

ENTREPRENEURIAL SKILLS NEEDED BY HOME ECONOMICS STUDENTS IN PRODUCTION OF COSMETICS FOR SUSTAINABLE ECONOMIC DEVELOPMENT

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Abstract

The study focuses on the entrepreneurial skills needed in the production of cosmetics in the schools of Orumba South Local Government Area. The study adopted a descriptive survey research method. Three research questions and three Null hypotheses guided the study. The population of the study comprises of all the 32 Home Economics teachers and 82 senior secondary Home Economics Students. Structured questionnaire was used for data collection. The instrument was validated by three experts and cronbach Alpha statistic was used to determine the internal constituency of the of the instrument and coefficient of 0.82 was obtained. Data collected were analyzed using mean and standard deviation to answer the research questions and t-test statistics was used to test the Null hypotheses at 0.05 level of significance. The results revealed amongst others that secondary school students of Home Economics need 25 entrepreneurial skills in production of cosmetics for sustainable economic development. The Hypotheses tested showed that no significant differences existed between the mean responses of Home Economics teachers and students on the items in the Hypotheses. Based on these findings it was recommended that Government should provide facilities to schools for the practical demonstration of cosmetics production e.t.c.

Keywords: Entrepreneurial skill, cosmetics sustainable economic development.

Introduction

Education prepares individuals to face problems situations and proper meaningful solution to then. Ochu (2005) indicated that education is the process of equipping the individuals with appropriate knowledge, skills and competencies for effective functioning in society. This indicates that there is a total need to improve the quality of education of any nation as to produce quality individuals who will contribute positively towards the development of the nation.

Entrepreneurship education is an aspect of Vocational Technical Education of which Home Economics Education is a component. It is aimed at training individual on how to acquire the skills and knowledge that will enable them to apply available resources to start a business and run if. It is the programme of instruction designed to equip individuals with the requisite knowledge, skills, attributes and abilities to identify business investment opportunities in order to make profit. This profit will help in a sustainable economic development.

Sustainable economic entails constituent growth in gross national products, improved per capital income and improved standard of living for the citizens as well as ability to compete favourably in the global market. Vocational Education through Home Economics has the potentials for meeting the needs of the labour market in achieving stable national economics through training programmes that assist people in acquiring skills that would make them self-reliant and employable. Home Economics is oriented towards self reliance. It

is a dynamic field of study whose central theme is hinged on the improvement of the lives of everyone in the society. At the secondary school level Home Economics is designed to:

- Prepare the students for Home making and family life
- Prepare students for employment in occupations involving Home Economics.
- Give pre-professional education in the subject.

Ohworvoriohe and Ochongor (2008) also identified entrepreneurship opportunities in Home Management such as soap making, laundry, interior decoration e.t.c.

The need for a country to explore it's full potential and achieve sustainable economic development necessitated the need to train youths and graduates to enable them possess adequate skills needed to be successful in life. The production of cosmetics is a very viable option in Home Economics Education to provide income to graduates as well as self employment on graduation.

Statement of the Problem

Nigeria today is facing an increase rate of unemployment. The number of those coming out from various institutions looking for employment opportunities. The inability of the youth to find work have resulted in fornication, adultery, harlotry e.t.c. This situation is left with no other idea than to empower the youths with requisite skills needed for them to be self reliant and contribute her own quota towards sustainable economic development, there is the need to provide the youth with basic entrepreneurship skills in Home Economics especially in the production of cosmetics . Therefore this study put in a question form. What are the entrepreneurial skills needed by Home Economics students in the production of cosmetics in the secondary schools of Orumba South Local Government Area.

Purpose of the Study

The main aim of this study is to find out the entrepreneurial skills needed by Home Economics students in the production of cosmetics in secondary schools students of Orumba South. Specifically the study intends to:

1. Find out the entrepreneurial skills needed by secondary school Home Economics students in production of body cream.
2. Identify the entrepreneurial skills needed by secondary school Home Economics students in the production of shampoo.
3. Find out the entrepreneurial skills needed by secondary school Home Economics students in the production of powder.

Research Question

The following research questions guides the study.

1. What are the entrepreneurial skills needed by secondary school Home Economics students in the production of body cream?
2. What are the entrepreneurial skills needed by secondary school Home Economics students in the production of shampoo?
3. What are the entrepreneurial skills needed by secondary school Home Economics students in the production of powder.

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Hypotheses

The following hypotheses were tested at 0.05 level of significance

Ho₁: There is no significant differences between the mean response of Home Economics teachers and students on the entrepreneurial skills needed in the production of body cream.

Ho₂: A significant differences does not exist between the mean response of Home Economics teachers and students on the entrepreneurial skills needed in the production of shampoo.

Ho₃: There is no significant differences between the mean response of Home Economics teachers and students on the entrepreneurial skills needed in the production of powder in secondary school of Orumba South Local Government Area.

