship Education to Nigerian Economy

Most of the roles played by entrepreneurship education in Nigerian economy has been to trained entrepreneurs and are imbedded in the activities of small businesses which (Asaolu 2001) summarized to include: creation of employment opportunities, reduction of regional economic imbalance, standard of living, community development, mobilization and utilization of other idle resources, serving as a training ground for larger businesses, and conservation of foreign exchange

as well as stemming of rural-urban migration. To expatiate on the above, practical entrepreneurial activities are needed and as such become a required and important sector for employment in the present situation of unemployment in Nigeria. Entrepreneurial activities command about 95% of the Nigerian private sector and they account for a considerable proportion of the gross domestic product (Ebinga, 2014). They offer productive outlets for the enterprising and independent-minded people. Practical entrepreneurial ventures offer an efficient form of business organization in industries where the optimum size of the production unit of sales outlet is small.

They also serve as nurseries for the cultivation and development of small entrepreneurial talents, who may, in the future, control business empires. They diffuse industrial concentration and ownership thereby promoting a balanced development through accelerated growth of the rural economy and as such checking rural urban drift (Essien, 1995). Finally, entrepreneurial venture is the easiest type of business to go into because of its modest capital requirement. Entrepreneurial forces are relatively strong in Nigeria, as the lack of jobs and a rise in poverty leave few other options for the Nigerian people. In the past few years, there have been the start-ups of internet cafes, new Internet service providers, computers in some schools, and connectivity hubs, restaurants, neighborhoods kiosks, small garri processing factories, fish ponds, poultries etc. This is evidenced by the Anambra State Government which is earning a lot of foreign exchange from export ventures harnessed from women who are into the cultivation and sale of local vegetables (Obiajuru, 2016). According to him, Anambra state is now a business-friendly environment attracting both indigenes and foreigners to seek wealth-creating opportunities. This is the type of entrepreneurial venture that people can go into in different regions of the country that will enable and support the diversification drive of the economy for national development (Francis et al, 2016). Entrepreneurship education helps in job creation if properly taught, Entrepreneurship education helps in economy diversification by raising entrepreneur, It equips students with strength needed for the successful running of a business venture and Entrepreneurship education can help to reduce poverty thereby raising the standard of living of the people (Egboh, 2009). Practical entrepreneurship education is described as a process of planning, operating and assuming the risk of a business venture plays critical roles in economic development. According to Inegbenebor and Igbinomwanhia (2010), the role of practical entrepreneurship education in a developing society is presented as follows:

Employment generation

Unemployment and poverty are major problems facing most nations of the world, while the case of Nigeria is worse and solving this problem that has become endemic is the quest of all nations. Practical entrepreneurship education remained the most important tool for solving them. Those who take to entrepreneurship immediately, succeed in providing jobs for themselves, as well as others. Many Nigerians are very resilient in this regard in establishing and managing business profitably. Increase in productivity through innovation: Innovation which has been described as a process by which entrepreneur convert opportunities (ideas) into marketable solution is crucial in raising productivity (Kuratko, 2009). Innovation is a key aspect in entrepreneurship. Because of the resourcefulness and ingenuity of entrepreneurs, they are able to contribute innovatively through productivity. Nigeria can become a producing nation instead of the present situation of being a consuming nation.

Facilitation of technological transfer/adaptation

Opportunities for developing and adapting appropriate technological approaches are provided by entrepreneurs. This facilitates the absorption of all kinds of workers - skilled, semi-skilled and unskilled.

Increase in resource utilization

In many nations, resources could be left fallow but entrepreneurs harness these resources, which might otherwise remain idle, and put them into productive and profitable use.

They contribute to the mobilization of domestic savings and utilization of local resources including human resources

Stimulation of growth in the sectors which supply it with inputs

Generally, entrepreneurship is a tool for the stimulation of growth in the factor market. This is more apt in its factor supply market for a particular business/venture. The greater the number of small-scale entrepreneurs that exist in the downside of a particular sector, the greater the market, and by extension, the greater the capacity utilization (Orishede & Ezenwakwelu, 2014).

