

# Challenges Encountered by Students in the Acquisition of Entrepreneurial Skills in Home Economics Education in Edo and Delta State

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**Abstract:-**This paper examined challenges encountered by students in the acquisition of entrepreneurial skills in Home Economics Education in Edo and Delta State of Nigeria. The survey research design was adopted in this study. 82 final year students in the tertiary institutions participated in the study. Three research questions guided the study. A self-structured 21-item questionnaire was administered to elicit responses for the data. The Mean and Rank Order was utilized to rank the challenges encountered by students in Home Economics Education in the acquisition of entrepreneurial skills, in order of gravity. Findings revealed that: school challenges preventing students in the acquisition of entrepreneurial skills in Home Economics Education are; The time allotted for practical courses as inadequate, facilities available are inadequate and that learning resources are obsolete. Students' personal challenges indicated by respondents include: Students have low interest in Home Economics Education, financial demand to study Home Economics Education is too high, no good motivation to acquire entrepreneurial opportunities in Home Economics Education. Teacher challenges indicated by respondents include; Methods utilized for teaching Home Economics Education courses are uninteresting, lecturers do not utilize modern learning methods to teach practical courses in Home Economics Education, lecturers utilize lecture methods to teach practical courses. This paper recommends that meaningful intervention will require that all stakeholders in education look inward and address these challenges; by adequately funding, monitoring and supervising the teaching and learning of Home Economics Education programmes in all tertiary institutions of learning in Edo State.

**Key Words:** Challenges, Skills, Entrepreneurial, Employment, Education

## I. INTRODUCTION

A nation geared towards industrial progress must be ready to give its people a functional education that can equip them for appropriate integration into the society. The equipping of graduates with appropriate skill for self-sustenance has become imperative in Nigeria as a result of the current unemployment situation in the country. For instance, Obiesesun (2010) asserted that 80% of youths in Nigerians are unemployed. Unemployment as a known social problem is more prevalent among the higher education graduates and encourages high rate of crime. Therefore, the economic situation in Nigeria should be refocused, in order to change its position for a better development and sustainability.

Meanwhile the Federal Government of Nigeria,(FGN) (2004) has one of its goals of tertiary education as: that it shall contribute to national development through high level manpower training and acquisition of both physical and intellectual skills which should enable individual to be self-reliant and useful member of the society.

As admirable as this goal may seem, products from tertiary education in Nigeria, do not seem to be self-reliant. One of such is the Home Economics Education graduates, who do not seem to be self-reliant. Home Economics Education is one of the programmes in tertiary instructions in Nigeria that teaches skilled areas; it unifies knowledge acquired from numerous disciplines, through work skills to satisfy the needs of the individual and families for food, shelter and clothing. It improves the goods and services used by families to make students become responsible and effective members of the family and community through effective home making and gainful employment. (Ayankoha and Eluwa,1991). Home Economics is taught at the three levels of education in Nigeria; the primary, secondary and university. In most of the universities in Nigeria, it is taught along with education with the purpose of incorporating the teaching component. A well balanced Home Economics Education programme should prepare students for life and living by supporting them to develop into dependable populace in the society, so as to fill a significant place in the nation's industrial world as well as the vital role of home making. Having this purpose in mind, the content of Home Economics Education programme is carefully arranged.

The Home Economics Education programme is made up of vocations related to clothing and textiles, foods and nutrition, home management, family relationship and child development. The programme is constantly being subjected to change to meet up with the dynamic society. As it were, the world is constantly changing and individuals, families and communities are daily confronted with scientific challenges capable of affecting what should be the content of Home Economics Education for societal advancement. Prior to this time, Home Economics Education programme was to equip the individual with competencies to maintain family life. Presently the programme is being faced with challenges for survival, unable to sustain relevance in the global economy.

Home Economics graduates also seem to be ill-equipped with practical skills to manage an enterprise. The entrepreneurship programme as a harmonizing programme was introduced into the universities in Nigeria to close some of these gaps. If properly implemented will definitely produce better graduates who can manage small or large scale businesses and be self-employed.

