

VALUE REORIENTATION THROUGH ENTREPRENURESHIP IN FOOD AND NUTRITION EDUCATION FOR SOCIO-ECONOMIC DEVELOPMENT AMONGST TEENAGERS IN OMOKU, RIVERS STATE

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Abstract

The study identified the various entrepreneurial skills available in food and nutrition which will aid in value reorientation amongst teenagers in Omoku, Rivers State. The population consists of all teenagers in Omoku town, Rivers State. A sample of 99 representing 50 scholars and 49 out-of-school teenagers was used for the study. A 21 item instrument titled, "Questionnaire for Entrepreneurial Skills and Its importance for Value Reorientation" was used for data collection. Data were analyzed using mean and t-test for the only hypothesis at <0.05 . Findings revealed amongst others that the entrepreneurial skills in Food and Nutrition are food processing and preservation, Baking and Bakery Management, Catering services and are needed. On several ways these entrepreneurial skills can be acquired, all items especially through formal education and apprenticeship were accepted by the respondents. On various way of channelling these skills into positive ideas and vigour which will aid value reorientation especially as an honour for dignity, hard work and self-reliance were also accepted by the respondents. There were no significant mean responses to all items for the improvement on these entrepreneurial skills. Findings in the hypothesis showed that there was no significant difference in the mean responses of scholars and out-of-school teenagers. The study therefore recommends amongst others that value reorientation should begin from the home.

Key words: Food and Nutrition, Value, Value Reorientation, Socio-Economic Development, Teenager.

Introduction

The goal of home economics is to prepare student to be effective individual and members of the family. The general objectives are to educate youth for family living; To educate youth for the role of future homemakers, intelligent consumers and producer of goods; To prepare young people for living a full well rounded life in the home, community and nation; To improve the services and good used by the families; To conduct research to discover and meet the changing needs of individuals and families and to advance the community, national and world condition (Mbah, Orhewere and Osifeso, 2019). Like many other TVET courses, many youths especially the males and most parents perceive food and nutrition as a course for only the females and not as valuable as a general education. This negative view has grossly discouraged many young people from enrolling into the food and nutrition programme, undermining the importance of this education for self-reliance and reorientation of the value of hard work and dignity of labour. Anyakoha (2002) who stated that Food and Nutrition is an essential part of Home economics as a vocational subject and that home economics have several opportunities for small scale business which give individuals opportunities for worthwhile self-employment,

Food and nutrition is that aspect of Home Economics that deals with all aspects of food like purchasing, preparation, serving, preservation, chemical composition of food stuffs, function of different food nutrients in the body, types and quantities of food nutrients required by people of all ages in varying states of health and level of activities, cultural food habits and foods for special occasion, It also covers therapeutic nutrition (Iyere & Anenia, 2021). The National Directorate for Employment (1986) stated on its objectives, the need to make young leavers self reliant and self-sufficient. (NDE, 1986). Some careers available in food and nutrition include catering services, food processing, preservation and making of beverages, bakery and confectioneries, (Lilly, 2014). Other career opportunities include Hotel Management, Opening snack centre or Restaurant, (Ezike, 2011). Acquiring entrepreneurial skills in these areas can help in redeeming youth currently faced with crushing identity, crisis resulting, from misplacement of value that lead to misunderstanding of the purpose of hard work. The ability to feed oneself and one family, instituted respect for hard work and productivity that has served different societies (Njoku, 2015). These skills can be acquired through: Formal education, formal learning which is education normally delivered by trained teachers in a

systematic intentional way within a school, higher education or university (Organisation for Economic Cooperation and Development OECD; 2021); Non-formal education which refers to education that occurs outside the formal school system, like home based learning, Government skills, Acquisition scheme, and Community initiative. This is also very important because it is operated with accredited courses, run by well established institutions as well as locally based operations with little finding. This can benefit the children and youth outside the regular school system. This non-formal education can be preparatory, supplementary or an excellent alternative to formal schooling for all youths, programmes developed by organisations, community or non-credit adult education courses, Professional conference style seminars and continuing professional development (Eaton, 2011); Informal learning which refers to learning that occurs away from a structured, formal classroom environment. Informal learning comes in many forms including Viewing videos, Self-study, Reading articles, participating in forums and chat rooms, Performance support coaching sessions and games. The benefit of this form of education is low stress, flow with daily work intuitiveness and encourages curiosity (Sarah, 2019) and Apprenticeship training programme which is the combination of the job training and the class training, wherein youths earn while learning the skill required for performing these specialized career or jobs (Business Jargons 2021). Njoku (2015) added that the reorientation process in education system in Nigeria would lead to redemption and salvaging of our national character and image. The concept of human values requires direct and indirect techniques through schooling process. If the schooling process should nurture and entrench values positively in children, their teachers should function as role models.

