

# ENTREPRENEURSHIP AS A TOOL FOR PROVIDING DESIRABLE ATTITUDE AND SKILLS FOR HOME ECONOMICS STUDENTS IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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## Abstract

The main purpose of the study is to determine entrepreneurship skills acquired by Home Economics students in tertiary institutions in Anambra state as a tool for providing desirable attitude. A descriptive survey was adopted. The population comprised 290 Home Economics students from the four tertiary institutions that offer Home Economics in Anambra State. The whole population of 290 students were sampled since the population was small and within a manageable size. Questionnaire was used for data collection. Prior to the data collection, two experts in Home Economics validated the instrument. Data was analyzed using weighted mean. The major findings as revealed by the results showed that home Economics provides entrepreneurship skills for its students in tertiary institutions. The result also revealed that Home Economics is a course basically centered on skill acquisition and self-reliance as it gives the learner the opportunity to experience its skillful areas such as cake making, catering services, weaving and looming, bead- making, clothing construction and soap production. The result also revealed that despite the skills that abound in Home Economics, some of the students of the subject fail to acquire most of the skills due to certain problems such as the expensive nature of the course, inadequate funding of home economics programmes and failure of the students to go on industrial training. The recommendation was that government should properly fund the programme so as to make it less expensive for the students. It was also recommended that adequate training and training facilities should be provided to enhance in depth learning of the skills by the student in order to provide the needed desirable attitude in the students.

## Introduction

Home Economics is a skill-oriented field of study capable of equipping its students with acceptable character, desirable social attitude and saleable skills that make for self – reliance, self-employment and adaptation to life changing situations. It is concerned with the well-being of individuals, families and communities, and for the facilitation of development of lifelong learning attributes for paid, unpaid and voluntary work. It is also concerned with positive character- formation. Character is a combination of qualities that makes someone a particular type of person. Home Economics, as a skill- oriented

field of study, is concerned with the conferment of positive character on its students as a panacea for skill acquisition. According to Mallum (2005), the uniqueness of Home Economics education hinges on three dimensions:

1. a fundamental concern for family and everyday life and what socially, economically and physically affect the family;
2. the integration of knowledge from a multidisciplinary approach, and
3. the capacity to take critical decisions and advocacy for individuals, families and communities at all levels.

Home Economics is dynamic. It is often informed by evolving concerns in the observed contemporary society. For instance, Kembe (2008) has it that recently specific areas of concern have focused on peace education and conflict resolution, gender issues and development, women empowerment, women reproductive issues, HIV/AIDS, poverty alleviation, skills acquisition and entrepreneurial education at all levels of training. One of the missions of tertiary education in Nigeria is to produce skilled persons who are capable of playing effective roles in national economy, technological growth and development (Lemchi, 2001). Development, among others, involves assisting people to discover their potentials and the use of these in upgrading themselves. Home Economics plays a vital role in this area. It is career-oriented and has many occupational prospects like other vocational courses. Vocational training, which covers the process of producing craftsmen, is defined by the International Labour Organization as that which involves all activities which essentially aim at providing the skills, knowledge and attributes related occupations. In the views of Ode (1998) vocational and technical education is human capital – focused; it is skill-oriented and emphasizes background knowledge of the skill imparted. Life skill could be significant in equipping individuals for entrepreneurship activities.

By definition, entrepreneurship

education is the type of education which provides the learners with the basic knowledge, skills, attitude and ideas for self-reliance (Achor 2014). According to Ohwovonole & Ochonogor, (2008) entrepreneurship is the process by which an individual combines human and material resources in order to provide goods and services desired by man. In addition, Mallani (2005) explained that successful entrepreneurship hinges upon the possession of a set of skills. Skill is referred to as expertness, practiced ability, dexterity and tact.