Reinforcement of large-scale enterprises and public enterprises

Entrepreneurs principally produce raw materials in the form of semi-processed goods for the use of bigger enterprises. This is clearly depicted by the synergized relationship existing between them and large-scale enterprises, in terms of supply of inputs and assistance in the distribution of the finished goods to the final consumers. Due to their nature, small-scale entrepreneurial ventures are usually flexible and capable of responding quickly to global economic changes. Entrepreneurial ventures have, thus, accounted for a large percentage of all businesses and a favourable percentage of Gross National Product of many countries (Makinde, 2013). It enhances effective and efficient use of individuals' potentials and energies: Entrepreneurship is making individuals to use their potentials and energies to create wealth, independence and status in the society. Most successful businesses in Nigeria today started small. As a result of opportunity to display potentiality and independence, some entrepreneurs are able to work on their ventures and growing them to become big businesses that bring them fulfilment for the growth and ability to create jobs for others.

The graph below provides a lot of information on the role agriculture alone played in Nigerian Gross Domestic Product before its neglect

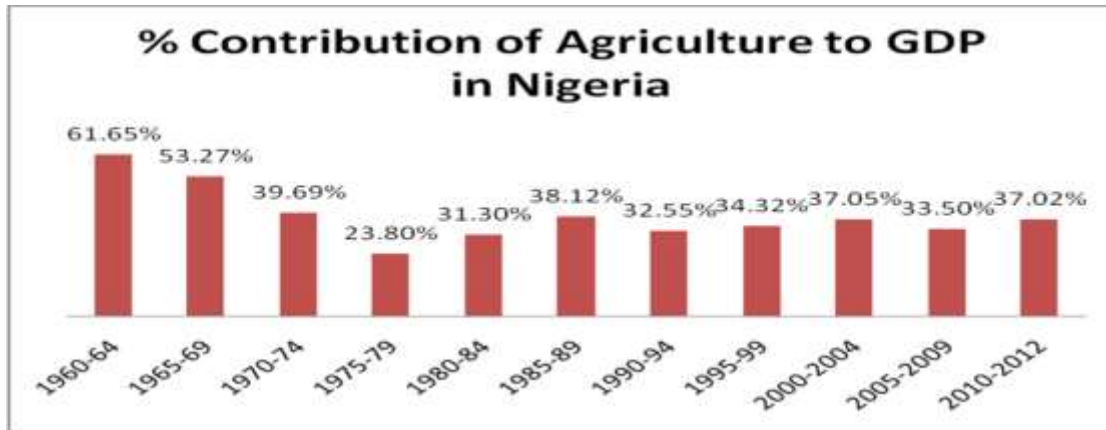


Figure 1: Contribution of Agriculture to GDP in Nigeria (Uzonwanne, 2015).

It is clear from the above graph that at the wake of the oil boom in 1970 the deterioration in the sector commenced. Looking at the presented graph, the decline perennially lingers on. A careful reader would observe from the graph that the state of agro-economy is recurrently depreciating as the histogram chart displayed a zigzag flow. The sorry nature of agriculture in Nigeria informs the clarion call for the diversification of the economy.

Statement of the Problem

Nigeria over several decades had depended on oil as the main stream of revenue generation and most of schools too have been influenced mostly by theories of entrepreneurship education and little or nothing has been done in the areas of practical entrepreneurship education and programme polices implementation despite the roles. A careful observation shows that the oil boom which would have been an enduring blessing to Nigeria has regrettably necessitated great shift of attention of many states with cap in hand begging the centre for oil money, which resulted to a total neglect of agriculture. The adverse effect of this boom and euphoria led to the establishment of new urban cities that necessitated mass exodus of able-bodied men and women from the rural areas to the cities in search of white-collar jobs and quick money. This development drastically reduced interest in agriculture and agrarian economy. Agricultural sector has been the leading provider of employment in Nigeria since the sixties and seventies when the sector provided employment for more than 70 percent of the Nigerian population.

Unfortunately, in the wake of oil discovery, the attention on this sector of the economy was gradually and myopically shifted to the oil sector where employment opportunities were very low and the traditional agricultural exports have been on a progressive decline. This scenario has given rise to acute starvation, hunger, youth restiveness and unemployment as oil sector could only employ limited number of the population and worse still only experts, couple with our unworkable leadership of corporate looting. These pitiable situations make Nigeria economy vulnerable as

such not sustainable. It is for this reason this study Practical Entrepreneurship Education as a Sustainable Economic Diversification and Development in Nigeria: a Case of Rivers State Tertiary Institutions was carried.

