

Strategies For Fostering Entrepreneurship Education In Home Economics At Secondary School Level In Anambra State, Nigeria

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Abstract

This paper identified the strategies for fostering Entrepreneurship Education in Home Economics. It adopted a descriptive survey. The population comprised of 431 Home Economics teachers in the 374 secondary Schools and 39 Zonal Home Economics officers in Anambra State. There was no sampling. A questionnaire was used for data collection. Data was analyzed using means and t-test for the hypothesis at 0.5 level of significance. The findings indicated that qualified Home Economics teacher, resource materials like textbooks, laboratories and instructional material should be provided and utilized among others. Based on this, the researchers recommended among other things that the government and education stakeholders make conscious effort in fostering entrepreneurship among home economics students by making necessary provisions to encourage skills acquisition and entrepreneurship in home economics.

Keywords: Entrepreneurship, Home Economics, Entrepreneurship education, Secondary schools

1. Introduction

The Nigeria nation like most developing nations is faced with a lot of problems which includes poverty, unemployment, diseases and conflicts (Anyakoha, 2006). These situations pose great challenges to the very existence of individuals in most developing nations there by calling for the training of both men and women who can function effectively in the society in which they live in (Oviawe, 2010).

Unemployment is a national problem in Nigeria today and many Nigeria youths who are supposed to be productive to the nation are unemployed. National Universities Commission (NUC) (2004) reported that many Nigerian Universities graduates in the country are unemployed. Neboh (2008) added that statistics from Federal Ministry of Education shows that over 71 per cent of those who graduated between year 2000 and 2006 are roaming the streets because of lack of jobs. This unemployment issue can only be solved through entrepreneurship education.

Entrepreneurship has been defined by Lankford (2004) as the process of creating something different with value by devoting the necessary time and assuming the accompanying, financial, psychic and social risks and receiving the resulting rewards of most personal satisfaction. Iheonuekwu (2003) defined Entrepreneurship as the attitude, skills and actions of an individual or individuals for starting a new business. He further added that an individual private entrepreneur is a creative person and a risk bearer who is good at recognizing opportunity, analysing it, making a decision to act upon it, marshalling necessary resources and implementing a programme leading to a new enterprise and profit. This means that an entrepreneur requires personal skills at judgment ability to work with people, patience and endurance.

Education is the process by which peoples abilities and talents are developed. Taiwo (1986) defined education as the process which provides knowledge, skills and values that a society considers necessary. Although entrepreneurship is a recent issue for emphasis in our educational instruction, yet the National policy on Education (2004) emphasized it as one of the National Education Goals to include acquisition of appropriate skills and development of mental, physical and social abilities and competences to equip the individual to live and contribute to the development of our society.

Home Economics is a vocational subject offered at different levels of Education in Nigeria. At secondary School in Nigeria, the major areas are foods and Nutrition, clothing and Textiles and Home Management. One of the objectives of Home Economics in secondary school according to Okoli and Okpala (2006) include developing one's latent potentialities in becoming a well-adjusted society, responsible and family minded individual, this cannot be achieved with effective entrepreneurship education. The primary aim of Home Economics boards on improving the quality of life of the individual, family and society at large. Anyakoh (2002) remarked that the greatest challenges of Home Economics is to determine those issues that pose various forms of challenges and

threats to individuals, families and society at large and then, address them most appropriately. The major problem now in Nigeria is unemployment. Ogbene (2006) pointed that unemployment can be greatly reduced by increasing opportunities for more jobs. There are many job opportunities related to Home Economics like jobs under clothing and Textiles, jobs under food and Nutrition, Home Management and family living jobs, child development and care jobs, interior decoration jobs etc.

National commission for Colleges of Education (NCC) (2008) added that one of the objectives of Home Economics Education at Nigeria Certificate of Education (NCE) level is to produce Home Education teachers with a sound basis for professional growth and personal development in Home Economics who will exhibit through knowledge of job skills and career opportunities in Home Economics and equip students with entrepreneurial skills for self-reliance. These NCE graduates teach mostly in secondary and primary school levels. In spite of all these in the policy papers there is still unemployment even among Home Economics graduates. The question now is what can be done. That is the need for his study to identify the strategies for fostering entrepreneurship in Home Economics, specifically the study identified.

1. The strategies to be emphasized in home Economics.
2. The role of Home Economics teacher in fostering Entrepreneurship.

1.1. Research Questions

The following research questions were formulated to guide the study:

1. What strategies should be emphasized in Home Economics for fostering entrepreneurship?
2. What is the role of Home Economics teacher in fostering Entrepreneurship?

1.2. Hypothesis

One null hypothesis was tested at 0.05 level of significance. The null hypothesis was:

- H_0 There is no significant difference between the men ratings of Home Economics teachers and Zonal Home Economics officers on the strategies that should be emphasized in Home Economics for fostering entrepreneurship.

