Appraisal of the Implementation of Entrepreneurial Practice Programme in Rivers State Universities for Attaining some Sustainable Development Goals

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Abstract: The study was carried out to appraise the Implementation of Entrepreneurial Practice Programme in Rivers State Universities for attaining some Sustainable Development Goals. Three objectives, research questions and hypotheses were formulated. The study adopted the descriptive survey research design. The population of this study 360 (Three Hundred and sixty) year three Business Education students. The sample for this study comprised the entire population of 360 (Three Hundred and sixty) year three Business Education students. Census Sampling technique adopted for the study. Data for the study were collected by means of questionnaire titled "Appraisal of the Implementation of Entrepreneurial Practice Programmes in Rivers State Universities for attaining for Sustainable Development Goals (AIEPPSDGQ)". The instrument adopted a four point rating scale of High Extent to Very Low Extent. Test-re-test method was used for the reliability test which yielded reliability co-efficient of 0.72. 360 (Three Hundred and sixty) copies of questionnaire were distributed, and 334 were retrieved for analysis. Mean and Standard Deviation were used to answer the research questions and t-test was used to test the null hypotheses at 0.05 level of significance. The findings revealed computer skills training provided students with the necessary tools to develop innovative solutions for sustainable development challenges. Hairdressing training has prepared you to start a business that aligns with sustainable development principles. It was concluded that Universities should incorporate sustainability-focused modules within the fashion designing program, emphasizing eco-friendly materials, waste reduction, and circular fashion practices. This will align with SDG 12 (Responsible Consumption and Production), encouraging students to adopt sustainable approaches in their designs and entrepreneurial ventures. Based on the findings, conclusion was made and recommendations made amongst others that School management should ensure that the computer skills training curriculum is specifically tailored to include modules on how digital tools and technologies can be used to achieve various Sustainable Development Goals, such as poverty reduction, gender equality, and environmental sustainability. Encourage students to innovate within the hairdressing industry, such as by developing new, sustainable haircare products or services that cater to the unique needs of their communities. This can drive progress toward SDG 9 (Industry, Innovation, and Infrastructure).

Keywords: Entrepreneurial Practice Programme, Sustainable Development Goals, computer skills, fashion designing, and hairdressing,

INTRODUCTION

In Nigeria today, education and training is beginning to take a new aspect as many people are diving, driving and embracing education in its totality. Education as a concept, is to increase the knowledge of a person and to plant ideas, ideals and culture. Education is the solution for national development and an important

instrument for sustainability. According to Ubulom and Dambo (2016), Business education is that part of the instructional programme intended to furnish students with the required business and professional mentalities, information and abilities. Business education is a course that prepares students for entry into and advancement in jobs within business and it is equally important because it prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy (Ajisafe, Bolarinwa & Edeh, 2015, Koko 2015).

Entrepreneurship is a phenomenon that has gained global attention in recent time. It has been described differently by several authors. According to Strydom and Nieuwenhuizen in Lekoko, Rankhumise and Ras (2017), entrepreneurship is the ability of an entrepreneur (someone who manages a business) to combine natural resources, capital and labour with the aim of building a successful business. Amesi (2014) described entrepreneurship as the capability and willingness to develop, organize, and manage a business venture along with any of its risk to make a profit. The implementation of Entrepreneurial Practice Programmes (EPP) in Rivers State universities has been crucial for advancing several Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 9 (Industry, Innovation, and Infrastructure). These programmes provide students with practical skills in areas like computer literacy, fashion design, and hairdressing, empowering them to pursue self-employment and contribute to local economies. According to Adeyemi (2024), EPPs enhance students' entrepreneurial abilities, which help reduce unemployment and foster economic growth. Furthermore, Akinwale and Olowu (2023) highlight that fashion design training promotes innovation and supports industrial growth, aligning with SDG 9. However, Oni and Thompson (2022) argue that effective implementation of these programmes requires adequate mentorship and industry collaboration to ensure students can transition their skills into sustainable businesses, ultimately contributing to long-term economic development in Rivers State.