Purpose of the Study

The Purpose of the Study was to investigate Practical Entrepreneurship Education as a Sustainable Economic Diversification and Development in Nigeria: a Case of Rivers State Tertiary Institutions. The study specifically sought to

1. Find out the relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria
2. Find out the relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria

Research Questions

To lead this study, the following research questions are posited

1. What is the relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria?
2. What is the relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria?

Hypotheses

Two null hypotheses were formulated and tested at 0.05 levels of significance

1. There is no significant relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria
2. There is no relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria

METHOD

This study adopted a correlation research design. The justification for using correlation research design is to figure out if there is relationship between the variables under investigation. Correlation research design will as well reveal and give a correct picture of the relationship between Practical Entrepreneurship Education and Sustainable Economic Diversification and Development in Nigeria. The study was carried on final year Rivers state higher institutions. The schools are Rivers State university (RSU) with a total of 1199, Ignatus Ajuru University of Education (IAUE) with 1229, Captain Elechi Amadi Polytechnic (CEAPOLY) was 1440 while Ken Sarowiwa polytechnic (KENPOLY) was 1212 with a total population of 5080 of selected departments of final year students. The schools and the departments selected are displayed below using exploded pie in 3-D:

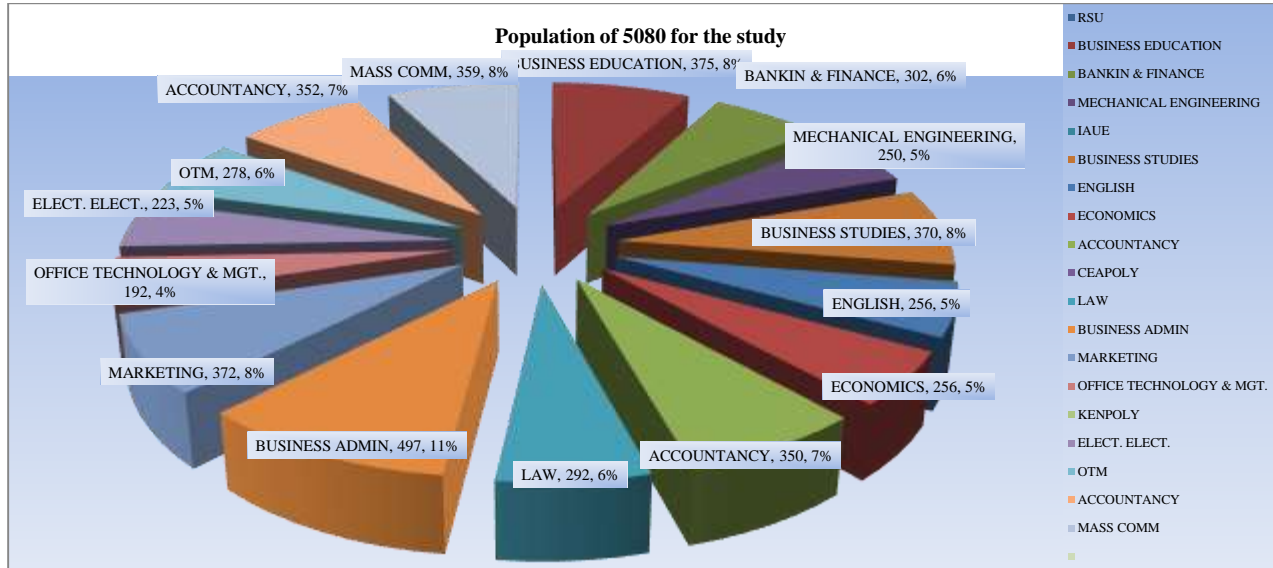


Figure 2: Population of 5080 for the study

The sample size was 360 using Krejcie & Morgan sampling technique. The schools with their sampled including percentages are displayed below using exploded pie in 3-D:

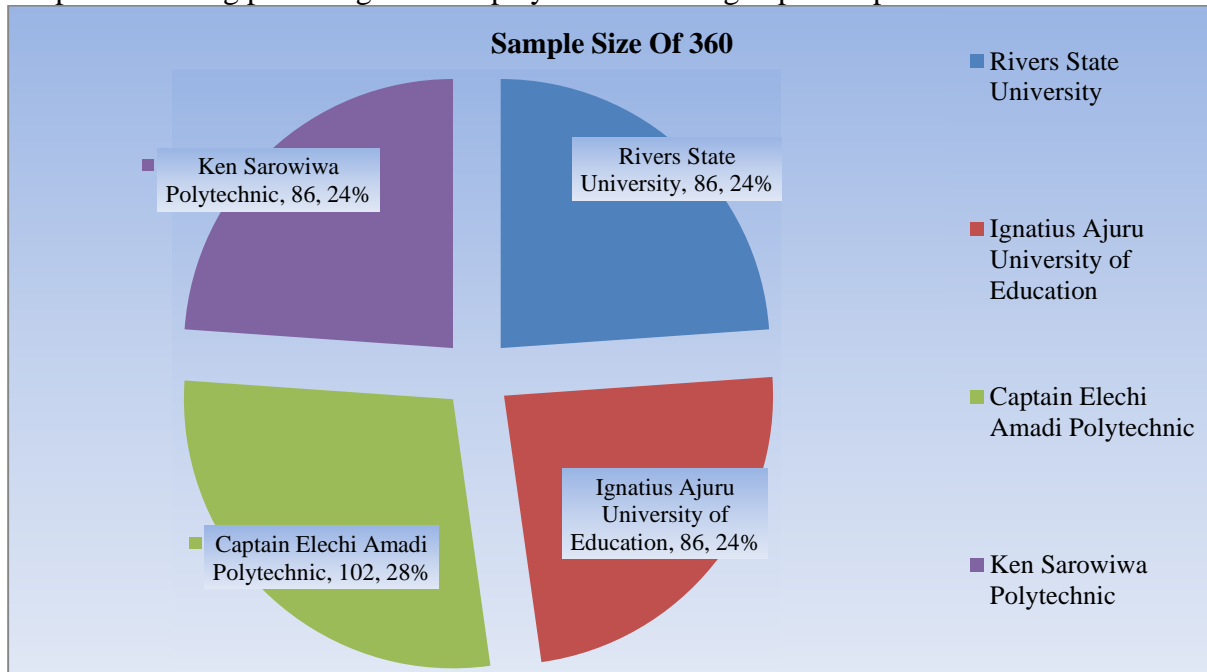


Figure 3 : Sample Size Of 360

The instrument used for data collection was a structured one tagged: “Practical Entrepreneurship Education and Sustainable Economic Diversification and Development in Nigeria (PEEASSEDAD)” with a five point scale was adopted. Mean scores from 4.50 to 5.00 was seen as Very High Relationship (5 points), 3.50 to 4.49 High Relationship (4 points), 2.50 to 3.49 Moderate Relationship (3 points), 1.50 to 2.49 Low Relationship (2 points) and 0.50 to 1.49 Very Low Relationship (1 point). The confidence level was 95%; Error of Margin was 5% with a

population of 5080. A total of 360 copies of questionnaire were administered and 170 successfully retrieved. The instrument was validated by five experts and a pilot study carried-out on 20 final year students from university of Uyo to know the internal consistency which yielded 0.89 coefficients. The number of instrument administered and retrieved from the higher institutions are as tabulated below. These include the names of the higher institution and department sampled from the individual schools. It also includes the number and percentage distributed to all the schools and retrieved. The table further showed number given to each department, number retrieved and their percentages.

Table 3: Number of Questionnaire Administered to Institutions/Departments and Retrieved

SN	NAME OF THE SCHOOL	NO DISTRIBUTED	%	NO	RETRIEVED	%	
1.	RSU	86	-	100 %	41	-	24 %
	BUS. EDU.	27	-	31%	14	-	52%
	BANK & FIN.	22	-	25%	10	-	45%
	MECH. ENG.	17	-	20%	8	-	47%
	MED. LAB.	22	-	23%	9	-	41%
2.	IAUE	86	-	100 %	41	-	24 %
	BUS. STUD.	26	-	30%	12	-	46%
	ENG.	18	-	21%	9	-	50%
	ECONS.	18	-	21%	9	-	50%
	ACCTS.	24	-	28%	11	-	46%
3.	CEAPOLY	102	-	100 %	47	-	28 %
	BUS. ADMIN.	36	-	36%	9	-	25%
	LAW	20	-	20%	9	-	45%
	SLT	19	-	19%	9	-	47%
	MKG	26	-	27%	13	-	50%
4.	KENPOLY	86	-	100 %	41	-	24 %
	ELECT-ELECT	15	-	15%	7	-	47%
	OTM	22	-	25%	10	-	45%
	MASS COM	25	-	29%	12	-	48%
	ACCTS.	24	-	28%	12	-	50%
	TOTAL						100%