According to Okorie (2000) skill is an organized sequence of actions, proficiency executed and usually displays a flexible but systematic temporal patterning. In support of this view Ohwornole (2004) further explained skill as the ability of students to use knowledge effectively and readily in performance, or the ability to transform knowledge into action. Home economics is a skill-oriented field of study with the following areas: food and nutrition, clothing and textile, child development and home management (Anyakoha & Eluwo, 2001). There is also the need to provide the Home Economics students with appropriate technologies in this area where the subject matter is well- taught systematically and involves enough practical classes and adequate time allotted to each lesson driving home the objectives in each lesson (Ochonogor & Onyebueke 2000). Bearing this in mind, it is interesting to note that an adequately imbibed Home Economics Education at all levels will facilitate and enable the students to acquire skills in catering

services and the preparation of our traditional dishes and drinks. Teaching students to acquire specific life skills in the area of food and nutrition, particularly, is a necessity for Home Economic because its benefits are enormous as skills for creating jobs and building wealth acquired (Ohwovoriole, 2004). According to Olurankinse (2007) the study of food and nutrition provides career or job opportunities as dieticians, food technologists, food engineers, caterers, community nutritionists, matrons in institutions and food researchers. He went further to say that all these knowledge and skills increase manpower and lower poverty in the society because they have been empowered to earn their living through the skills gained in their fields of knowledge.

Some problems which hinder effective skills acquisition and entrepreneurial development among home economics students include:

1. university admission quota
2. teaching and training facilities
3. students' lazy attitude to work
4. inadequate funding of the programmes by the government,
5. gender stereotyping, etc.

(Okorie, 2001; Fleck, 2004; Leonhauser, 2010; & Oluskin 2010).

As Home Economics offers great opportunity for skills acquisition, job opportunities and self-reliance, there is need to build entrepreneurial culture in students in this era of unemployment and the present global economic and financial meltdown while they are still in

school. The following strategies could enhance proper skills acquisition:

- (1) **Industrial training:** This helps introduce students to the industry where all that is learnt in theory is done practically (Oyumola, 2002)
- (2) **Career education programmes:** It encourages extra-curricular activities in schools since they are part of the expected learning outcome students are supposed to get in the school curriculum. During career weeks, competent teachers speak to students on the importance of entrepreneurship. Resource persons from industries are invited to speak to students. Career options and areas of specialization in home economics emphasize better understanding by the students (Nelson and Leach, 2001).
- (3) **Adequate funding:** Considering the expensive nature of Home Economics, adequate funding of the programme should be provided by the government.
- (4) **In-service training:** Due to the changing nature of the world, most Home Economics instructors do not know all the required entrepreneurial skills and because of this, in-service training should be done for the instructors from time to time in order for them to be updated with the required skills.

### Purpose of the Study

The main purpose of the study is to determine the entrepreneurship skills acquired by Home Economics students in tertiary institutions in Anambra State as a tool for providing desirable attitude.

Specifically this study sought to:

1. determine the entrepreneurship skills acquired by Home Economics students in tertiary institutions;
2. find out the problems hindering effective acquisition of these skills by Home Economics students;
3. determine the strategies and ways that would enhance the acquisition of the various work skills in Home

Economics by students.

### Methodology

**Area and design of study:** The study was carried out in Anambra state. It was a descriptive survey. Anambra State is located in the South Eastern region of Nigeria. It is bounded on the west by Delta States on the south by Imo State, on the east by Enugu State, and Kogi State on the North.

**Population for the study:** The population for the study comprised 290 Home Economics students from the four tertiary institutions that offer Home Economics in Anambra state. They are:

**Table 1:** Population of Schools That Offer Home Economics

S/N	School	Population
1.	College of Agriculture Mgbakwu	89
2.	Federal college of Education (Technical) Umuoze	72
3.	Federal Polytechnic Oko	88
4.	Nwafor Orizu College of Education, Nsugbe	44
	Total	290

### Sample and Sampling Technique

The whole population of the study was used because it is small.

### Instrument for Data Collection

Data was collected using a structured questionnaire. It was in four sections and was developed based on the specific purposes of the study and literature review. It was structured using the following four-point Likert style type of

responses, thus:

SA – Strongly agree (4 points)

A – Agree (3 points)

D – Disagree (2 points)

SD – Strongly disagree (1 point)

The instrument was validated by two experts in Home Economics. Cronbach Alpha reliability method was used to determine the internal consistency of the instruments. A reliability co-



efficient of 0.79 was obtained.