According to Meziobi (2013) entrepreneurship education is an educational process that creates in an individual the ability and skills to become self-reliant and overcome the dynamic challenges posed by the hash economy of the nation. Also Amadi (2012) in Ogbodo & Oraka (2017) see entrepreneurship skill acquisition as a process whereby a person acquires or learns a particular skill or type of behavior needed for business through training or education. Entrepreneurship was introduced into educational institutions to provide knowledge needed for survival. The introduction of entrepreneurship education at all levels of education was a means of arresting the unfortunate phenomenon of unemployment. In line with the Federal Government, it is mandatory for all tertiary institutions to offer entrepreneurship at 100 and 200 levels. Entrepreneurship skills as opined by Ayankoha (1991) are grouped into four they are: technical, business, management and personal. Technical involves skills of writing, communication, computer literacy. While occupational skills are skills such as sewing, hair dressing, laundering and baking. Business management skills include planning, goal setting, organizing controlling accounting, negotiating, record keeping, marketing, and personal skills which are discipline, risk taking, imaginative creativity, visionary, commitment, enthusiasm, perseverance, confidence and social skills.

Skill acquisition according to Awoyobi and Onyeukwu (2005) cited in Isibor (2011) is the learning and professional training acquired by an individual to enable him hold a job. Through repetition or practice in an occupation, skill becomes natural and helps the individual to function towards promoting economic development. Any government, who is able to give skills to its populace and ensures that the demand is matched with the supply, is heading towards technological development. The awareness and need for skill acquisition motivate entrepreneurial activities and lessen breakdown in the nation's monetary systems. Saleable skills acquired in the study of Home Economics is capable of equipping the graduate for self employment after graduating consequently, resulting to job creation. Therefore skill acquisition is necessary in the university for entrepreneurial actions.

Entrepreneurship skill acquisitions are trainings acquired by individual towards owning his or her own business. Skills acquired in the diverse areas in Home Economics Education are the courses that student are exposed to which they can make careers from or earn a living. For instance, in the study of food and nutrition, graduates can establish and operate a restaurant, operate a day care centre, bake cakes and decorate them for sale, operate a poultry, knowledge from education

will enable students to set up nursery, primary and secondary school, organize adult education classes for women with emphasis on teaching of occupational skills. In addition, students can make careers out of these Home Economics related courses; tie and dye, laundering work, hairdressing, manicure, pedicure, dress making, hat making, beadwork, textile designing, textile merchandising, batik production, production of drafted pattern, costume designing, dress making, tailoring, knitting/ crocheting and interior decoration. Others are fruit juice production, bread making and confectionaries. Others are poultry farming, general catering services to mention but a few.

According to Olaosebikan, (2011), the mission objectives of entrepreneurship education for the tertiary education in Home Economics Education include:

- providing enriched training and teaching of high level skills in Home Economics vocations so that graduates from the programmes become self-reliant; and
- providing the theoretical and practical knowledge in Home Economics occupations for enterprising economic development and stability.

Although the government has done a lot of sensitizations on the merit of acquiring skills, yet the unemployment rate is still increasing. It is against this backdrop that the researcher wishes to look inward into the challenges students encounter in the acquisition of entrepreneurial skills in Home Economics.

One of the challenges under consideration in this study is the challenge emanating from the school. A very important unit in the school is the school library which is known to be a strong determinant of purposeful education. Majority of the tertiary institutions may lack good libraries where good Home Economics books are stocked. The school Laboratories and classrooms are expected to attain a good standard capable of having the impact expected. Nigerian power is epileptic and technology is about electricity, consequently facilities that need power to be functional may be underutilized. As it is, cost of fuelling generators is high and most public schools are unable to fund it. In addition, inadequate and obsolete equipment in schools are likely to have effect in skill acquisition. Due to such reasons most courses in the programme are taught theoretically. In an ideal practice, disciplines where skills are learnt would require that students should be exposed to intensive practical work for proper mastery.