The youths are definitely one of the greatest assets of a nation Aiyede (2007) describes the youths as the backbone of the development of the country, Aiyede (2007) further states that if Nigeria is to be sustained as a viable entity, there must be a very good plan to tap the energy and resourcefulness of the youths population to fast track socio-economic development as the primary role of young people is to get a good education in order to become better citizens of tomorrow, they need to learn skills to carry out responsibilities, fit into employment positions and even be self-employed to meet with their country's economy needs. They also need to know how to read, write, think, understand, analyse and discuss the issues of facing their country. Everyone hopes for a world full of opportunities, so great minds can conquer them and

become better individuals, but they all need good morals and values to handle all these in a positive way. Esu (2009) defined values as ideals that guide or qualify an individual's personal conduct, interaction with others and involvement in his career. Values informs on how he or she can conduct one's life in a meaningful way. Similarly Bolarin (2009) referred to values as trait, practices, acts ideals, beliefs, attitudes and principles that a group or society considers being of merit, worthwhile, clear, acceptable and right. According to Aiyede (2007) it is these ideas, beliefs or understandings of members of the society that guide and are reflected in member's behaviour. These ideals or beliefs are the basis of standards of public life. They may be derived from tradition, experience and religion. They inform the morality of society and drive the design of institutions and their enforceability.

Values therefore are things or ideas we hold in high esteem or regard highly. Njoku (2015) opined that the crisis of value system in Nigeria suggests that the growth and progress of the society is being retarded in many aspects through outburst of materialistic tendencies of our youths. It is beyond doubt that materialism has taken over government, political institutions, invaded traditional and cultural institutions, while the church seems to be more materialistic than the secular society, hence the need for value reorientation. To hold on to the timeless values their hard working parents instilled in them. Values like honesty, integrity, good neighbourliness, religious tolerance once defined our society, but presently issue of corruption and insecurity is the norm today. Okoh, (2012) suggests that Nigeria need to take value most seriously and push the acceptance of same with the seriousness economic and public sector reforms enjoy. Okoh (2012) further added that youths must be told that there are things greater than money and that money is not the ultimate in life, youths must learn to value hard work, integrity, honesty, accountability over financial gains. The social evils which include wealth without work, pleasure without conscience, science without humanity, knowledge without character, politics without principle, commerce without morality, worship without sacrifice, which characterize the nation must be dealt with to ensure social sanity in the country hence, the need for value reorientation. Value Reorientation according to Online free dictionary (2008) in Wokeh & Pollyn (2011) defines as changing the attitude, perception, principles, direction and involves the repositioning of the mindset of a people, to influence good behaviour and acceptable way of life. Njoku (2011) also sees value reorientation as inculcating good values that can help Nigeria out of her

numerous predicaments and can refocus the nation to greatness, Okoroafor and Njoku, (2012) also added that many scholars and social critics have argued that the education sector in Nigeria is at the brink of collapse. They believe that the system has lost focus and direction, the schools serve as major agent of socialization and a melting pot of knowledge and for any meaningful value reorientation to take place in Nigeria, there must be reforms in the school curriculum (such that it includes anti-corruption studies, moral and ethical instructions), teacher/pupil/parents relationship, school rules and regulations, adequate provision of infrastructures such as library, laboratories, classrooms and other academic materials. Okoroafor and Njoku (2012) further added that this will help provide the right mindset, interest and conducive environment for learning and acquisition of good values. This study therefore assumes that a nation's value system is sacred and seeks to determine the how these the acquisition of the entrepreneurial skills in food and nutrition will aid value reorientation for respect for hard work dignity of labour which could extend beyond the nations boundaries and produce citizens proud of their value system, and persons proud of his or her upbringing and character and who would try to impress that behaviour and beliefs on others as well.

Statement of the problem

Social indecencies are at an alarming rate. This has been observed to be caused by high rate of moral decadence among youths. Several forms of unscrupulous tendencies such as unemployment are believed to be one of the reasons which have led to the deterioration of both societal and family values. Values such as honesty, respect for elders, and respect for human dignity, humility, discipline, dedication and hard work seems to be slowly reducing in our society, especially among the youths. Home economics education is the study of all the elements of family living, individual development and interpersonal relations. As a vocational subject, home economics contributes to man power development by equipping individuals with reliable occupational skills which can lead to re-orientation of the value of hard-work and dignity of labour which will ultimately result in self-reliance.it was against this background that this study was carried out to examine the need for value re-orientation through the acquisition of entrepreneurial skills in home economics, food and nutrition in focus.

Purpose of the study

The main purpose of the study was to investigate the entrepreneurial skills in food and nutrition and its role in value reorientation of teenagers in Omoku, Rivers State.