**Method of data collection and Analysis:**

A total of 290 (two hundred and ninety) copies of the questionnaire were administered on all respondents using the face to face method. The need for the completion of the questionnaire was explained to them and they were properly guided through any confusing items. The weighted mean was used for data analysis. The response to each item in the questionnaire was detailed and the total calculated using the mean, based on the four- point rating scale.

Strongly agree 4  
Agree 3

Disagree 2  
Strongly disagree 1  
Weighted mean  $=\frac{4+3+2+1}{4}$   
 $=\frac{10}{4}$   
 $=2.5$

Thus, weighted mean of 2.5 and above were accepted, while below 2.5 were rejected.

**Results**

**Research Question 1:** what are the necessary skills students of Home Economics should acquire for effective occupation?

**Table 2:** Mean scores of Respondents on Research Question 1c

S/N	ITEMS		SA	A	D	SD	S	$\bar{X}$	Decision
	<b>Skills under Food and Nutrition</b>	X	4	3	2	1			
1.	Meal Management skill	F	130	100	30	10	270		
		FX	520	300	60	10	890	3.30	Agree
2.	Ability to prepare all kinds of fruit drinks	F	170	57	32	11	270		
		FX	680	171	64	11	926	3.43	Agree
3.	Preparation of different kinds of snacks	F	171	79	13	7	270		
		FX	684	237	26	7	954	3.53	Agree
4.	Cake making skill	F	114	96	37	23	270		
		FX	456	288	74	23	841	3.12	Agree
5.	Ability to ice and decorate cake	F	103	89	42	36	270		
		FX	412	267	84	31	794	2.94	Agree
6.	Bread making skill	F	98	52	73	47	270		
		FX	392	156	146	47	741	2.74	Agree
7.	Catering services	F	123	70	49	28	270		
		FX	492	210	98	28	828	3.07	Agree

8.	Ability to produce ice cream and yogurt	F	101	93	46	30	270		
		FX	404	279	92	30	805	2.98	Agree
9.	Preparation of different kinds of dishes	F	187	63	12.	8	270		
		FX	748	189	24	18	969	3.59	Agree
	<b>Skills under clothing and textile</b>								
10.	Textile designing skill (Tie and Dye, Batik etc)	F	121	56	53	40	270		
		FX	486	168	106	40	798	2.96	Agree
11.	Weaving and looming skill	F	90	65	55	60	270		
		FX	360	195	110	60	725	2.69	Agree
12.	Knitting and crocheting skill	F	37	75	55	53	270		
		FX	348	225	110	53	736	2.73	Agree
13.	Clothing manufacturing and sewing skill	F	107	92	43				
		FX	428		86				

**From Table 2,** It is observed that the respondents agreed with all the Items since their mean scores were above 2.50. The grand mean of 3.06 agreed with the decision. This shows that Home Economics is a course basically centered on skills acquisition and self- reliance because it gives the learners the opportunity to experience its skillful areas such as cake making, catering

services, weaving and looming, bead making and construction, soap production, etc, which leads to gainful employment and entrepreneurship.

**Research Question 2:** What are the problems that hinder effective acquisition of skills by Home Economics Students?

**Table 3:** Mean Score of Respondents on Research Question 2.

S/N	ITEMS		SA	A	D	S D	$\Sigma$	$\bar{X}$	Decision
		X	4	3	2	1			
		F	64	70	80	270			
22	In most tertiary institutions, Home Economics is seen as a sub-unit and not Department	F	256	210	160	56	682	2.53	Agree
		F	170	83	8	9	270		
23	Inadequate teaching and training facilities	F	680	249	16	9	954	3.53	Agree
		F	202	50	10	8	270		
24	Home Economics is an expensive Course	F	808	150	20	8	986	3.65	Agree
		F	148	83	20	19	270		