The implementation of Entrepreneurial Practice Programmes (EPP) in universities has been instrumental in equipping students with practical skills necessary for self-reliance and economic empowerment. These programmes, which include training in areas like computer skills, fashion designing, and hairdressing, have positively impacted students by enhancing their entrepreneurial capabilities. According to Akinwale and Olowu (2023), fashion design training in universities encourages creativity and positions students to tap into the lucrative fashion industry. Similarly, Smith and Jones (2022) emphasize that computer skills training is essential for fostering digital entrepreneurship in a tech-driven economy. However, Oni and Thompson (2022) argue that the success of these programmes depends on factors such as mentorship, access to resources, and integration with industry demands, suggesting that without these supports, many students struggle to establish viable businesses post-graduation.

The implementation of computer skills training is a key aspect of many EPPs, as it equips students with digital literacy, essential in today's tech-driven economy. Computer skills training involves basic to advanced knowledge of software, programming, and digital tools necessary for modern entrepreneurship. As Smith & Jones (2022) note, students proficient in digital technology can leverage these skills to start online businesses or enhance productivity in traditional ventures. The inclusion of such training in EPPs ensures that graduates are adaptable in an increasingly digitalized world, thus fostering innovation and business growth. Computer skills,

hairdressing skills training has become a popular component of EPPs, particularly in universities in Africa. This vocational training enables students to establish small-scale beauty salons or mobile hairstyling services after graduation. According to Ikechukwu & Obi (2023), hairdressing is one of the most lucrative entrepreneurial ventures, especially for women in low-income communities. Through practical training and mentorship, students are taught essential skills, such as hair treatment, styling, and customer management, which are key to building successful businesses in this industry.

Another significant aspect of EPP is fashion designing training, which provides students with the creative and technical skills to create clothing, accessories, and other fashion items. According to Akinwale & Olowu (2023), fashion designing training fosters innovation and design thinking among students, empowering them to venture into the highly competitive fashion industry. With the rise of e-commerce, many graduates who undergo fashion design training can market their products online, creating a global reach for their brands. Universities that offer such programmes not only promote creative entrepreneurship but also contribute to the growth of the local fashion industry. The implementation of Entrepreneurial Practice Programmes in universities is critical to promoting self-employment and reducing graduate unemployment. With the combination of computer skills, hairdressing, and fashion designing, students are better equipped to enter the entrepreneurial world with confidence. As Adeyemi (2024) suggests, for these programmes to be sustainable, universities must ensure that they are regularly updated to meet the evolving demands of the global economy and offer continuous support to graduates transitioning into entrepreneurship.

Education is crucial to sustainable development as it creates a basis for improvement and stability in every sphere of human endeavor as health, climate change, international collaborations and conflict resolution (Agbedahin, 2019; Biesta, 2015). SDG-4 adopts a lifelong learning approach to education and introduces vocational and tertiary education into the global agenda whereas SDG-8 promotes sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (OECD, 2019). In essence, SDGs 4 and 8 overlap to underscore the acquisition of knowledge and requisite skills for employment and decent work especially because the two SDGs, combined, hold sufficient indicators to track young people through their journey from education to employment and can, therefore, act as salient catalysts to sustainable growth in any country (Fonseca, Domingues, & Dima, 2020; Tremblay *et., al,* 2020). This is in tune with the statement of the United Nations' Educational, Scientific and Cultural Organization (UNESCO) that "sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone since we need to change the way we think and act. This requires quality education and learning for sustainable development at all levels and in all social contexts" (UN, 2015). The Sustainable Development Goals (SDGs), also known as Global Goals, were adopted by the United Nations in 2015 as a call to universal action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity (Jeffrey, 2018; Kubiszewski, Mulder, Jarvis, & Costanza, 2021; Sachs et al. 2019; Szetey et al. 2021). The seventeen (17) Sustainable development goals are: No poverty, Zero hunger, Good health and well-being, Quality education, Gender education; Clean water and sanitation, Affordable and clean energy, Decent work and economic growth, Industry, innovation and infrastructure, Reduced inequalities, Sustainable cities and communities, Responsible consumption and production, Climate action, Life below the water, Life on land, Peace and justice