Source : Field Survey (2019)

Mean statistics was used for answering research questions and standard deviation employed to find out the extent in which scores in the distribution clustered around the means. Pearson Product Moment Correlation (r) was adopted to test the two formulated hypotheses to determine the extent of significant relationship between Practical Entrepreneurship Education and Sustainable Economic Diversification and Development in Nigeria. The confidence level was 95%; Error of Margin was 5% with a population of 5080. The decision point was that any calculated ground mean from 3.0 and above was accepted and any ground mean below 3.0 was rejected. Also, any

calculated value of (r) that is greater than > the critical table value of 0.113 at 0.05 significant levels such null hypothesis (H₀) will be rejected, but if the critical table value is greater than > the computed value such null hypothesis will be accepted.

RESULTS

Research Question 1:

What is the relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria?

Table 4:

Raw scores, computed mean and standard on the relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria

N = 170											
S	Items Statements	VHR	HR	MR	LR	VLR	T	N	X	SD	Remark
N		(5)	(4)	(3)	(2)	(1)	R				
1	Practical entrepreneurship Education plays role in Employment opportunities	150 (750)	20 (80)	0 (0)	0 (0)	0 (0)	830	4.8	0.9	6	VHR
2	Practical entrepreneurship Education plays role in Regional economic imbalance	140 (700)	20 (80)	10 (30)	0 (0)	0 (0)	810	4.7	0.9	6	VHR
3	Practical entrepreneurship Education plays role in Standard of living	155 (775)	10 (40)	5 (15)	0 (0)	0 (0)	830	4.8	0.9	6	VHR
4	Practical entrepreneurship Education plays role in Community development	165 (825)	5 (20)	0 (0)	0 (0)	0 (0)	845	4.9	0.9	8	VHR
5	Practical entrepreneurship Education plays role in	120 (600)	45 (180)	5 (15)	0 (0)	0 (0)	795	4.6	0.9	5	VHR

	Conservation of foreign Exchange									
6	Practical entrepreneurship Education plays role in Stemming of rural migration	160 (800)	10 (30)	0 (0)	0 (0)	0 (0)	830	4.8	0.9 6	VHR
7	Practical entrepreneurship Education plays role in	155 (775)	15 (45)	0 (0)	0 (0)	0 (0)	820	4.8	0.9 6	VHR
8.	In Gross National Product	120 (600)	30 (120)	10 (30)	0 (0)	0 (0)	750	4.4	0.9 3	VHR
	Practical entrepreneurship Education plays role in Promoting country`s exports)							
Grand mean								4.7		VHR

Source: Field Survey (2019)

In analysing item number of research question 1 on table 1 employment opportunities, (X= 4.8) and (SD =0.96): Item number 2 with regional economic imbalance, (X = 4.7) and (SD = 0.96).

Item number 3, standard of living, (X = 8)(SD = 0.96). Item number 4, community development, (X = 4.9), (SD = 0.98). Item number 5, conservation of foreign exchange (X = 4.6), (SD = 0.95). Item number 6, stemming of rural migration, (X = 4.8), (SD = 0.96). Item number 7, Gross National Product, (X = 4.8), (SD = 0.96). Item number 8, promoting country`s export, (X = 4.4), (SD = 0.93). The opinions of the respondents showed high relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria with a grand mean of 4.7

Research Question 2:

What is the relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria?