25	Inadequate allocation of fund to Home Economics by the Government	F X	592	249	40	19	900	3. 33	Agree
		F X	83	101	60	26	270		
26	Some Home Economics teachers are very lazy to work	F X	332	303	12 0	26	781	2. 89	Agree
		F X	98	106	36	30	270	3. 01	Agree
27	Lack of appropriate skills on the part of some instructors	F X	392	318	72	30	812		
		F X	85	98	40	47	270		
28	Some students are lazy in that they cannot practice what they've learnt	F X	340	294	80	47	761	2. 82	Agree
		F X	157	75	25	13	270		
29	Lack of adequate infrastructural facilities	F X	628	225	50	13	916	3. 39	Agree
		F X	130	93	27	20	270		
30	Gender Stereotyping	F X	520	279	54	20	873	3. 23	Agree
		F X	108	89	51	22	270		
31	Negative attitude of the Students	F X	432	267	10 2	22	823	3. 05	Agree
		F X	99	100	50	21	270		
32	Lack of suitable time for Home Economics practical	F X	396	300	10 0	21	817	3. 03	Agree
		F X	96	101	29	44	270		
33	Poor attitude of the parents	F X	384	303	58	44	789	2. 92	Agree
		F X	137	80	33	20	270		
34.	Majority of the students don't go on IT	F X	548	240	66	20	874	3. 24	Agree
		F X	86	95	44	45	270		

From Table 3, it is observed that the respondents agreed with all the items as it is clearly indicated by their mean scores which are above 2.50 and grand mean 3.10 which agreed with the decision. This shows that despite the skills that abound in Home Economics, the students of Home Economics fail to acquire most of the skills due to certain problems such as the expensive nature of the course, inadequate allocation of funds to Home Economics by the government, lack of appropriate skills on the part of some instructors, gender stereotyping and so on. The result also revealed that students, on their own, contribute to the poor acquisition of the skills in that whenever

they are asked to go on Industrial Training, most of them refuse to go and, secondly, most of the students are so lazy that they cannot practise what they had learnt.

**Research Question 3:** What are the strategies that could be adopted in inculcating the various work skills in students of Home Economics?

**Table 4:** Mean scores of Respondents on Research Question 3

S/N	ITEMS		SA	A	D	S D	Σ	$\bar{X}$	Decision
		X	4	3	2	1			
36.	Students should be encouraged to go for their industrial training (It).	F F X	150 600	65 195	3 5 7 0	20 20	27 0 88 5	3. 28	Agree
37.	Better supervision of students on IT should be carried out.	F F X	149 596	66 198	3 6 7 2	19 19	27 0 88 5	3. 28	Agree
38.	Career education programmes should be introduced.	F F X	127 508	81 243	3 8 7 6	24 24	27 0 85 1	3. 15	Agree
39.	Field trips and excursion should be encouraged.	F F X	112 448	78 234	4 7 9 4	33 33	27 0 80 9	3. 00	Agree
40.	Students should be involved in clubs and associations that have to do with Home Economics.	F X	109 436	81 243	4 9 2	34 31	27 80 5		Agree
41.	Provision of functional curriculum which should be designed according to career options	F X	97 388	63 189	6 1 3 0	45 45	27 75 2		Agree
42.	Enough training and teaching facilities should be provided so as to enhance in-depth learning.	F F X	183 732	47 141	2 3 4 6	17 17	27 0 93 6	3. 47	Agree
43.	Provision of adequate fund by the government so that students will view Home Economics as Inexpensive.	F F X	176 704	37 111	3 4 6 8	23 23	27 0 90 6	3. 36	Agree
44.	Improvisation should be encouraged in the absence of training facilities.	F F X	101 404	89 267	4 5 9 0	35 35	27 0 90 6	3. 36	Agree
45.	Provision of in-service training for Home Economics instructors.	F X	108 432	62 186	5 1 4	43 43	27 77 5		Agree
46.	Home Economics Instructors should be properly supervised so as to ensure that they	F F	122 488	58 174	4 9	41 41	27 0	2. 87	Agree

From the above table, the respondents agreed with all the items as critically revealed by their mean scores which are

above 2.50 and the grand mean of 3.10 which is in line with the decision. This shows that when teaching and training

facilities are adequately provided, students of Home Economics will acquire a whole lot of skills. The result also revealed that when students are advised to go on Industrial Training and are properly supervised, they learn lots of skills because of the relationship of the skills with the real-life situations which industrial training opens to them. The result shows that when in-service training is organized for Home Economics instructors, they have enough entrepreneurial skill to impart on the students.

