

# ENTREPRENEURSHIP EDUCATION IN HOME ECONOMICS: PROBLEMS AND PROSPECTS

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## **Abstract**

This paper focuses on Entrepreneurship Education in Home Economics. It sees Entrepreneurship Education as a type of education geared towards producing a self-employed person. The concepts of Entrepreneurship Education and Home Economics were clarified. The place of Home Economics is skills acquisition and the entrepreneurial skills in Home Economics were highlighted. Problems involved were discussed and they include inadequate funding, Acute shortage of equipment, population up surge, moral laxity among students, social attitude etc. The prospects were also highlighted. Appropriate recommendations were proffered. In conclusion Nigeria scholars must be encouraged to actively take part in skills acquisition programs as a panacea to the present economic meltdown.

## **Introduction**

Education is an instrument for the learner and for societal development. It refers to the process of learning and bringing about desirable changes in the attitudes of individuals and thus becoming useful and acceptable members of the society, contributing to societal development through various skills acquired.

There is a growing need for skills acquisition in our developing country. The National Policy on Education postulated the acquisition of appropriate knowledge and skills necessary for one to get a paid employment in offices or to be self employed. One of the national education goals include acquisition of appropriate skills and the development of mental physical and social abilities and competencies as equipment for the individual to live and contribute to the development of his society. Education has been accepted as a crucial factor for economic and

industrial development of any nation (FRN 1998).

Entrepreneurship is the knowledge, skills and mind set to create jobs by conceiving and starting up new business. According to Gana (2001). Entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on identified opportunities.

Ugiagbe (2007) sees entrepreneurship as the process of bringing together creative and innovative ideas and coping with the management and organization skills in order to combine people money and resources to meet an identified need thereby create wealth. Entrepreneurship enhances self-employment and skills acquisition. It is the process of creating something new, different from what has existed.

Entrepreneurship occurs when an individual develops a new venture or a new approach to an old business or idea or a unique way of giving the market place a product or service by using resources in a new way under conditions or risks (Sterihoff and Burges, 1993).

In this period of global economic melt down, the nations are in need of any type of education that would build up and sustain their economy. Entrepreneur skills are therefore the answer.

Entrepreneurship education is that type of education geared towards producing a self-employed person. It 'aims at inculcating into the learner traits such as resourcefulness, ingenuity, innovativeness endurance. This enduring disposition will constantly regulate the learners' choice of action. The test of the possession of entrepreneurial skills is measured in the quality of decisions made by the recipient when confronted with the challenges arising from

business ventures. The entrepreneurship education is meant to enable one overcome the problem of unemployment and business challenges. This must have been the rationale that informed the Federal Republic of Nigeria to state in its National Policy on Education that vocational education is to "give training and impart the necessary skills to the individuals who shall be self-reliant economically" (FRN 2004).

Home Economics is skills acquisition oriented. It is a vocation for self-reliance and borders on preparing her student for the challenges of the home and its environment. It is a strong tool for economic empowerment. (Ogbene, 2006) see Home Economics as a dynamic field of study whose central theme is hanged on the improvement of the lives of everyone in the society.

Nwankwo & Okpetu (2008) see Home Economics as a vocational subject aimed at helping people develop desirable social altitude and skills necessary for the world of work, resourcefulness and ability to adapt to life changing situations.

The prospects of Home Economics cannot be overemphasized as the students have a myriad job opportunities to chose from or become self-employed and employers of labour as a result of the skills they have learnt.

This paper aims at entrepreneurial skills in home economics as a subject the various tools that would enhance entrepreneurial skills and the various problems and prospects involved.

### **The Place of Home Economics in Skill Acquisition**

Home-Economics education is a diversified area of study encompassing the things we do everyday. It is a people oriented subject that moves with the rapidly changing world. It is also described as the only profession and body of knowledge, which focuses on the

family as its core and nucleus and works predominantly as a preventive educative and developmental mode.

Anyakoha (1992) viewed Home-Economics as a subject that deals with all aspects of family living, drawing knowledge from many disciplines such as Biology, Physics, Social Sciences, Humanities, Arts and unifying the knowledge down to teach people how to do the following: determine the needs of individuals and families for food, clothing and shelter, seek the means of satisfying these needs improve the goods and services used by families and become responsible and effective members of the family and community through effective home making and gainful employment.

