

EFFECTIVE INTEGRATION OF ENTREPRENEURIAL EDUCATION FOR QUALITY ASSURANCE IN HOME ECONOMICS EDUCATION

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Abstract

Any education is worthy of its salt if it solves societal and social problems of her citizens by responding to the prevailing social conditions and improving the welfare of the society. This is not fully so with our educational system as Akanbi (2002) cited the federal ministry of statistics that 75% of Nigerian wallow in poverty although we have various poverty alleviation programme and job creation schemes. With the five different types of vocational and technical institutions outside universities turning out students every year, yet the situation has not changed over the years. This paper looks at how entrepreneurial education can be effectively integrated into home economics education in order to empower students' turned out from these institutions to be self-reliant thereby solving social and societal problems and guarantee quality.

Introduction

Our educational design should be relevant to our needs and very dynamic. It should not only serve as a source of knowledge but also assist the learner on how to earn a living. Of all the problems facing Nigeria today, none is as agonizing and persistent as the one relating to the problem of unemployment among school leavers. While some people have attributed this critical problem to the economic recession in the country, others have contented that the inadequacy of our school system to accord high premium to vocational subjects has been largely responsible for the unemployment. In recent years there has been a keener awareness by the general public of the desirability of getting the educational system to respond adequately to national and local community needs and aspirations. According to Aggarwar (1981), all the knowledge a pupil gains will be of no use if he or she cannot make both ends meet when he enters life.

Hence the educational system must put forward new strategies by re-designing its programmes to make it more meaningful to promote self-reliance and thus contributing to the welfare of the society. To do this, there must be a very well established interaction between the schools and the business who would be the employers of the schools products, where there is cordial relationship existing between the two. Periodic feed back would enable schools modify their training programmes to incorporate the desired knowledge, ideas and skills for socio-economic development which will in turn increase employment potentials of the school leavers. The writer believes that if the rudiment of entrepreneurial education is taught to the products (students) of our institutions, it will assist in changing the orientation of our youths and more will therefore venture into their own business and be job creators rather than job seeker. It is therefore advocated that this type of education be incorporated into the Home-Economics curriculum and be made part of the curriculum

The Home-Economics Education

Home economics draws knowledge from root disciplines in physical, behavioural and social sciences and in the arts. It integrates the knowledge so drawn to build its own body of knowledge and focuses on practical problems of individuals and families. Its mission is to ensure optimal quality of life of individuals and families. In doing this, home-economics among other things, concerns itself with equipping individuals for responsible and effective participation in life within the family, goods and services used by families, conducting research to discover the changing needs of individual and families and the means of satisfying these needs as well as furthering community, national and world conditions favourable to family living. In furtherance of its commitment to the enhancement of welfare of individuals and families, home-economics also equips individuals for gainful employment in those areas that require Home-Economics skills.

The International Federation of Home-Economics (IFHE)(1983) defines home-economics as a field of study which is concerned with using, developing and managing human resources for the benefit of individuals, families, institution and the community now and in future. It involves a lot of practical experiences in almost all the units of study, thus creating a situation where oral instruction is managed by performance. Where there are adequate facilities and good working equipment, the learners can exhibit favourable manipulative dexterity and ability to use tools safely and efficiently.

Vocational education (Home Economics Education) can be described as the most vital and indispensable instrument for the development of the individual and society in general and without w Inch overall growth and development of a nation in the present *technological period would remain* a fantasy. Every human being has the propensity to growth and development in order to be useful to himself and consequently become a productive member of the society, hence Home-Economics education must respond to the prevailing social conditions and improving welfare of the society by redesigning its programmes to make it more meaningful to promote self reliance through the acquisition of practical skills for specific tasks, employment or profession as a craft man, technician, technologist, engineer scientists or similar level in business. As such, graduates must be those that are well equipped with relevant knowledge, skills and altitudes for self-employment, abilities to help the economy in maintaining the existing industrial structures and facilities for increased and improved production of goods and services, reducing level of poverty, illiteracy and income inequality in Nigeria. Unfortunately since the introduction of this type of education much has not been achieved in terms of self-reliance.

The orientation of our education is towards wage employment. Thus a Nigerian child usually thinks about wage employment first. The dignity of labour is not cherished as before and therefore some jobs are not regarded highly. Indeed many youths think self employment is the second best, although the education is meant to assist them to be innovative, initiative and creative. Most are not because of the deficiency in our educational system particularly as the syllabuses are full of skills, and ideas that should make one self reliant because it does not emphasize most of these mentioned qualities or make them seem unimportant or some aspects totally neglected. This has led to increasing cases of unemployment, underemployment, raising levels of poverty, illiteracy, falling standard of the populace-widening gap between the rich and the poor and our continued dependence on the developed nations. There should be linkage efforts towards the development of self-reliance attitudes in our students and this can be fully done through the introduction of entrepreneurial education.

Entrepreneurial Education.

Usually, education is categorized as either formal or vocational. The concept entrepreneur has been taken by economist and management experts to imply the willingness and ability to seek out investment opportunities in an environment and the ability to establish and manage the business concern successfully based on the identified opportunity (Gana 1995). It is believed that successful entrepreneurial education helps to create large or small jobs, to add value to society's well being and lead to greater utilization of both human and material resources and indeed contributes to society's advancement.