#### **Discussion of Finding**

The result shows that Home Economics is basically centered on skills which have the capability of improving the life of individuals and families through job creation and promotion of self-reliance. The above findings are related to the views of Anyakoha & Eluwa (2001) who identified three major areas of Home Economics which are Food and Nutrition, Clothing and Textiles and Home Management. These three major areas have each varieties of sub-areas which are skills centered. When these areas are properly studied, they lead to self-reliance and self-actualization.

The findings of the present study also agree with the views of Mkpughe (2009) who identified the skills under Home Economics to be bakery, preparation of drinks, meal preparation services, bead making, textile, dyeing, sewing and also with that of catering services, restaurant management, production of

ice cream and yogurt, jam making, tailoring, batik making, embroidery, soap and body cream production, housekeeping and nursery management. The study revealed that despite the skills that abound in Home Economics, students of that subject fail to acquire most of the skills due to certain problems as inadequate teaching and training facilities, the expensive nature of Home Economics, lack of adequate infrastructural facilities, lack of suitable time for Home Economics practicals, gender stereotyping, negative attitude of the students, *incessant* strikes by lecturers leading to very short sessions and rushed academic activities.

The above findings are in agreement with Okoro (2006) who remarked that Home Economics suffer today because of the erroneous idea "that Home Economics is only for girls". The findings of the present study also relate with Anozie's view (2006) where he asserted that many Home Economics instructors lack entrepreneurial skills and as such have nothing to offer to the students.

The study revealed that all the 15 strategies for inculcating work skills in Home economics students were accepted by the respondents. The strategy with the highest mean responses includes provision of enough training and teaching facilities so as to enhance in - depth training. Anozie (2006) revealed that Home Economics is a course that requires enough teaching and training facilities so as to ensure proper skills acquisition.

Another strategy for inculcating work skills in Home Economics students that ranked very high is that students should be encouraged to go for their industrial training. This is in line with the findings of Ochonogor & Onyebueke (2003), who remarked that industrial training expose students to conditions which motivate them into having private enterprises, so if the students of home economics are encouraged to go on IT, it will help them to imbibe more of the entrepreneurial skills which will help them to function better in the field of work. [Another strategy that ranked high is the provision of in-service training for home economics instructors so as to make them adequately equipped for teaching entrepreneurial skills. Anozie (2006) revealed that Home Economics instructors lack entrepreneurial skills. As the saying goes, "you cannot give what you don't have". Hence Anozie (2006), emphatically said that successful Home Economics teachers must have the necessary technical knowledge and skills to be able to teach students effectively. Thus, through in-service training the instructors will be able to gain the necessary entrepreneurial skills required.

#### **Conclusion**

Based on the findings, Home Economics is a skill- oriented course which basically gives the students the opportunity to be self-reliant through the skills- oriented courses which they are exposed to in the course of their training. Unfortunately, some of the students fail to acquire these

skills as a result of the challenges which they face in the course of their training which include the expensive nature of the course, poor funding of the programme by government and failure of the students to go for industrial training. There is need for proper funding of the programme by government. The students' industrial training should be properly monitored and supervised during the training in order to help them acquire the basic skills for self-reliance.

#### **Recommendations**

For proper acquisition of skills by Home Economics students, the following recommendations are made.

1. Funds should be allocated by the government to Home Economics programmes in tertiary institutions so as to make the programme less expensive for the students.
  2. Students should be encouraged to go for their industrial training (IT) and should be supervised when on IT.
  3. Offer of scholarship for students of Home Economics project works should be given to students to enhance learning.
  4. Adequate teaching and training facilities should be provided to enhance in- depth learning
1. Provision of in-service training for Home Economics instructors/teachers should be encouraged.



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