Eze (2001) emphasized that Home Economics is capable of preparing youths and adults for entering into various areas of Home-Economics occupations. This shows Home Economics contributes to manpower development by equipping individuals with reliable occupational skills, which leads to self-reliance.

Byrd (1992) views Home Economics as a subject that adequately equips its graduates with skills and knowledge for self reliance, gainful employment, cultivation of self respect, dignity and social norms. Home Economics contributes to skills acquisition and entrepreneurship through the effective implementation of its curriculum in tertiary institutions. As pointed out by Anyakoha (2000). It is a vocational subject that has intensified emphasis on skills acquisition for the graduate with a view to enhancing their capabilities for self-employment venture~ Entrepreneurship education and knowledge as well as attitude in business ownership growth, finances management and legal requirement in business ownership. Promoting entrepreneurship education through skills acquisition in Home Economics makes room for self-employment and so reducing poverty to the barest minimum

in the society.

### **Entrepreneurial Skills in Home Economics**

Home Economics is classified into many aspects or branches and each aspect is loaded with a lot of entrepreneurial skills that can be acquired by students before and at graduation.

The various branches of Home Economics include: - clothing and textiles, Home management, food and Nutrition, Child Development and Care.

- (a) Clothing and Textile: This is the study of textile materials, use and care of each (Egbo, 2002). Igbo (2001) identified some skills acquired in clothing and textiles a weaving and designing, knitting, dyeing, buying and merchandising jobs, fashion designing, tailoring, crocheting, costume designing, tie and dye. Batik making, Hair dressing and beauty care.
- (b) Graduates in Home Management are experienced in the following skills as identified by Ugiagbe (2002).
  - Laundry/cleaning services. This is the skill of clothing selection and maintenance where clothes could be collected, washed, crooned and returned to the owners.
  - Home Garden Engagement. Family members can develop small gardens around the compound to produce vegetables, snails, poultry, rabbitary, etc.; crops such as maize, pepper, tomatoes, etc can also be produced to help in income generation.
  - Interior decoration of rooms, halls, parks, reception, offices, provision of furniture and fixture.Lemchi (2005) included' the following skills acquired in Home Management as abrasive production, bed sheets and pillow case making, soap

- manufacturing.
- (c) Food and Nutrition - Graduates would have acquired the following skills on or before leaving school. The skills include catering (indoor and outdoor), restaurants, canteen, kiosk, fast food establishment or rending, cake making and decoration, party planning, infant formula manufacturing, juice such as fruit juice, ice cream making such as yogurt making, jam making, biscuit manufacturing, hotel management.

Food processing and preservation to include soya-beans flour, preparation of soya-milk, yam, plantain, cassava, beans, maize flour.

Drinks can include kunu, burukutu, soborondo, etc.
- (d) Child Development and Care - Experts in child development and care can acquire skills in the following: - child care, baby sitting, Day care services, children amusement park, nursery teaching, etc.

It is very certain from the above that Home Economics give a lot of entrepreneurial skills to be acquired by her students. These students in turn must be committed to their studies and participate in all practical classes to ensure the acquisition of these skills. Home Economics is therefore highly suitable for entrepreneurship.

Benson (2000) stated that only 10% of about 100,000 graduates from tertiary institutions have the prospects of being employed after graduation. This makes it compulsory that these opportunities be taken seriously by graduates instead of roaming the streets in search of white collar job, and engaging in some social vices such as arm-robbery, prostitution, political thuggery, etc.

Ugiagbe (2007) highlighted some qualities of entrepreneurship to include:

- Good leadership

- Coordination
- Moral and Discipline
- Communication
- Enthusiasm and Common Sense
- Competence and skill based hard-work
- Time management
- Keeping financial control, etc.,

### **Factors That Encourage Entrepreneur Skills in Home Economics**

Fry (2005) stated some factors that encourage entrepreneurial skills as:

- Culture of hardwork and dedication to duty;
- Regular and good electricity power supply;
- Wiping out corruption
- Contentment and industrial development;
- People centered development.