strong institutions and Partnerships for the goals. The practical entrepreneurship program has been on for about 15 years, but is not clear how effective the program is in attaining SDGs and hence the need for this study investigate Appraisal of the Implementation of Entrepreneurial Practice Programmes in Rivers State Universities for attaining for Sustainable Development Goals (SDGs).

Statement of the Problem

Entrepreneurship as the capability and willingness to develop, organize, and manage a business venture along with any of its risk to make a profit. Business Education is education for acquisition of skills for sustainable development achieved through the classroom. Despite the growing importance of entrepreneurial education, the implementation of computer skills training, hairdressing skills training, and fashion designing in universities faces significant challenges. In the case of computer skills training, many students lack access to modern digital tools and resources, hindering their ability to fully engage with the technological aspects of entrepreneurship. According to Smith and Jones (2022), inadequate infrastructure, such as outdated computer systems and limited internet access, affects the quality of learning and prevents students from acquiring essential digital literacy skills. This gap in implementation undermines the effectiveness of entrepreneurial education, making it difficult for students to compete in today's technology-driven business environment.

the implementation of hairdressing and fashion designing training also faces challenges that limit the programmes' potential. Many universities lack the necessary equipment, experienced trainers, and resources needed to provide hands-on experience in these vocational areas. Akinwale and Olowu (2023) note, without practical exposure to industry standards, students struggle to develop the necessary skills to start their own businesses or secure employment in competitive markets. Moreover, the absence of mentorship and entrepreneurial guidance further exacerbates the problem, as students are not adequately supported in transitioning their training into viable career opportunities. This lack of proper implementation in hairdressing and fashion design training significantly diminishes the intended impact of these programmes, particularly in addressing youth unemployment and fostering economic independence. It is at this backdrop this study aimed at evaluating the implementation of the Implementation of Entrepreneurial Practice Programmes in Rivers State Universities for attaining for Sustainable Development Goals (SDGs).

Purpose of the Study

The purpose of this study was to appraise the Implementation of Entrepreneurial Practice Programmes in Rivers State Universities for attaining for Sustainable Development Goals (SDGs). Specifically the study seeks to appraise:

1. the extent of implementation of computer skills training in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).
2. the extent of implementation of hair dressing skills training in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).
3. the extent of implementation of Fashion designing in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

Research Questions

The following research questions guided the study;

1.   To what extent is computer skills training implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities?

2.   To what extent is hair dressing skills training implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities?

3.   To what extent Fashion designing implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities?

Hypotheses

The following null was formulated for the study, which was tested at 0.05 level of significance.

1.   There is no significant difference in the mean responses of RSU and IAUE Business Education students on the extent of implementation of computer skills training in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

2.   There is no significant difference in the mean responses of RSU and IAUE Business Education students on the extent of implementation of hair dressing skills training in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

3.   There is no significant difference in the mean responses of RSU and IAUE Business Education students on the extent of implementation of Fashion designing in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

METHODOLOGY

This study adopted descriptive survey research design. The study was carried out in two universities in Rivers State; specifically Rivers State University and Ignatius Ajuru University of Education the two being state-owned universities. The population of this study 360 (Three Hundred and sixty) year three Business Education students. The entire population 360 (Three Hundred and sixty) year three Business Education students was used as Sample for the study. The study adopted a Census Sampling, hence all the entire population was used for the Study. The instruments for data collection were two sets of self-developed questionnaires titled " Appraisal of the Implementation of Entrepreneurial Practice Programmes in Rivers State Universities for attaining for Sustainable Development Goals (AIEPPSDGQ), the questionnaire was structured on a 4-point Likert rating scale of Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (D) = 2, and Very Low extetn (VLE) = 1, in which a respondent is required to tick (√) his/her choice in the space provided for response to the statements in the questionnaire. To validate the instrument, the researcher adopted the face and content validity method. In order to establish the reliability of the instrument, the instrument was administered to twenty (20) students from the University of Port Harcourt who were not part of the population. Their responses were analyzed using Cronbach Alpha method. A cumulative reliability coefficient of 0.72 was obtained showing that the instrument is reliable. Data collected for this study were analyzed using mean and standard deviation was used to answer the research questions. The hypothesis was tested using t-test.