2. Methodology

The research design adopted in this study was a descriptive survey. The population constitute of four hundred and seventy (470). This comprised 374 home Economics teachers in the 374 secondary schools and 39 Zonal Home Economics officers in the six education zones in the state. This number was based on the data collected from the Anambra state Education Commission in September 2010.

2.1. Sample and Sampling Technique

Since the population of the study was small, a census survey involving all the 470 respondent was used to avoid sampling errors and bias. Hence there was no sampling.

2.2. Instrument for Data Collection

The researcher developed questionnaire titled "strategies for Fostering Entrepreneurship Education in Home Economics". [SFEEHE] was used to collect data. The questionnaire consisted of two parts. Part A was the introductory part that elicited information on personal data. While section B developed to Correspond to the specific objectives.

2.3. Validation of Instrument

The questionnaire was face validated by three lectures. Two from the department of Home Economics/HMT Michael Okpara university of Agriculture Umudike and one from Home Economics section, Vocational Teacher Education Department, University of Nigeria Nsukka.

2.4. Reliability of Instrument

The cronbach's alpha method was used to test for reliability of the instrument. To do this, copies of the instrument were distributed to 10 Home Economics teachers and 5 Zonal Home Economics officers in Abia state. Their responses were analysed coefficients of 0.75 which is high and considered adequate for the study.

2.5. Data Collection and Analysis Techniques

The research and four research assistants distributed the questionnaire to the respondents. At the end of the exercise, twelve (12) were lost while 458 were retrieved and used for data analyses. The collected data were

analysed using mean for the research questions and x-test for the hypothesis. Based on the four point scale of 4, 3, 2, and 1, a mean score of 2.5 and above was regarded as accepted while less than 2.50 was regarded as unacceptable.

3. Results

Table 1. Mean rating of Home Economics Teachers and Zonal officers on the strategies that should be emphasized for fostering Entrepreneurship Education in Home Economics

| | Items | \bar{x}_1 | Decision | \bar{x}_2 | Decision |
|-----|---|-------------|----------|-------------|----------|
| 1. | Entrepreneurship education should be introduced at the various levels of Home Economics Education | 3.38 | Agree | 3.38 | Agree |
| 2. | There is need for qualified Home Economics teachers and instructors at different levels. | 3.62 | Agree | 3.52 | Agree |
| 3. | Resource materials like textbook and functional laboratories should be provided in schools | 3.62 | Agree | 3.52 | Agree |
| 4. | There should be effective utilization of the instructional materials. | 3.42 | Agree | 3.58 | Agree |
| 5. | There should be effective utilization of the Home Economics Laboratories | 3.77 | Agree | 3.40 | Agree |
| 6. | Successful small business entrepreneurs should be invited to interact with the students on intervals. | 3.15 | Agree | 3.37 | Agree |
| 7. | Home Economics students should participate in industrial work experience scheme. | 3.69 | Agree | 3.37 | Agree |
| 8. | Government should provide soft loans for Home Economics graduates who want to start small business | 3.17 | Agree | 3.05 | Agree |
| 9. | Students should pay for all the materials they need. | 1.77 | Disagree | 1.53 | Disagree |
| 10. | Students should enter Home Economics laboratories only with permission. | 2.23 | Disagree | 2.01 | Disagree |

Key \bar{x}_1 = mean for Home Economics teachers \bar{x}_2 = mean for Zonal Home Economics Officers

In Table 1, only 2 items; items 9 and 10 were rated below the acceptance level of 2.50 by all categories of respondents. The rest of the strategies had mean rating above 2.50. This indicates the views of Home Economics teachers and zonal home economics officers that apart from items 9 and 10, the strategies that should be emphasized for fostering Entrepreneurship Education in Home Economics which include: Entrepreneurship education should be introduced at the various levels of Home Economics Education, there is need for qualified Home Economics teachers and instructors at different levels, resource materials like textbook and functional laboratories should be provided in schools and others.