Methodology

The research employed a survey research method. A survey research design is that in which generalizations are made over the entire population from a sample population (Uzoagulu, 2011). The design was used because the researcher made use of questionnaire.

Area of the Study

The study was conducted in secondary schools of Orumba South Local South Area. Orumba South is one of the Local Government Area in Anambra State. It is mostly grasslands.

Population of the Study

The population of the study comprised of 32 Home Economics teachers and 82 SSII students in secondary school of Orumba South Local Government Area (statistics Unit post Education Unit and Agricultural Development Office, Orumba South Headquarters Umunze 2021).

Sample

The entire population (32 Home Economics teacher and 82 Home Economics students was used for the study because the population size was manageable).

Instrument for Data Collection

A self structured questionnaire item was used as instrument for data collection. The questionnaire contained 25 items. Each entrepreneurial skill item had a four point response scale of very highly Needed (VHN) =4, Highly Needed (HN) = 3, Moderately needed (MN) = 2, Not needed (NN) =1.

The instrument was subjected to face validation by three experts from the Department of Home Economics Education, Federal College of Education (Technical) Umunze. They validated the instruments to ensure the appropriateness of the measuring instrument and that the instrument was structured to address the purpose of the study. The comments of the validators were used to modify the final instrument used for data collection.

The reliability of the instrument was determined by administering the instrument to twenty entrepreneurs outside the area of the study for the study. Cronbach Alpha reliability

method was used to determine the internal consistency of the instrument which yielded a reliability coefficient of 0.82.

Method of Data Analysis

Data was analyzed using weighted mean with standard deviation to answer the research questions t-test analysis were used to test the Null hypothesis. For the mean, a mean score of 2.50 and above was accepted while a mean score below 2.50 was rejected. The Null hypothesis was rejected if the F-calculated was less than the F-critical but critical F-ratio but accepted if the F-calculated exceeds the critical F-ratio.

Results

The results obtained from data analyzed were presented in table below according to the research question and hypothesis that guided the study.

Research Question 1

What are the entrepreneurial skills needed by Home Economics students in the production of body cream?

Table 1: Mean responses of respondents on the entrepreneurial skills needed by Home Economics students in the production of body cream.

S/N	Entrepreneurial skills	X	SD	N	X	Decision
1	Skill in boiling water and borax to a boiling point	3.11	0.49	114		Highly Needed
2	Skills in boiling paraffin oil, petroleum jelly, stearic acid, wax and ethanol in a separate container.	3.81	0.51	114		Highly Needed
3	Skills in putting them separate in a container.	3.51	0.72	114		Highly Needed
4	Skills in adding water, borax, paraffin oil, petroleum jelly, croda wax together.	3.11	0.62	114		Highly Needed
5	Skills in adding perfume to them.	3.53	0.44	114		Highly Needed
6	Skills in labeling.	3.33	0.55	114		Highly Needed
7	Skills in packaging for sale.	3.07	0.77	114		Highly Needed
	Grand Total	3.4	0.6			

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All the items had mean values above the cut-off point of 2.50 and was agreed by the respondents as the entrepreneurial skills needed in production of body cream.

Research Question 2: What are the entrepreneurial skills needed by Home Economics students in the production of shampoo?

Table 2

S/N	Entrepreneurial skills	X	SD	N	X	Decision
8	Skill in pouring 8 litres of water into a bowl	3.03	0.55	114		Highly Needed
9	Skills in adding one litre of caustic soda solution.	3.55	0.60	114		Highly Needed
10	Skills in stirring	3.41	0.82	114		Highly Needed
11	Skills in adding ¼ litres sodium laurel sulphate.	3.10	0.88	114		Highly Needed
12	Skills in adding ½ litre of sulphoric acid.	2.98	0.51	114		Highly Needed
13	Skills in mixing ½ litre of stabilizer in 2 litres of water.	3.33	0.73	114		Highly Needed
14	Skills in pouring the mixture together and stir.	3.71	0.53	114		Highly Needed
15	Skills to add colourant to taste.	3.88	0.78	114		Highly Needed
16	Skills in adding perfume to taste.	3.49	0.55	114		Highly Needed
17	Skills in packaging for sale.	2.99	0.63	114		Highly Needed
	Grand mean and SD	3.347	0.66			

All the items had mean values above the cut-point of 2.50 and were all accepted by respondents.

Research Question 3: What are the entrepreneurial skills needed by Home Economics students in the production of Talcum Powder in colleges of Education in Anambra State?

Table 3: Mean responses of Respondents on entrepreneurial skills needed by Home Economics students in the production of Talcum Powder.