Result

Research Question 1: To what extent is computer skills training implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities?

Table 1: **Mean and Standard Deviation on the Extent computer skills training implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities (N = 334)**

S/N	Item Statements	RSU = 161			IAUE = 173		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
1	Computer skills training in the Entrepreneurship Practice Programme enhance students ability to achieve SDG-related projects (e.g., poverty alleviation, gender equality, and quality education)	3.06	0.97	High Extent	3.36	0.77	High Extent
2	Computer skills training provided students with the necessary tools to develop innovative solutions for sustainable development challenges	3.42	0.84	High Extent	3.28	0.98	High Extent
3	Computer skills training has improved your digital literacy, which is essential for implementing SDG initiatives	3.04	1.06	High Extent	3.26	1.00	High Extent
4	Computer skills training in the Entrepreneurship Practice Programme equipped you to use technology effectively for sustainable business practices	3.34	0.95	High Extent	3.50	0.86	High Extent
5	Computer skills training prepared you to use digital tools to monitor and evaluate the progress of SDG-related entrepreneurial activities	3.33	0.84	High Extent	3.37	0.93	High Extent
	Total	**16.19**	**4.66**		**16.77**	**4.54**	
	Grand Mean & SD =	**3.23**	**0.93**		**3.35**	**0.90**	

Source: Field Survey, (2023)

Table 1, shows the mean response on how computer skills implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities. Indicated in the table is the grand mean 3.23 for Rivers State University respondents and also a grand mean for IAUE students 3.35. All the items for RSU and IAUE students had their calculated mean values above the criterion mean of 2.50.from the foregoing, the grand mean sores for RSU and IAUE concerning the extent to which computer skills training are implemented in entrepreneurship practice programme for sustainable development goals in these universities are 3.23 and 3.35 respectively. This reveals that computer skills training are implemented in entrepreneurship practice programmes for sustainable development goals in Rivers State University and Ignatius Ajuru University of Education at a moderate extent since the calculated grand mean fall within 2.50-3.49 class boundary range.

Research Question 2: To what extent is hair dressing training implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities?

Table 2: **Mean and Standard Deviation on the extent hair dressing training implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities (N = 334)**

S/N	Item Statements	RSU = 161			IAUE = 173		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
6	hairdressing training in the Entrepreneurship Practice Programme equip students with skills that can contribute to achieving SDG-related goals, such as decent work and economic growth	3.11	1.04	High Extent	3.04	1.03	High Extent
7	hairdressing training enhanced students ability to create sustainable and eco-friendly hairdressing practices	3.29	0.90	High Extent	3.45	0.86	High Extent
8	hairdressing training has prepared you to start a business that aligns with sustainable development principles	3.31	0.84	High Extent	3.39	0.77	High Extent
9	hairdressing training contributed to your understanding of the importance of using sustainable products and techniques in the beauty industry	1.99	1.09	Low Extent	1.77	0.85	Low Extent
10	hairdressing training in the Entrepreneurship Practice Programme prepared you to address community needs through sustainable beauty practices	3.47	0.70	High Extent	3.32	1.01	High Extent
	Total	**15.17**	**3.94**		**14.97**	**3.52**	
	Grand Mean & SD =	**3.03**	**0.79**		**2.99**	**0.70**	

Source: Field Survey, (2023)

Table 2 which was for research question two showed that four items were high extent one items is on low extent. The respondents agreed that hairdressing training has prepared you to start a business that aligns with sustainable development principles. hairdressing training in the Entrepreneurship Practice Programme prepared you to address community needs through sustainable beauty practices. The confirmation was made with a grand mean of 3.03 and 0.79 while standard deviation of 2.99 and 0.70 for both IAUE and RSU.