Table 2. Mean rating of the Home Economics Teachers and Zonal officers on the strategies that should be emphasized for fostering Entrepreneurship Education in Home Economics

| | Items | \bar{x}_1 | Decision | \bar{x}_2 | Decision |
|----|--|-------------|----------|-------------|----------|
| 1. | Home Economics teachers should use different teaching methods in teaching practical topics | 3.77 | Agree | 3.38 | Agree |
| 2. | Home Economics teachers should always give students practical projects and assignments. | 3.62 | Agree | 3.52 | Agree |
| 3. | Home Economics teachers should always mark and correct students practical projects and assignments. | 3.62 | Agree | 3.52 | Agree |
| 4. | Brainstorming approaches should be used in classes to identify possible business areas open to fresh graduates | 3.15 | Agree | 3.58 | Agree |
| 5. | Home Economics teachers should be encouraged to start their own business | 1.40 | Disagree | 3.40 | Disagree |
| 6. | Home Economics students should be encourage to start their own business | 3.62 | Agree | 3.37 | Agree |
| 7. | Home Economics teachers should be computer literate in order to obtain global information for effective teaching of entrepreneurship | 3.46 | Agree | 3.37 | Agree |
| 8. | Home Economics teacher should always interact well in the community to get information on the new opportunities. | 3.31 | Agree | 3.05 | Agree |

Key \bar{x}_1 = mean for Home Economics teachers \bar{x}_2 = mean for Zonal Home Economics Officers

In Table 2 Only item 5 rated below the acceptance level of 2.50 by all categories of respondents. The rest of the item were the roles of Home Economics teachers in fostering Entrepreneurship which include Home Economics teachers should use different teaching methods in teaching practical topics they should give practical projects and assignments and mark and correct them. Home Economics teacher should attend workshops and conferences to update their own skill, they should be computer literate in order to obtain global information for effective teaching of entrepreneurship.

Table 3. t-test for the mean rating of Home Economics Teachers and Zonal home Economics officers on the strategies that should be emphasized for fostering Entrepreneurship Education in Home Economics

| Group | n | \bar{x} | sd | t-cal. | df | t-crit. |
|-------------------------|-----|-----------|------|--------|------|---------|
| Home Economics teacher | 422 | 3.00 | 1.70 | 0.04 | 4.60 | 1.94 |
| Zonal Economics Officer | 36 | 3.01 | 1.48 | | | |

In Table 3, the calculated t-value of 0.04 is lower than the Critical Value 1.94 at 0.05 level of significance. The null hypothesis was not rejected. It was accordingly upheld that there was no significant difference between Home Economics teacher and Zonal Home Economics Officers on the strategies that should be emphasize for fostering Entrepreneurship in Home Economics.

4. Discussion of Findings

In this study, the respondents agree that the strategies that should be emphasized for fostering Entrepreneurship Education in Home Economics Include: Entrepreneurship education should be introduced at the various levels of Home Economics Education, there is need for qualified Home Economics teachers and instructors at different levels, Resource materials like textbook and functional laboratories should be effective utilization of the instructional materials and laboratories, successful small business entrepreneurs should be invited to interact with the students an intervals, Home Economics students should participate in industrial work experience

scheme and government should provide soft loans for Home Economics graduates who want to start small business. In the null hypotheses, it was found that there was no significant difference between the mean ratings of Home Economics teachers and Zonal Home Economics officers on the strategies to be emphasized for fostering Entrepreneurship Education in Home Economics. The study revealed that there is need for qualified Home Economics teachers and instructors at different levels, supporting this Itheme (1989) noted that some Home Economics teachers are not competent in some areas of Home Economics like clothing and textile and as a result they avoid teaching at and give less emphasis to it. The study revealed also that resource materials like textbook and functional laboratories should be provided in Schools, this is supported by Nzomiwu and Ile (2006) that vocational technical education is capital intensive therefore government should provide the workshops, equipment, books and teaching aids as well as the maintenance of the procured equipment because the individuals cannot afford them in other to promote Entrepreneurship.

In table 2 the study revealed that Home Economics teachers should be computer literate and should use different teaching methods in teaching practical topics. This is supported by Kosakowski (2005) that the benefits of ICT in teaching and learning as it help to present information in many forms and give reasons for greater problem solving and critical thinking because one has to interact with their fellow teachers/students.

5. Conclusion and Recommendation

The study revealed the strategies for fostering Entrepreneurship in Home Economics to include the utilization of ICT in education, the establishment and use of functional laboratories and the employment of qualified teachers for Economics. It therefore becomes imperative for Home Economics teachers and Government ministries of Education at all levels to keep in focus the importance of encouraging entrepreneurship among Home economic students as the subject inherently provides for the utilization of practical skills in income creation. The government may also provide improved student industrial work experience schemes that will encourage the students of economics to acquire through field experience the requisite skills that will drive their entrepreneurship. Generally, for teachers of home economics as well as the government and her education ministries to succeed in fostering entrepreneurship among students in secondary schools, more that writing up of policy papers is required. Education stakeholders must be awake to the potency of entrepreneurship in reducing unemployment and creating wealth and thus must be proactive at fostering entrepreneurship. They must consciously seek to encourage entrepreneurship among Home Economics students in secondary school. Overall, the students, the teachers, the government and her institutions must bear the aim of fostering entrepreneurship at heart and endeavor to achieve it, by doing the best in their capacities.

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