Table 5:

Raw scores, computed mean and standard on the relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria

N = 170											
S	Items Statements	VHR	HR	MR	LR	VLR	T	N	X	SD	Remark
N		(5)	(4)	(3)	(2)	(1)	R				
1	Practical entrepreneurship Education has water Productionarea	150 (750)	10 (40)	10 (30)	0 (0)	0 (0)	820	4.8	0.9	7	VHR
2	Practical entrepreneurship Education has Printing and publishing area	160 (800)	10 (40)	0 (0)	0 (0)	0 (0)	840	4.9	0.9	8	VHR
3	Practical entrepreneurship Education metalwork and fabrication area	155 (775)	15 (60)	0 (0)	0 (0)	0 (0)	835	4.9	0.9	8	VHR
4	Practical entrepreneurship Education has Pastries and Restaurants area	165 (825)	5 (20)	0 (0)	0 (0)	0 (0)	845	4.9	0.9	8	VHR
5	Practical entrepreneurship Education Bakery area	120 (600)	40 (160)	0 (0)	0 (0)	0 (0)	760	4.4	0.9	3	HR
6	Practical entrepreneurship Education Fish farming Area	130 (650)	30 (120)	10 (30)	0 (0)	0 (0)	770	4.5	0.9	4	VHR
7	Practical entrepreneurship	155 (775)	10 (40)	0 (0)	0 (0)	0 (0)	815	4.9	0.9	8	VHR

Education has Soap and cosmetics area											
8.	Practical entrepreneurship Education has Wood work and furniture area	120 (600)	40 (160)	0 (0)	0 (0)	0 (0)	815	4.9	VHR	0.98	
	Grand mean								4.7	VHR	

Source: Field Survey (2019)

In analysing research question 2 on table 5, item number 1: water production(X= 4.8). (SD =0.97): Item number 2 printing and publishing, (X = 4.9), (SD = 0.98). Item number 3, metalwork and fabrication, (X = 4.9), (SD = 0.98). Item number 4, restaurants, (X = 4.9), (SD = 0.98). Item number 5, bakery (X = 4.4), (SD = 0.93). Item number 6, fish farming, (X = 4.5), (SD = 0.94). Item number 7, soap and cosmetics, (X = 4.9), (SD = 0.98). Item number 8, wood work and furniture, (X = 4.9), (SD = 0.98). The opinions of the respondents showed a very high relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria with a grand mean of 4.7

Hypotheses

Two null hypotheses were formulated and tested at 0.05 levels of significance.

Test of Hypotheses

Hypothesis 1:

There is no significant relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria

Table 6: Computed (r) on the significant relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria

SN	Variables	N	X	SD	Df	Alpha level	r-cal.	r-crit.	Decision
1	Areas Available in Practical Entrepreneurship Education (X)	170	4.7	0.93					
					168	0.05	2.687	0.113	Significant
2	Sustainable Economic Diversification and Development (Y)	170	4.5	0.94					

Field survey, (2019)

The result in table 6 revealed that the r-calculated value is greater than r-critical value. Since the r-calculated value of 2.687 is greater than the r-critical table value of 0.113. Therefore, the null hypothesis which stated that there is no significant relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria is rejected. This means that there is significant relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria

Hypothesis 2:

There is no relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria

Table 7:

Computed (r) on the significant relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria

SN	Variables	N	X	SD	Df	Alpha level	r-cal.	r-crit.	Decision
	Practical Entrepreneurship Education (X)	170	4.9	0.98					
	Sustainable Economic Diversification and Development (Y)	170	4.5	0.95	168	0.05	2.889	0.113	Significant

Field survey, (2019)

The result in table 7 revealed that the r-calculated value is greater than r-critical value. Since the r-calculated value of 2.889 is greater than the r-critical value of 0.113. Therefore, the null hypothesis which stated that there is no significant relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria is rejected. This means that there is significant relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria

DISCUSSION OF THE FINDINGS

Findings from research question one revealed that there was very high relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria. The finding also showed water production, printing and publishing, metalwork and fabrication, restaurants, bakery, fish farming, soap and cosmetics, wood work and furniture as some of the areas available in practical entrepreneurship education for sustainable economic diversification and development in Nigeria. The findings are agreement with views of (Mukhtar, Gwazawa & Jega, 2018) who noted the below different areas available in practical

entrepreneurship education as: 1.Welding and fabrication 2.Horticulture development 3.Audio and telecommunication 4.Precision Engineering 5.Pastry-Bakery 6.Multipurpose press 7.Fishery-Hatchery and Animal husbandry 8. Integrated wood and furniture 9. E-related ventures 10. Metal work.