### **Problems of Entrepreneurship Education in Home Economics**

#### **1. Inadequate Funding**

Okeke (2002) is of the view that inadequate funding of Home Economics education programmes is a -colossal one. As a skills acquisition course, the students should have access to equipment to carry out practical involved in the programme. Most schools find it difficult to continue, as the government is not so interested in boosting the course financially.

#### **2. Acute shortage of equipment facilities**

Most of our laboratories do not have enough infrastructure and those that have are already obsolete. Our laboratory should be equipped with modern equipment such as gas and electric cookers, microwave ovens, pressure cookers, electric yam ponders, electric sewing machines, embroiling

machines, etc.

#### **3. Population Upsurge**

There is an enormous increase in students' enrolment in tertiary institutions and there is no corresponding increase in facilities to meet up with the population. Most students who hang on the window and tables on the balcony who have not actually taken active part in the lecture learn by "rumour" because they have blurred understanding.

#### **4. Moral laxity attitude of student**

Most students are no longer interested in education, instead they indulge in social vices such as cultism, examination misconduct, hooliganism, and this develop a lackadaisical interest in skills acquisition. This altitude makes it almost impossible for the proper acquisition of entrepreneurial skills.

#### **5. Social Altitude**

The society portrays a low social status for Home Economist. They see the course as one for the non-do-wells in the society. People prefer a more prestigious course like medicine to home economics. As a result, most parents discourage their children and wards from offering the course.

#### **6. Lack of Managerial Process**

Our graduates do not possess the skills to put together and manage their resources (human and material) to achieve good planning, organizing directing and control (Agbo, 2005).

#### **7. Poor Planning and Coordination Effects**

Most times, equipment are sent to

schools before plan on how to store them are made. At times these equipment rot away and become useless, as there are no laboratories and workshops to accommodate them.

### **The Prospects**

#### **1. The greatest employer of labour:**

All over the world, vocational and technical education where home economics belong is the greatest employer of labour especially of young school leavers and graduate youths and adult who have been trained in the skills. They can either be self-employed and employ labour or gain employment in organization (Aina, 2002).

#### **2. Regenerating Rural Communities**

Egonmwan (2003) is of the view of using vocational needs and technical programmes to meet the future needs of the people, especially in the rural communities. This skill should be organized around the mainstreams of rural life like improving rural health and sanitation, family and home management, home economics and recreation.

#### **3. Fostering Change of Culture**

Peoples' culture can be changed based on entrepreneurial skills acquired in Home Economics. In the rural areas, the culture of not giving meat to children, eggs to pregnant mothers, forbidding of some very high proteinuous food could be changed for the better. Environmental sanitation around our villages will improve. (Saraydarian, 2005)

#### **4. Breaking the Present Culture of Money Making**

Many citizens of our great country Nigeria fear and tremble, worship their

wealthy brothers and sisters. Certainly, this culture will change when we begin to use our entrepreneurial skills to make money proving the dignity in hard work and commitment. It is therefore the proper enthronement of entrepreneurial skills that can transform the economy of the future. (Ugiagbe, 2007).

#### **5. An Instrument for Social Change**

Entrepreneurial skills acquired can be an instrument of social change. It would be a channel for value re-orientation in the society and the educational system in particular. Students who have acquired these skills would be seen by others as role models who foster positive educational reforms.

### **Conclusion**

Home Economics offer great opportunities for entrepreneurial skills acquisition and economic development Nigerian scholars must be encouraged to be a part of skills acquisition programme. It is the only answer to the economic melt down problem,

### **Recommendations**

From the foregoing, the writer makes the following recommendations:

1. That entrepreneurship education be included in the Home Economics curricula at all levels of education.
2. That government and non-governmental organizations (NGO) help in funding entrepreneurship education in Home Economics.
3. Entrepreneur culture should be built in students through the students' industrial work experience scheme (SIWES).
4. That government should embark on training and retraining of vocational teachers so as to keep them abreast with modern technological changes in the use

- of gadgets, machines, equipment, etc.
5. That government should float scholarship schemes for student in entrepreneurial courses to encourage them.
  6. That cost of reading Home Economics in tertiary institutions should be subsidized by the government

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