Another challenge is the students' personal challenge. Majority of students in public universities are from middle social economic strata of the society, therefore may have difficulties with finance for purchasing learning materials. Such student would see may try to skip practical classes. As a result, such students will be poorly motivated to acquire the skills. In the same vein, at times students are poorly informed about the benefit of the discipline rather they will see it as

stressful and expensive. Equally, some students have poor rate of class attendance, poor study habit and unserious with practical lessons, but rather they engage in rote learning to pass their examinations. They are after passing examinations to the next level without acquiring knowledge and skills. Similarly, some students are habitual late comers to lectures. Okwilagwe (2007) noted that lateness to school is at the top of the list in the nature and frequency of students' indiscipline in schools, a habit detrimental to skill acquisition.

Equally challenging to students are the lecturers teaching the course. Lecturers teaching Home Economics courses have a lot to do in the teaching of the skilled areas. Literature has it that a lot of lecturers handling practical courses do not demonstrate nor utilize modern instructional materials towards scientific teaching (Owolabi, 1991 and Mba, 2003). Modern leaning systems are scientific innovations for instructional delivery, if well utilized is able to arouse the interest of the students. They serve as aids for teachers, as well as help to attract students to learn. In the same vein, Okoro (2010) opined that a teacher cannot be said to be ready to implement a curriculum if he does not have the required competencies and the psychological impetus to deliver the lesson. A good Home Economics teacher must have the required strategy to impact adequate knowledge to properly train students. Thus, Uwameiye (2000) observed that the act of resorting to theoretical teaching of vocational subjects is a serious deviation from the principles of vocational and technical education which recognize the importance of workshop and laboratories to the teaching of the subject. Therefore this is to confirm the saying that no educational system can ascend above the worth of its teachers.

### *Research Questions*

The following research questions were formulated to guide the study;

1. What is the perception of students on school challenges encountered in the acquisition of entrepreneurial skills in Home Economics Education in universities in Edo and Delta States?
2. What is the perception of students on personal challenges they encounter in the acquisition of entrepreneurial skills in Home Economics Education in universities in Edo and Delta States?
3. What is the perception of students on teacher challenges encountered by students in the acquisition of entrepreneurial skills in Home Economics Education in universities in Edo Delta States?

## II. METHOD OF STUDY

### *Research Design*

The survey research design was adopted in this study for the purpose of assessing the challenges encountered by students in the acquisition entrepreneurial skills in Home Economics

Education in public universities of Edo and Delta States (former Bendel State).

### *Population for the study*

The total population of the study consisted of all the final year Home Economics students in Edo State Nigeria, which were used for the study. The total numbers of students in all the three public universities offering Home Economics Education are 86 students.

### *Instrumentation*

The instrument utilized was titled "Challenges Encountered by Students in the Acquisition of Entrepreneurial Skills in Home Economics Education Questionnaire (CESAESHEQ). CESAESHEQ consisted of 21 items representing school challenges(7) teachers 'challenges (7) and personal challenges(7). Students were required to score each of the items between 0 and 10 in their order of importance and representing the extent to which the factor is challenging (school, students and teachers challenges) encountered by students in their acquisition of entrepreneurial skills in home economics education. The scoring order was such that the highest score of 10 was given to a challenge that was most challenging in the acquisition of skills in Home Economics education, while 0 was given to a challenge that is not important in the acquisition of skills in Home Economics Education.

### *Validity of the Instrument*

The instrument was faced validated by four experts in Home Economics Education, in the Department of Vocational and Technical Education, Ambrose Alli University, Ekpoma, and their observations and corrections were used in the final draft of the questionnaire in order to ensure content and face validity for the questionnaire.

### *Reliability of the Instrument*

The reliability of the instrument was established by split-half method together with the Spearman's Brown prophecy Formula which were used to obtain a reliability co-efficient of 0.82.

### *Administration of the Instrument*

The researcher distributed 86 copies of the instrument to the students by hand. 82 were retrieved making 93% return rate.

### *Data Analysis*

Data for this study was obtained from CESAESHEQ. In analyzing the data, the mean score was the main statistical data used. The score for each challenge by respondents were summed up. The score were then summed in descending order.