Research Question 3: To what extent is Fashion designing implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities?

Table 3:   Mean and Standard Deviation Scores on the Extent Fashion designing implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities (N = 334).

S/N	Item Statements	RSU = 161 $\bar{x}$	SD	Remarks	IAUE = 173 $\bar{x}$	SD	Remarks
11	extent the integration of fashion designing into the Entrepreneurship Practice Programme contribute to your understanding of sustainable consumption and production (SDG 12)	3.11	0.05	High Extent	2.73	1.02	High Extent
12	extent fashion designing in the Entrepreneurship Practice Programme equipped you with skills for self-employment and job creation, contributing to the reduction of poverty (SDG 1)	1.47	0.07	High Extent	2.21	1.00	High Extent
13	extent fashion designing in the Entrepreneurship Practice Programme promote gender equality (SDG 5) by encouraging participation from both male and female students	3.27	1.01	High Extent	3.14	1.10	High Extent
14	extent the Entrepreneurship Practice Programme in fashion designing foster innovation and creativity (SDG 9) among students	3.28	0.93	High Extent	3.49	0.69	High Extent
15	extent the fashion designing component of the Entrepreneurship Practice Programme contribute to decent work and economic growth (SDG 8	3.66	0.66	High Extent	2.97	1.12	High Extent
	Total	**14.79**	**2.72**		**14.54**	**4.93**	
	Grand Mean & SD =	**2.95**	**0.54**		**2.91**	**0.99**	

Source: Field Survey, (2023)

Table 3, shows the mean response on how Fashion designing implemented in Entrepreneurship practice Programme for attainment of Sustainable Development Goals (SDGs) in Rivers State Universities. Indicated in the table is the grand mean 2.95 for Rivers State University respondents and also a grand mean for IAUE students 2.91. All the items for RSU and IAUE students had their calculated mean values above the criterion mean of 2.50.This shows that integration of fashion designing into the Entrepreneurship Practice Programme contribute to your understanding of sustainable consumption and production (SDG 12). the fashion designing component of the Entrepreneurship Practice Programme contribute to decent work and economic growth (SDG 8). This is true since the grand mean value was above the benchmark of 2.50, meaning that most of the respondents were on the High extent range of the scale.

Testing of Hypotheses

Null Hypothesis 1: There is no significant difference in the mean responses of RSU and IAUE Business Education students on the extent of the implementation of computer skills training in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

Table 4: t-test Analysis of the difference in the mean rating of RSU and IAUE Business Education students on the implementation of computer skills training in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

Respondents	N	$\bar{x}$	SD	Std Error	df	α	t-cal	t-crit	Decision
RSU	161	3.23	0.93						
				0.014	332	0.05	1.09	1.96	Accepted
IAUE	173	3.35	0.90						

Source: Field Survey, 2023

Table 4. shows that t-calculated is 1.09, while t-crit is 1.96 at 0.05 level of significance. Since t-calculated is less than t-crit (i.e., 1.09 > 1.96), the hypothesis is accepted. This means that there is no significant difference in the mean rating of RSU and IAUE Business Education students on the extent of the implementation of computer skills in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs**).**

Null Hypothesis 2: There is no significant difference in the mean responses of RSU and IAUE Business Education students on the implementation of hair dressing in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

Table 5: t-test Analysis of the difference in the mean rating of RSU and IAUE Business Education students on the implementation of hair dressing in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

Respondents	N	$\bar{x}$	SD	Std Error	DF	α	t-cal	t-crit	Decision
RSU	161	3.03	0.79						
				0.006	332	0.05	0.57	1.96	Accepted
IAUE	173	2.99	0.70						