Specifically, the study determined:

1. Entrepreneurial skills available in Food and Nutrition for Value Reorientation
2. Values needed by teenagers for socio-economic development
3. Sustainable measures for value reorientation for teenagers through food and nutrition

Research Questions

1. What are the entrepreneurial skills available in Food and Nutrition for Value Reorientation?
2. What are the values needed by teenagers for socio-economic development?
3. What are the sustainable measures for value reorientation for teenagers through food and nutrition?

Hypothesis

There is no significant difference in the mean response of scholars and out-of-school teenagers on entrepreneurial skills in Food and Nutrition.

Methodology

Design of the Study: The study was survey in design. Nworgu (1999) opined that questionnaires are used to determine opinions, preferences, attitudes and perceptions of people about issues.

Area of the Study: The study was carried out in omoku in Ogba/Egbema/Ndoni Local Government Area (ONELGA) in Rivers State of Nigeria. Omoku is the headquarters of the LGA and has a population of 1358 teenagers from 14-19 years old (zhujiworld.com). Omoku is the second largest city in Rivers State.

Population for the Study: The population for the study was made up of all teenagers in Omoku of Rivers State.

Sample and Sampling Technique: A sample size of 100 teenagers of both scholars and out-of-school of equal proportion was purposively selected to constitute the sample of the study. The sample consists of teenagers employed, unemployed, apprentice and students.

Instrument for Data collection: data for the study was collected using structured instrument titled Questionnaire for Entrepreneurial Skills and its

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Importance for Value Reorientation (QESIIVR). It consisted of one background information and 21 items of rating scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) based on the research questions.

Method of Data Collection: the instrument was administered by the researchers' directly to the teenagers by the researcher and the aid of friends. A total of 99 questionnaire forms were retrieved, fifty (50) copies from scholars and forty nine (49) copies from out-of-school teenagers.

Data Analysis

Results

Fifty scholars representing 100% and 49 out-of-school teenagers representing 98% were the actual sample used for the study.

Research Question 1: What are the Entrepreneurial skills available in Food and Nutrition for Value Reorientation?

| s/no | Entrepreneurial Skills items | X ₁ | X ₂ | X ₃ | Decision |
|--------------|---|----------------|----------------|----------------|----------|
| 1. | Managing a snack shop | 3.6 | 3.7 | 3.7 | Agree |
| 2. | Bakery, Baking products and managing a bakery shop | 3.2 | 3.3 | 3.3 | Agree |
| 3. | Indoor and outdoor catering | 3.2 | 3.2 | 3.2 | Agree |
| 4. | Making of confectioneries e.g. Ice cream, Yoghurts | 2.8 | 2.7 | 2.8 | Agree |
| 5. | Managing of hotels, catering guest house, restaurants, institutional guest houses | 3.3 | 3.3 | 3.4 | Agree |
| 6. | Food processing and preservation | 2.7 | 2.8 | 2.8 | Agree |
| 7. | Preparation of Condiments, seasonings and flavourings for sale | 3.6 | 3.2 | 3.4 | Agree |
| Cluster mean | | 3.2 | 3.2 | 3.8 | Agree |

Key: X₁ = Scholars; X₂ = Out-of-school teenagers

X₃ = Grand mean

Table 1 shows all the entrepreneurial skills available in food and nutrition were agreed upon by the respondents as all the responses exceeded 2.5 mean criterion level. Scholars had a cluster mean response of 3.2 while out-of-school teenagers had a cluster mean of 3.3.

Research Question 2: What are the values needed by teenagers for socio-economic development?

Table 2: Mean rating of values needed by teenagers for socio-economic development

| s/no | Values needed by teenagers | X ₁ | X ₂ | X ₃ | Decision |
|------|----------------------------|----------------|----------------|----------------|----------|
| 1. | Obedience | 3.6 | 3.2 | 3.4 | Agree |
| 2. | Honesty | 2.7 | 2.8 | 2.8 | Agree |
| 3. | Humility | 3.3 | 3.3 | 3.4 | Agree |
| 4. | Self-Discipline | 2.8 | 2.7 | 2.8 | Agree |
| 5. | Hard work | 3.3 | 3.2 | 3.2 | Agree |
| 6. | Patriotism | 3.6 | 3.3 | 3.3 | Agree |
| 7. | Integrity | 3.5 | 3.4 | 3.4 | Agree |
| | Cluster Mean | 3.3 | 3.1 | 3.2 | Agree |

Key: X₁ = Scholars; X₂ = Out-of-School teenagers

X₃ = Grand mean

Table 2 shows that the mean responses of both scholars and out-of-school teenagers are the same on values needed. All the teenagers agreed on all items listed as all the mean scores above the cut off point.

Research Question 3: What are the sustainable value reorientation measures for teenagers through Food and Nutrition?