## III. PRESENTATION OF RESULTS

*Research Question 1:* What are the perceptions of students on school challenges encountered by students in the

acquisition of entrepreneurial skills in Home Economics Education programme

Table 1: Mean Score and Ranks for school challenges encountered by students on the acquisition of entrepreneurial skills in Home Economics Education programme

s/n	items	Aggregate Score	Rank
1	The time allotted for practical is inadequate	492	1
2	Facilities available are inadequate	487	2
3	Learning resources are obsolete	484	3
4	Skill content in the course content are inadequate	466	4
5	No good light system to empower available facilities	402	5
6	Learning environment is not conducive	342	6
7	Facilities are not available for teaching and learning	306	7

Table 1 indicates that the three highest among the school challenges preventing students in the acquisition of entrepreneurial skills in Home Economics Education are; the time allotted for practical courses as inadequate 492(1), Facilities available are inadequate 487(2) and that learning resources are obsolete 484(3).

*Research Question 2:* What are the perceptions of students on personal challenges in the acquisition of entrepreneurial skills in Home Economics Education.

Table 2: Mean Score and Rank for Students' Personal Challenges Encountered by Students in the Acquisition of Entrepreneurial Skills in Home Economics Education

S/n	Items	Agg Rank	Score
1	Have no interest in Home Economics as a course	520	1
2	Financial demand to study Home Economics is too high	505	2
3	No good motivation to acquire entrepreneurial opportunities in Home Economics	428	3
4	Most students are lazy	302	4
5	Most students in Home Economics lacks creativity	226	5
6	Have poor background on the subject	202	6
7	Support system for carrying out practical is very weak.	190	7

Table 2 shows that the first three students' personal challenges indicated by respondents are: Students have no interest in Home Economics Education 520 (1), Financial demand to study Home Economics is too high 505(2), No good motivation to acquire entrepreneurial opportunities in Home Economics Education 482 (3).

*Research Question 3:* What are the perceptions of student on teacher factor challenges encountered by students in the acquisition of entrepreneurial skills in Home Economics Education

Table 2: Mean Score and Rank for Teacher Factor Challenges Encountered by Students on the Acquisition of Entrepreneurial Skills in Home Economics Education

S/n	Items	Aggregate Score	Rank
1	Methods utilized for Home Economics Education courses are uninteresting	388	1
2	Lecturers do not utilize modern learning facilities to teach	302	2
3	Lecturers utilize lecture method to teach practical courses	288	3
4	Lecturers do not come to lectures regularly	240	4
5	Lecturers attitude towards practical classes is not encouraging	222	5
6	There is shortage of lecturers teaching home economics education	201	6
7	Most lecturers teaching are not qualified to teach Home Economics education	198	7

Table 3 indicates the three highest teacher challenges encountered by the students in the acquisition of entrepreneurial skills in home economics education are as follows: Methods utilized for teaching home economics courses are uninteresting 388(1), Lecturers do not utilize modern learning

methods to teach practical courses in Home Economics 288 (2), Lecturers utilize lecture methods to teach practical courses 288(3).

IV. DISCUSSION

The findings of this study reveal that the top three school challenges encountered by students in the acquisition of entrepreneurial skills in Home Economics Education are; the time allotted for practical courses is inadequate, Facilities available for teaching courses are inadequate, and that learning resources are obsolete, and the time allotted for practical is inadequate. This finding is in line with Tyarkoni (2011), who observed that the learning of skill need more time and so students require additional periods to perfect skills. Time is an essential aspect in skill acquisition; no wonder then, students finds it difficult to replicate most of the skills they acquired from schools. Another school finding showed that facilities available are inadequate. This result may not be surprising, as it well known the government has not been equipping schools with equipment. The number of students are increasing by the day; therefore they need adequate equipment to be able to carry out practical. This finding is also supported by Dikko and Babalola (2010) who opined that students are likely to develop negative attitude towards the programme if they do not have equipment for continuous practice. The effect is that these students will not have confidence in handling the equipment for business purposes when they graduate from school. Ogwo and Oranu (2006) stated that inadequate materials needed for practical classes and inability of teachers to improvise is a great impediments to the Home Economics Education practical lectures. Finally, that learning resources are obsolete which is in consonance with Owolabi (1991) who reported a serious disconnection between clothing and textile training and the labour market due to differences in the machines and facilities utilized in the schools for impacting knowledge. Vocational educators have serious challenge in this respect, preparing students for the labour market with obsolete equipment won't yield much result.