Source: Field Survey, (2023)

Table 5 shows that t-calculated is 0.57, while t-crit is 1.96 at 0.05 level of significance. Since t-calculated is less than t-crit (i.e., 0.57 > 1.96), the hypothesis is accepted. This means that there is no significant difference in the mean rating of RSU and IAUE Business Education students on the implementation of hair dressing in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

Null Hypothesis 3: There is no significant difference in the mean responses of RSU and IAUE Business Education students on the implementation of fashion designing in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

Table 6 t-test Analysis of the difference in the mean rating of RSU and IAUE Business Education students on the implementation of fashion designing **in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).**

Respondents	N	$\bar{x}$	SD	Std. Error	df	α	t-cal	t-crit	Decision
RSU	161	2.95	0.54						
				0.007	332	0.05	0.48	1.96	Accepted
IAUE	173	2.91	0.99						

Source: Field Survey, (2023)

Table 6 shows that t-calculated is 0.48, while t-crit is 1.96 at 0.05 level of significance. Since t-calculated is less than t-crit (i.e., 0.48 > 1.96), the hypothesis is accepted. This means that there is no significant difference in the mean rating of RSU and IAUE Business Education students on the implementation of fashion designing in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs).

Discussion of Findings

Findings from table one which was for research question one showed that computer skills training provided students with the necessary tools to develop innovative solutions for sustainable development challenges. The result of the first hypotheses on 4.5 shows that There is no significant difference in the mean responses of Rivers State University and Ignatius Ajuru university of Education Business Education students on the implementation of computer skills in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs). Having a perfect negative correlation, thus making the null hypotheses to be accepted. The finding is in agreement with the view of Hubbard (2002) who opined that computer literate teacher should have skills in the ability to programme and control a computer for personal, academic and processional goals.

Findings from table two which was for research question two showed that hairdressing training has prepared you to start a business that aligns with sustainable development principles. hairdressing training in the Entrepreneurship Practice Programme prepared you to address community needs through sustainable beauty practices. The result of the first hypotheses on 4.6 shows that There is no significant difference in the mean responses of Rivers State University and Ignatius Ajuru University of Education Business Education students on the implementation of hair dressing in Entrepreneurship practice Programme in Rivers State Universities for attainment of Sustainable Development Goals (SDGs). Thus making the null hypotheses to be accepted. The finding is in agreement with the view of Amoakoh (2016) who opined that the importance of hair salons revolves around relieving unemployment and poverty, which can be achieved through the creation of self-employment, and this will decrease dependence on the government or other employers for jobs and the creation of jobs for others.

Conclusion

Based on the data analysis in the study, findings and discussion made. The researcher concludes that computer skills training provided students with the necessary tools to develop innovative solutions for sustainable development challenges. Hairdressing training has prepared you to start a business that aligns with sustainable development principles. Hairdressing training in the Entrepreneurship Practice Programme prepared you to address community needs through sustainable beauty practices. Finally, it was concluded that integration of fashion designing into the Entrepreneurship Practice Programme contribute to your understanding of sustainable consumption and production (SDG 12). The fashion designing component of the Entrepreneurship Practice Programme contribute to decent work and economic growth (SDG 8).

Recommendations

Based on the findings of the study, the following recommendations were made:
1. School management should ensure that the computer skills training curriculum is specifically tailored to include modules on how digital tools and technologies can be used to achieve various Sustainable Development Goals, such as poverty reduction, gender equality, and environmental sustainability
2. Encourage students to innovate within the hairdressing industry, such as by developing new, sustainable haircare products or services that cater to the unique needs of their communities. This can drive progress toward SDG 9 (Industry, Innovation, and Infrastructure).
3. Universities should incorporate sustainability-focused modules within the fashion designing program, emphasizing eco-friendly materials, waste reduction, and circular fashion practices. This will align with SDG 12 (Responsible Consumption and Production), encouraging students to adopt sustainable approaches in their designs and entrepreneurial ventures..

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