

HARNESSING THE ENTREPRENEURIAL COMPONENTS OF HOME ECONOMICS EDUCATION IN N.C.E. CURRICULUM FOR ACHIEVING VISION 2020

Azumi Saidu

Abstract

Home Economics Education is an invaluable asset to any nation because of the variety of career it offers which help to alleviate numerous societal problems such as lack of employment, lack of proper health care, lack of mutual understanding in the home and so on. The curriculum for Home Economics Education in the NCE programme should incorporate areas like entrepreneurship education which have similar goal with Home Economics, which will improve the lives of individual families and the society at large. This paper examines Home Economics Education in the NCE curriculum for achieving vision 2020. In conclusion recommendations were given that, areas lacking the skills in the curriculum should be reviewed. Meaningful learning and teaching of Home Economics at all levels of the educational system would enable the individuals to set up small and medium scale business after graduation. These would help to achieve vision 2020.

Introduction

Home Economics Education is one of the keys to attaining vision 2020. The fundamental factor to success in any area of life is health, which is the state of wellbeing. Home Economics Education teaches those principles that enable a person stay healthy. One of the goals of Home Economics is to prepare the individual for motherhood and child care.

Home Economics Education is an invaluable asset to any nation because of the variety of careers it offers which help to alleviate numerous societal problems such as lack of employment, lack of proper health care, lack of mutual understanding in the home among others. Ojo (2009) stated that vocational and technical education of which Home Economics is one undoubtedly the appropriate form of education that can help Nigeria to achieve the dream of the vision 20: 2020. She also stated that it provides all components of manpower at the lower middle and upper cadres.

Entrepreneurship education is a new concept in Nigeria educational system. An entrepreneur is a person who initiates and finances a new commercial enterprise. An entrepreneur is therefore an agent who combines all the factors of production i.e. land, labour and capital to create wealth and make profit (Inuwa) 2004). In the view of Okoh (2005) an entrepreneur is an innovator who evokes demands and creates jobs as he matches supply with demand, what distinguishes an entrepreneur from other investors is that he believes in creating market for his ideas and not responding to existing market demands.

Aminu (2007) observed that entrepreneurship place emphasis on innovations such as a new knowledge, information, attitude, zeal and skills to enable the recipients become more relevant to himself and to the society at large.

Bell and Worthington in Okhawere (2005) saw an entrepreneur as an individual who undertakes self directed initiatives and assumes personal risks in creating and operating a profit-oriented business. Okoh (2005) further listed some qualities of an entrepreneur to include the following hardworking, self confidence, profit-oriented in approach, have capacity to cope with

failure, demonstrates, initiative, sets his own standard, always goal oriented, possesses reliability and integrity.

Home Economics Education on the other hand is concerned with creating and developing basic skills that will equip an individual to become self reliant after graduation. It emphasis on establishment of small scale industries which make the individual self employed and with future development enables the individual employ others, thereby coping unemployment. Thus on the same line the entrepreneur also, lay emphasis on how to help the individual establish a business through loans cooperatives and support from individuals, groups and the government.

Therefore as Home economist provides the skills an entrepreneur takes the risk of executing the business.

A nation cannot develop when it citizens are suffering in abject poverty. It is in the attempt to reduce poverty, poor nutrition and make the citizens self reliant that the government came up with the 7-points agenda should be a guide to the vision 2020.

Historical fact shows that prior to the late 19th century, cottage industries, mostly small and medium scaled and business controlled the economy in Europe. The industrial revolution has changed *the status quo* and introduced mass production. The twin oil shocks during the 1970s undermined the mass production model which triggered an unaccepted reappraisal of the role and importance of small medium sized enterprises in the global economy. Economist over the years, have made their findings and have discovered that small firms and entrepreneurship plays vital role in economic growth and development (Akogu, 2000).

Concept of Vision 2020

Oxford Advanced Learners Dictionary (2000) defined vision as the ability to see the area that you can see from a particular position, it could also be seen as an ability to think about or plan the future with great imagination and intelligence or an ability to think about or plan the future in an intelligent and imaginative way. The essence of this is to find out variety opportunities from different sectors of the nation in both political, economic socio-cultural aspect, that can change the psychology of the citizen for better and well developed society.