The finding further revealed that students' personal challenges in the acquisition of entrepreneurial skill in Home Economics Education are: that students have no interest in Home Economics Education as a course. This finding is in agreement with Arubayi & Obunadike (2011) who observed that one of the major reasons why students lack skill in Home Economics is lack interest in the subject. Interest is very vital in Home Economics, without interest no student would want to put the skill into practice. Skill retention is all about continuous practice. Another finding is that the financial demand to study Home Economics is too high, and in line with that, Mberengwa(2004) opined that many Home Economics teachers teach without instructional materials because they are expensive. The present economic situation points to the fact that parents may not be able to pay the high school fees and still provide learning materials for their wards; this may prevent the students from putting into practice skill the teacher has taught. On the hand if the government does not equip laboratories, the teacher won't be able to utilize the appropriate strategy to impact the skill. In addition, results from this study reveal that there is no good motivation to acquire entrepreneurial skills in home economics. This in

agreement with Ehirheme (2011) who opined that the absence of skilled facilitator, to aid and train students is a threat to skill acquisition in entrepreneurship programme in tertiary institutions in Edo State. This is one of the reasons why most of the students are not encouraged. Experts, not learners, teach skills better. This is one of the best ways to motivate students in the acquiring skills, since the experts know how best to motivate the learner to acquire the expected skill.

Findings from this study also show that methods utilized for Home Economics Education courses are uninteresting, and lecturers do not utilize modern learning facilities to teach. This is supported by Obeta (2016), who reported that incompetence of some clothing and textile teachers in their instructional strategy is a basic challenge in the learning of the course. Another finding is that lecturers mostly utilize lecture method to teach practical courses. This finding is in consonance with Uwameiye(2000),who opined that the act of resorting to theoretical teaching of vocational subjects is a serious deviation from the principles of vocational and technical education, which recognize the importance of workshop and laboratories in the teaching of the subject. Home economics is a vocational course and should be taught as such, using lecture method should be discouraged. This may be responsible for the low interest in the subject by students. Furthermore, in the views of Ehirheme (2011), teachers' poor knowledge of practical use of equipment and lack of skill facilitator to train students is a threat to skill acquisition in entrepreneurship in tertiary institutions. The teacher should be able to demonstrate to be able to teach the student the skill to the skill. This may be the reason why students lack skills, even after graduating, a lot of students cannot practice skills learnt why in school. This may be why Obiesunu(2010) posited that 80% of Nigeria graduates do not have the required skills and so are deficient of the technical know-how of the new technology to cope within the society outside school.

## V. CONCLUSION AND RECOMMENDATIONS

The current rate of unemployment in Nigeria is alarming and there is need to address the challenges encountered by students in the acquisition of entrepreneurial skills in Home Economics Education in universities. In the school setting there are school, teachers and students challenges preventing students from acquiring skills in Home Economics Education. With these major challenges, graduates cannot be self reliant. Be that as it may, the introduction of entrepreneurial education into the school system was to close this gap and equip students with business ideas to run their own enterprises. These major impediments are grievous in Home Economics Education programmes and should be addressed. Therefore, the following were recommended towards improvement:

1. Momentous intervention will require that all stakeholders in education should look inward and address these challenges; by adequately funding,

- monitoring and supervising the teaching and learning of Home Economics Education programmes in the Universities in Nigeria.
2. Government should initiate a loan scheme for students in home economics programmes where they can assess some financial assistance towards meeting their needs to purchase equipment as future entrepreneurs.
  3. Institutions of higher learning should have a working relationship with industries where experts can sometimes come in to share practical experiences with students;
  4. Students should also be made to spend one year in the industrial training programme.
  5. Teachers in the system should be trained, and retrained to be updated with new skills, new methodology and technology in the area of entrepreneurship and Home Economics teaching and learning.
  6. Government should equip tertiary institutions with physical facilities, modern equipment and laboratories in the different areas of home economics

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