Table 3: Sustainable value reorientation measures for teenagers through Food and Nutrition

| s/no | Sustainable measures for value reorientation of teenagers | X ₁ | X ₂ | X ₃ | Decision |
|------|--|----------------|----------------|----------------|----------|
| 1. | Adequate funding of practical in food and nutrition at all levels of education | 2.7 | 2.5 | 2.6 | Agree |
| 2. | Provision of adequate facilities for institutional catering services | 2.6 | 2.4 | 2.5 | Agree |
| 3. | Community initiatives on food and nutrition programmes. | 2.8 | 2.5 | 2.7 | Agree |
| 4. | Sponsorship of skill acquisition on food and nutrition programmes by government at all levels in communities | 2.7 | 2.6 | 2.7 | Agree |

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|--------------|--|-----|-----|-----|-------|
| 5. | Home based learning through demonstration of positive habits. | 2.7 | 2.5 | 2.6 | Agree |
| 6. | All youths must be ready to imbibe core values of hard work, self-discipline, patriotism | 2.6 | 2.5 | 2.6 | Agree |
| 7. | Teachers at all levels of education both formal, informal and non-formal should teach with appropriate methods to ensure the students understand all they are taught | 2.8 | 2.5 | 2.7 | Agree |
| Cluster mean | | 2.7 | 2.5 | 2.6 | Agree |

Key: X₁ = Scholars; X₂ = Out-of-School teenagers
X₃ = Grand mean

Table 3 reveals that the cluster grand mean of 2.7 is above the criterion level of 2.5; therefore it indicates that the respondents agree generally to all items listed in the table.

Table 4: t-test Analysis of mean responses of Scholars and Out-of-School teenagers on value reorientation through food and nutrition

| s/no | Groups | N | | SD | Df | t-cal | t-crit | Decision |
|------|-------------------------|----|-----|------|----|-------|--------|----------|
| 1. | Scholars | 50 | 2.9 | 0.44 | 97 | 0 | 2.000 | NS |
| 2. | Out-of-School teenagers | 49 | 2.9 | 0.55 | | | | |

P<0.05

Table 5 shows the t-test analysis. Since the calculated t-value of 0 is less than the critical value of 2.0, the tested null hypothesis is accepted. Thus, scholars and out-of-school teenagers did not differ significantly in their value reorientation through food and nutrition.

Discussion of Findings

The findings of this study revealed that food and nutrition program has numerous entrepreneurship opportunities for teenagers. These include managing a snack shop, bakery and baking shops, managing of indoor and

outdoor catering, making of confectioneries, managing of hotels, catering guest house and restaurants, amongst others. These entrepreneurial opportunities are in line with Anyakoha (2002) who stated that Food and Nutrition is an essential part of Home economics as a vocational subject and also added that home economics have several opportunities for small scale business which give individuals opportunities for worthwhile self-employment, this also confirms the opinions of the respondents the listed entrepreneurial opportunities exist in food and nutrition.

Again findings from research question two (2) revealed that the respondents agreed that values such as obedience, honesty, humility, self-discipline, hard work, patriotism amongst others are sacred and must be upheld, this agrees with Okoh (2012) who posited that youths must be told that there are things greater than money and that money is not the ultimate in life, youths must learn to value hard work, integrity, honesty, accountability over financial gains. The social evils which include wealth without work, pleasure without conscience, science without humanity, knowledge without character, politics without principle, commerce without morality, worship without sacrifice, which characterize the nation must be dealt with to ensure social sanity in the country.

Findings from research question 3, indicates that respondents agree that value reorientation can be done through formal, informal and non-formal means of education. This agrees with Okoroafor and Njoku (2012) who posited that the schools serve as major agent of socialization and a melting pot of knowledge and for any meaningful value reorientation to take place in Nigeria, there must be reforms in the school curriculum (such that it includes anti-corruption studies, moral and ethical instructions), teacher/pupil/parents relationship, school rules and regulations, adequate provision of infrastructures such as library, laboratories, classrooms and other academic materials, this will help provide the right mindset, interest and conducive environment for learning and acquisition of good values.

Conclusion

Values in Nigeria include respect and honour accorded parents, elders, men and women of honour, love, protection of the family and family name, all these has been practiced in traditional and contemporary society of Nigeria. It is obvious that for any meaningful development to take place in our society, people have to come together to ensure all past errors are corrected; this, will

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assist the society to get rid of all social vices and offences including disvalue. For our society to address the deficiency of value, values re-orientation through social mobilization, social re-orientation and implementation of the rules of law, will become inevitable. Therefore, by exploring the opportunities given by mass media, places of worship, markets, school and other public places, societal values can again be re-inculcated into our personality.

Recommendations

The study therefore recommends:

1. That parents and guardians should teach and train their children, adequately monitor their children, guide their behavioural patterns at home and adopt gradual and systematic process to sensitize the children's initiatives as well as develop in them self control in the absence of external authority.
2. School curriculum should be planned in such a way that reorientation through the education system would lead to redemption and regain of national character and image.

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