Historically, vision 2020 originated from Malaysian slogan *wawasa 2020* which means the vision for a better Malaysian in 2020. The slogan was carried from the speech presented by the Malaysian Prime Minister, Mahathir-Bin Mohammed who had a great vision for his people joining the world economy powers by the year 2020 (Obafemi, 2008).

Earlier on, India has its own version of the vision 2020 published in 1998 which is a demonstration of how India can fully emerge as one of the first four world economic power in 2020. In line with this, Obafemi (2008) again stressed that visionary and exemplary leadership produces fulfilled political and economic mission, not dreams sprung on flimsy wishes.

As an attestation to the above statement, the Nigeria concept of vision 2020 focuses on housing, power, energy, food security and agriculture, wealth creation and employment, mass transportation, land reform, security plus qualitative and functional education which are within the ambit of 7-point agenda leading to fulfillment of political and socio-economic vision in Nigeria.

It was in May 29, 2007 that vision 2020 began to gain acclaims when his inaugural speech in Abuja with its goal to make Nigeria one of the 20 most developed economies in the world by the year 2020.

Harnessing the Entrepreneurial Components of Home Economics Education in N.C.E. Curriculum for Achieving Vision 2020

Vision can be said to be a time structured mission statement and development plan by which the present federal government of Nigeria under the leadership of Alhaji Umaru Musa Yar'adua wants to place Nigeria among the 20 largest economies in the world by the year 2020 (Sullayman, 2009).

Onyekakeyah (2008) stated that vision is “an image or concept in the imagination”. He added that, it is not reality but something that could guide decision and actions to make things happen. President Yar'adua's idea of vision 2020 is in line with the biblical teaching that “a people without vision perish”.

Goals of Vision 2020

By 2020, Nigeria is expected to be one of the 20 largest economies in the world, able to consolidate its leadership role in Africa and establish itself as a significant player in the global economies and political arena.

What Home Economics Education Entails

Home Economics Education has a duty to prepare both the young and the adult for happy and efficient home and family living. Home Economics Education is a life long process by which people are prepared to live effectively and efficiently in their own environment. However, Home Economics as a subject of the whole process of education focuses on the provision of the giving and acquiring (Home Economics Education) which entails the following:

- a. Providing skills which makes the learner employable or self employed, thereby enhancing a better living.
- b. Preparing learners to become effective individuals and contributory members of the family
- c. Becoming job creators (employers) rather than being job seekers.
- d. Developing new technologies for household and popularizing such through effective extension services.
- e. Evolving appropriate incomes generating activities and promoting small scale enterprises through adult education and extension programmes (Suara and Dairo).

NCE Curriculum, Home Economics Education Programme and Vision 2020

Is the goal of the vision is to make Nigeria one of the 20 most developed economies in the world by the year 2020, then the importance of harnessing the entrepreneurial component of Home Economics education into the NCE curriculum for it's achievement cannot be over emphasized.

Home Economics Education just as entrepreneurship education implies having the technological knowledge and skills to be self-sufficient and production.

Thus, Home Economics equips individuals with skills in the following areas:

1. Food and Nutrition

Skills acquired in this area could be used in the hospital as therapeutic dietician by modifying diets to suit specific diseases.

- i. A person can equally establish himself on his own by putting up a bakery for the production of bread, assorted snack like meat pie, biscuit, sausage roll, cakes etc. these are supplied to customers to raise income for self and the family.

- ii. A person who is skilled in this field can equally be employed to run institutional food canteens, restaurants. One can also be gainfully employed as catering supervisor in the prison yard.
- iii. Knowledge and skills acquired in food and nutrition can also earn one a lucrative job in food processing industries e.g. places where tinned tomatoes, geisha, sardine, tinned salad, backed beans, tinned soups etc are processed.

2. Home Management

- i. In this area skills acquired can be used to work as an interior designer/decorator by selecting colours schedules for hotels and other establishments, suggest or select the type of colour of curtains, rug, carpet to be used, suggest the type and placement of furniture in specific rooms, the type of flower to be used and where poster and pictures etc are to be placed.
- ii. Skills acquired in interior decoration could be used to produce decorative articles like wall and ceiling hangers, breaded curtains, macramé work, engraved carving, flower vases and baskets. A person can open a craft shop or supply such items to super markets.
- iii. Skills acquired in home management could also earn one a lucrative job in the hotel as well as possibly serving as supervisor especially at the house-keeping department (Aliyu, 2001).