Entrepreneurship occurs when an individual develops a new venture, 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 of risks (Steinhoff and Burgess 1993). A person who owns a small business of his own is an entrepreneur. The entrepreneur performs the function of building a business outfit entirely (Davies 1983). Such a person is motivated by the need for achievement, independence, belief in an internal locus of control and willingness to risk business failures, in order to secure success and the reward of success. Entrepreneurship therefore involves risking financial, material and human resources in a way in the course of creating a new business concept or opportunity within an existing firm (Igbpl995). The knowledge of entrepreneurial will provide the desire for high income, self-direction, a more satisfying career, prestige from being a business owner, built a long-term wealth and contribute to humanity or to a specific course.

Home economics as a skilled- oriented subject offers a lot of occupation opportunities in areas like clothing and textiles, food and nutrition, home management, consumer education, equipment and housing, interior decoration, child care and family just to mention a few. It can equip an individual with skills to get into self-employment and small business if properly grounded in entrepreneurship

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skills. This calls for entrepreneurship skill in addition to technical skill as Anyakoha (1993), put it that entrepreneurship skill in personality and managerial skills is needed by home- economics related business operators to successfully run a business. According to Longnecker (1993). many new business ventures succeed each year while some fail and some are afraid to venture into any. Some fail because their operators lack proper business skills and most home-economics curriculum is devoid of elements of entrepreneurship skills, it is therefore necessary to seek ways of integrating entrepreneurship education into Home-Economics programmes because of its importance in helping students to be self reliant.

Effective Integration of Entrepreneurial Education in Home Economics Education.

The establishment of an enterprise poses, a lot of challenges to the entrepreneur. Knightly (1981), points out that entrepreneurs must be able to answer the following questions prior to the establishment of their business:- how much will it cost, what will be its size, what profits will occur, where can help and advice be obtained from , what legal right do customers and workers have? And in what location will the business be sited. Such topics in entrepreneurial education should be included into home economics curriculum so that students at completion of their courses could sit and make decisions based on these topics. Also other matters of general business considerations such as registering and institute, paying income tax, insurance, electricity, water, refuse disposal and whether to work at home or in rented rooms also form the areas of decision- making process (Kaka 1995). Because of the importance of entrepreneurial education in quality assurance of home economics education, as it will give the products (students), the ability to start their own business, it is very important to place emphasis on the teaching methods which are appropriate to the teaching of entrepreneurship skills. Davis (1983) suggested that educators should: -

- Give simple explanation of market systems to students
- Shape students attitudes towards understanding the relationship between the market system and themselves
- Begin to express the value of the market place system to the society
- Introduce extra-curricula activities which have a small business orientation.

When this is done the grandaunt of Home Economics education will be properly equipped to start a job of their own. These methods if employed by teachers would help students run business on their own. According to Akanbe (2002) the objectives of entrepreneurial education need to be included into Home Economics objectives and be merged together so that the end of the programme students should be able to:

- Identify characteristics and functions of entrepreneurship
- Learn how to seek relevant information about business
- Think of self-employment as good wage salary earner.
- Appreciate the dignity of work
- Became less risk, aversive, more creative more innovative
- Make simple business plans
- Manage small\ micro business
- Integrate what has been taught to students in home economics for entrepreneuing.

Apart from the afore mentioned content of entrepreneurial education, there is need also to include the following according to Osuala (1993)

- Characteristic and functions of entrepreneurial education
- Benefits and problems of self" employed and wage employed
- Business idea- business ethics
- Management of resources
- Business plans.

It should also be noted that chances of success can be increased if professional skills, entrepreneurial skill, good human relations and great deal of human preparation are employed in the running of a business. It is therefore necessary to seek ways of enhancing the teaching of entrepreneurship skills in home economics programme. These will provide adequate and relevant skills to facilitate self reliance and quality assurance among youths who look forwards to home

economics education as a vehicle for the enhancement of the welfare of individuals and families and effective participation in life.

Recommendations and Conclusion

The foundational issue is based on the premise that if home economics grandaunts are properly guarded in entrepreneurship skills in addition to their technical skills, personality and managerial skills, they will become business operator who successfully run a business and earn a living.

Based on the forgoing the following recommendations are made in order to enhance the inculcation of entrepreneurship education in home economics students.

1. the methods for inculcating entrepreneurship should be included in the preserves training programmes of home economics teachers
2. ministries of education should organize seminars and workshops for teachers and students and bring about inspirational speakers, successful entrepreneurs and management experts
3. short course in entrepreunering should be organized for students who have graduated.
4. entrepreneurship skills should be encouraged to cultivate the habit of dignity of labour and business ethics
5. teachers need to discover ways to spark students interests and motivate them to discover areas they can display there skills in entrepreneurship
6. students should be encouraged to do their industrial work experience (SIWES) in areas they wish to establish businesses in order to help them develop necessary values and attitudes required in individual establishments while in school.
7. educated female should sell the ideas of entrepreneurial education to others around them.
8. the government should create enabling environment for small business to thrive

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