Ukata, (2017) also in his study indicated the following areas available in practical entrepreneurship to be: Building Plan Development (BPD), GMP, Tilling, POP Construction/installing, Paint making/Painting, Poultry, Fishery, Piggery etc. Others are: Beautification/Decoration, Event Management, Colour Combination etc. Drawing and Painting, Beads Making, Cane Furniture, Shoe Production, Guitar, Keyboarding, Trombone, Trumpet, Violin, Orchestra Performance, Stage Set-up, Laundry Service, Hair Making, Sewing etc. were included. Listed also are Soap, Detergent, Air-freshener, Starch, Bleach, Shampoo, Relaxer etc. Finally, Robb/balm, Sulphur Ointment, Gental Violet, After Shave, Glycerine, Wine, Juice, Water Purification etc. Chim-chim, Scotch Egg, Burger, Chicken Salad as some of the areas available in practical entrepreneurship education for sustainable economic diversification and development in Nigeria.

From the analysis of research question two showed significant relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria. The findings is in agreement with the views (Essien, 1995; Akpan 2009; & Asaolu 2001) as they summarized the roles of practical entrepreneurship education to include: creation of employment opportunities, reduction of regional economic imbalance, standard of living, community development, mobilization and utilization of other idle resources, serving as nursery or training ground for larger businesses, and conservation of foreign exchange as well as stemming of rural-urban migration etc.

CONCLUSION

Based on the findings of this study, it was concluded that there was a very high relationship between areas available in practical entrepreneurship education and sustainable economic diversification and development in Nigeria and there was also significant relationship between practical entrepreneurship education and sustainable economic diversification and development in Nigeria

Recommendations

Based on the findings of this study the following recommendations were made:

1. Nigeria should shift her attention from oil based economy to practical entrepreneurship education and institutions of learning in Nigeria.
2. Centres for practical entrepreneurship education should be built in our institutions and equipped to function outstandingly in the areas of the choices of course of practical
3. The services of the students should be employed with percentage sharing agreement with serious interest on the welfare of the teachers
4. The areas of practical entrepreneurship education mentioned in this study should be explore by different institutions of learning as being done by few private and public institutions to aid in the diversifications of our economy from oil based to multi-stream revenue and employment

generations.

5. There is need for the evolution of a master plan for mass-export oriented industrialization that answers economic questions and realities of today

6. Nigerians should start thinking about “preneur”, “penpreneur”, “technopreneur”, “sociopreneur”, and “agropreneur” ways.

References

- Abasilim, A. N., Ayoola, A. O., & O. A. Odeyemi, O. A. (2017). Entrepreneurship: the tool for economic diversification in Nigeria. *Journal of management and technology*, 1(3), 104-112.
- Abdullahi, S. A. (2009). Entrepreneurship skills development as an economic empowerment and poverty reduction strategy in Nigeria. *Nigerian Academy of Management Journal*, 3(1), 46-65
- Aboundchakra, R., Moujaes, C. N., Najjar, M. R. & Shediak, R. (2008). Economic diversification: the road to sustainable development. Available at <http://www.strategyand.pwcc.com/file>. Retrieved on 17, May 2017.
- Abubakar, S. G. (2010). Refocusing education system towards entrepreneurship development in Nigeria: A tool for poverty eradication. *European Journal of Social Sciences*, 15 (1), 140-150.
- Abraham, O. A. (2015). Creativity and innovation: a viable tool for entrepreneurial development. *Journal of Education Research and Review*, 4(11), 225-231.
- Adigun, O., Anumihe, I., Sanyaolu, A., Ebije, N., & Ojo, S. (2016). Economy in deep trouble - Soludo. *The Daily Sun*
- Agwogu, C. C. (2013). Business education and national development. issues and challenges. *Journal of Education Research and Social Research*, 3(4), 129-134.
- Akpan, E.O. (2009). Oil price shocks and Nigeria's macro economy.” Retrieved from <http://www.csae.ox.ac.uk/conferences/2009-EDiA/papers/252-Akpan.pdf> on the , January 10th, 2018
- Aliyu M (2008). an appraisal of polytechnic education curriculum for technical and entrepreneurial skills development. *Journal of Social Sciences*, 8(3), 56-77.
- Asaolu, T. O. (2001). Financing small scale enterprises in Ondo State of Nigeria. Unpublished M. Phil Project. Department of Management and Accounting, Obafemi Awolowo University
- Denis, O. O (2014). Diversifying nigerian economy for sustainable development, speech made at the opening dinner of the 2004, mapping the future of the manufacturing industry in Nigeria”, held at the African leadership forum. Ota Ogun state. 14th April; 2014
- Ebinga, D. E. (2014). Strategies for business education in job creation and self-reliance for sustainable development. *International Journal of Basic Applied and Innovative Research*, 3(4): 137–142.
- Egboh, S. H. O. (2009). *Entrepreneurship development for employment and wealth generation*. Benin City: EHIS Printers, pp. 130-141.
- Essien, D. (1995) *Managing small scale business*. Port Harcourt: University of Port Harcourt Press Ltd