Textile and Clothing

Textile simply means the act of producing fabric capable of being worn or used for some other household purposes. Improvisation is the main method used in teaching simple weaves in most of our schools where cardboard paper, or knitting yarn, or locally made loam and shuttle are used to develop the learner's skills in weaving.

Skills when properly developed can be used in making items like locally woven clothes, decorative table mats and wall hangings. These could serve as a source of income to the weaver and can also employ other relevant skills such as:

1. The skills acquired in laundry can be used to set up a laundry and dry cleaning service unit. This is where washing will be done using appropriate machines, methods and detergents for specific fabrics and chemicals in treatments of stains according to its type.
2. Pattern drafting skills can be utilized in making assorted sizes and styles of patterns for sale to interested public who have the knowledge of how to use them.
3. Skill acquired in the management of assorted designing machines can be used in making trimmings like lacing, pleating, embroidery, baby weavers etc for commercial purposes.
4. Skills acquired in sewing can be used in making fanciful baby dresses, soft furnishing and toy-making which could be supplied to boutique, shops, departmental stores and individuals in the market. One can also set up a sewing institution for coaching to generating income.
5. Skills acquired in tatting can be used in making decorative bedspread, pillows slips, table cover and handkerchief to generate income.
6. Knitting and crocheting skills can be used in making soft furnishing, baby seats, pullover, skirts, cardigans, sweaters, trousers and jackets.
7. Skills acquired in making tie and dye, batik and printing work can be employed in making such items as assorted wears for children and adult, table clothes and wall hangings for commercial purposes to generate income for the family.

Child Development

In this area, one can use the knowledge or skills acquired to establish a day care centre and nursery school.

One can engage himself in the production of pictorial textbooks for nursery school by employing the knowledge acquired in Home Economics Methodology like using picture manipulation opaque projectors to enlarge small pictures, use of grid for enlargement etc. books produced should be attractive and attention holding and must related to the objects the children are used to.

Skills acquired in child development can be employed in the production of assorted toys for the nursery schools, one can equally be gainfully employed as a teacher in the nursery school.

The skills acquired from borrowed discipline such as agric science can be used for the following:

- Making of home gardens for the planting of assorted fruits and vegetables for sale and home consumption.
- Establishing poultry business for the sales of eggs and fowls.
- Raising and selling flowers

Conclusion

I hereby conclude by saying that, with meaningful learning and teaching of vocational Home economics Education at different levels of education including the adult education and programmes such as Youth Empowerment Scheme (YES) and National Directorate of Employment (NDE), individuals would be able to set up small and medium scale business which will make the citizens of this great country (Nigeria) self relevant and consequently, lead to national economy growth and development.

Recommendation

Findings by economist over the years have also shown that small firms and entrepreneurships play important role in the economic growth and development of the society.

For Home Economics Education to serve as a key to the attainment of vision 2020, the following recommendations are made:

- There is the need for harnessing the entrepreneurial components of Home Economics Education into the NCE curriculum.
- There is the need for effective training of Home Economists at different levels of education for an in-built mechanism for self-employment.
- Those institutions offering Home Economics Education should be well funded and also well equipped.
- Home economics extension workers should be well equipped, for them to be to function effectively in reaching out to the rural areas.
- The government should assist by giving loans to Home Economics graduates (beginners) to help them start small scale business.

References

Akogu, D. (2000). Small and medium scale enterprises and funding in Nigeria. <File://D://education> and democracy in Nigeria vision 2020. H/M/retrieved on 20/04/2009

Aliyu, R. (2001). Vocational Home Economics Education as an instrument for economics advancement. *Journal of Vocational Education*, 1(1), pp. 90-96.

Hornby, A.S. (2000). *Oxford advance learner dictionary*. London: Oxford University Printing Press.

Obafemi, O. (2008, December, 5-11). Vision 2020 and the publishing industry. (1). *The Spectator*, p. 560.

Onyekakeyah, I. (2008). *Vision 2020 and seven points agenda*

President's Address: *The formal inauguration of the National council of Nigeria vision 2020*

Fille://D:Nigeria. Vision 2020 official website NV 2020: htm retrieved on 15/04/2009.

Suara, S.J. & Dairo, M.A. (1991). *Home economics methodology*. Kaduna: Mafolayomi Press Ltd.