S/N	Entrepreneurial Skills	X	SD	N	X	Decision
18	Skill in pouring 10g of talcum into a container.	3.55	0.71	114		Highly Needed
19	Skills in adding 2kg kaolin.	3.11	0.53	114		Highly Needed
20	Skills in mixing them together.	3.22	0.41	114		Highly Needed
21	Skill in adding boric acid.	3.09	0.54	114		Highly Needed
22	Skills in adding perfume to taste.	3.05	0.66	114		Highly Needed
23	Skills in mixing them together.	3.17	0.77	114		Highly Needed
24	Skills in pouring into container.	3.09	0.55	114		Highly Needed
25	Skills in packaging.	3.19	0.51	114		Highly Needed
	Grand Mean and SD	3.2	0.59			

All the items had mean values above the cut-point of 2.50 and were all agreed by the respondents as the entrepreneurial skills needed in production of Talcum Powder.

Discussion

Table 1 revealed that all the seven (7) items under the entrepreneurial skills needed in the production of body cream were identified by the respondents as being highly needed by Home Economics students in production of body cream. This findings are in line with the work of Clearance (2001) who opined that skills needed in the production of body cream includes skills in boiling paraffin oil, petroleum jelly, static acid, carbolic acid. A grand mean of 3.4 was standard deviation of 0.6 was obtained for the items showing that the itemized entrepreneurial skills are highly needed by the students.

Research Question 2 was designed to find out the entrepreneurial skills needed by the students in the production of shampoo. Results of the study revealed that all the nine skills were highly needed. This findings were in line with the work of Okeakpu (2015) who stated

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that skills involved in the production of shampoo are adding of water, caustic soda sodium, sodium laurel, sulphate, sulphoric acid, stabilizer and skills of mixing them together.

Further table 3 showed that all the eight (8) entrepreneurial skills in the production of Talcum powder were all highly needed by Home Economics students. Winter (2005) opined that the production includes the skills in right quantity and in right proportion. The materials needed in production of powder which include talc, kaolin, boric acid e.t.c.

Table 4 shows that the calculated t is less than critical t-value at 0.05 level of significance. Therefore the Null hypotheses was not rejected. The t-calculated for the remaining hypotheses showed that the t-calculated is lesser than t-critical.

Therefore Null the three Hypotheses of no significant differences is not rejected for the items.

Hypothesis 3: There is no significant difference between the mean responses of Home Economics teachers and students on the entrepreneurial skills needed in production of powder.

Table 6: t-test analysis of differences between the respondents on the entrepreneurial skills needed in production of powder.

	X	SD	N	df	t-cal	t-tab	Decision
Teachers	3.03	0.81	32	112	0.2	1.96	Do not reject
Students	3.00	0.55	82				H ₀₃

Table above showed that t-calculated of 0.2 is less than t-table value of 1.96 at 0.05 level of significance, therefore the Null Hypothesis was not rejected.

Testing of Hypotheses

Hypotheses 1: There is no significant difference between the mean responses of Home Economics teachers and students on the entrepreneurial skills needed in production of body cream.

Table 4: t-test analysis of differences between the respondents the entrepreneurial skills needed in production of body cream.

	X	SD	N	df	t-cal	t-tab	Decision
Teachers	3.05	0.55	32	112	0.09	1.96	Do not reject
Students	3.04	0.61	82				H ₀₁

The results of the study revealed that the t-calculated of 0.09 is less than t-table, therefore the Null hypotheses was not rejected.

Hypotheses 2: There is no significant difference between the mean responses of Home Economics teachers and students on the entrepreneurial skills needed in production of shampoo.

Table 5: t-test analysis of differences between the respondents the entrepreneurial skills needed in production of shampoo.

	X	SD	N	df	t-cal	t-tab	Decision
Teachers	2.95	0.79	32	112	0.93	1.96	Do not reject
Students	2.81	0.56	82				Ho ₂

The results of the study revealed that the t-calculated of 0.93 was less than t-table of 1.96. Therefore the Null hypothesis was not rejected.

Hypotheses 3: There is no significant difference between the mean responses of Home Economics teachers and students on the entrepreneurial skills needed in production of Talcum powder.

Table 6: t-test analysis of differences between the respondents the entrepreneurial skills needed in production of Talcum powder.

	X	SD	N	df	t-cal	t-tab	Decision
Teachers	3.03	0.81	32	112	0.2	1.96	Do not reject
Students	3.00	0.55	82				Ho ₃

Table above showed that t-calculated of 0.2 is less than t-table value of 1.96 at 0.05 level of significance; therefore the Null Hypothesis was not rejected

Conclusion

The study has identified some entrepreneurial skills needed In the production of body cream, shampoo and talcum powder. Incorporating the identified entrepreneurial skills into the curriculum of secondary schools Home Economics could help to sustain the economic development of a country. The identified entrepreneurial skills if implemented could make secondary school students to be self reliant.

Recommendation

Based on the findings of the study, the following were recommended.

1. Skills in the production of cosmetics should be built into the curriculum of Home Economics in secondary schools.
2. Government should provide schools with adequate facilities in the production of cosmetics.
3. Field trip/Excursion should be organized for Home Economics students on a regular basis to cosmetics industry.
4. Youths should be encouraged to go into production of cosmetics by giving them loan by the government.
5. Teachers of Home Economics should teach these skills practically and not on theoretical basis.

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