- Francis, U. U., Morebise, A. S. (2016). Entrepreneurship education: an imperative tool for economy diversification in a mono sector economy. *Journal of Economics and Sustainable Development*, 7 (11), 43 – 47
- Inegbenebor, A. U., & Igbinomwanhia, O. R. (2010). Entrepreneurship in a developing society. In F.C. Okafor,
- Kuratko D. (2009). *Introduction to Entrepreneurship* (8th Edition). USA: South-Western Centregate Learning
- Makinde H. O. (2013). Curbing the unemployment problem in Nigeria through entrepreneurial development. *African Journal of Business Management*, 7(44), 4429-4444
- Mukhtar, S. Gwazawa, G. G. & Jega, A. M. (2018). Entrepreneurship development for diversification of Nigerian economy. *Journal of economics, management and trade*. 21(6), 1-11
- Obiajuru, N. (2016). This product discovered in Southeast has fetched Nigeria \$5 million and it's not oil. Retrieved from <https://www.naij.com/product-discovered-southeast-fetched-nigeria-5m-not-oil.html> on the , May 22nd, 2019
- Onipede, S. E. (2003). Towards creating an environment for sustainable economic growth in Nigerian. *Journal of Management Science University of Abuja, Nigeria*, 5(2), 45-57.
- Onougo, I. C., Amujiri, B. A. & Nwuba, N. (2015). Diversification of the economy: Aapanacea for Nigerian economic development. *International Journal of Multidisciplinary Research and Development*, 2(5), 477-483
- Orishede, F. & Ezenwakwelu, C. A. (2014). Empirical analysis of entrepreneurial development and implication for Nigerian economic growth. *European Journal of Business and Management*, 6(30), 108-118
- Oyelola, O. T., Ajiboshin I. O, Raimi L, Raheem S, & Igwe C. N. (2013).. Entrepreneurship for sustainable economic growth in Nigeria. *Journal of Sustainable Development Studies*, 2(2), 197-215
- Oyesola, B. (2016). Nigeria groans as Africa`s largest economy battles recession. The Sun News. Retrieved from <https://sunnewsonline.com/nigerians-groan-as-africas-largest-economy-battles-recession/amp> on the , August 29, 2018
- Ukata,P. F. (2017). Practical entrepreneurship skills development in Enyokit, E.O., Ubulom, W. J., & Dambo, I. B. Contemporary issues in business and administrative studies. Port Harcourt: Valdas & Sons Nig. Ltd
- Uke, O. (2016) Single digit lending rate for agric, manufacturing sectors. Retrieved from <https://www.sunnewsonline.com/single-digit-lending-rate-for-agric-manufacturing-sectors> on the , August 29th, 2019
- UNESCO (2009). Education and national development in Nigeria. Retrieved from <http://Community.veinguandngr.com/profiles/blogs/education-and-national-development-in-Nigeria> on 12th May, 2017.

- Usen, M. S. & Udukeke, O. F. (2015). Economy diversification and sustainable development in Nigeria through business education. *Journal of Economics and Sustainable Development*, 6 (4), 61 – 67
- Uzonwanne, M. C. (2015). Economic diversification in Nigeria in the face of dwindling oil revenue. *Journal of Economics and Sustainable Development*, 6 (4), 61 – 67
- Zagros, M. S. (2016). What is the definition of economic diversification? Retrieved from <https://www.quora.com/What-is-the-definition-of-economic-diversification> on the , July 10th, 2019