

EXPLORING SKILLS ACQUISITION IN KEY AREAS OF HOME-ECONOMICS EDUCATION FOR SUSTAINABLE ENTREPRENEURSHIP

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Abstract

The study explored Skill Acquisition in key areas of Home Economics Education Among Home Economics Students in Tertiary Institutions in Lagos State. Four (4) Research Questions were raised to guide the conduct of the study and all the Research Questions were answered. Total population of two hundred and thirty-eight (238) students were used from all the tertiary institutions studying Home Economics in Lagos State. Sample size of one hundred (100) students were randomly selected from all the tertiary institutions offering Home Economics Education in Lagos State, Nigeria. Validated questionnaire was the only instrument used to collect and analyzed data for the study. Descriptive survey design was used for the study. The data was analyzed and discussed using descriptive (frequency and percentages, mean and standard deviation). Result from research question 1 shows students' satisfaction response on Clothing and textiles skills with five items. Item 1 shows that the students are satisfied with knitting and crocheting skills with the mean of 3.45. Item 2 with the mean of 3.32 shows the students are satisfied with the clothing and maintenance skills. Item 3 which is textiles design such as tie dye and batik skills with the mean of 3.38 and item 4 which is Laundry and dry-cleaning services with the mean of 2.79 shows the students are satisfied. The study concluded that Home Economics students of Tertiary Institutions in Lagos State are trained with skills needed for Entrepreneurship Development. Some recommendations made are; Entrepreneurship education should be given a more practical orientation rather than theoretical knowledge and that training and retraining should be encouraged to enable student entrepreneurs move with the times, by attending seminars and workshops while on the job.

Keywords: Skill Acquisition, Home Economics, Sustainable, Entrepreneurship,

Introduction

Skill Acquisition is a type of learning in which repetition results in changes in an individual capable to perform a specific task. With enough repetition, performance of the task eventually may become automatic, with little need for conscious oversight. Any behavior that needs to be learned and that is improved by practice can be considered to be a skill.

Home Economics is skill acquisition oriented. It is a vocation for self-reliance and borders on preparing its students for the challenges of the home and its environment. It is a strong tool for economic empowerment. Home Economics is a dynamic field of study whose central theme is hanged on the improvement of the lives of everyone in the society (Ogbene, 2006). Home Economics as a vocational subject aimed at helping people develop

desirable social altitude and skills necessary for the world of work, resourcefulness and ability to adapt to life changing situations (Nwankwo & Okpetu 2008).

The prospects of Home Economics cannot be overemphasized as the students have myriad of job opportunities to choose from or become self-employed and employers of labour as a result of the skills they have learnt. Eze (2001) pointed out that Home Economics is capable of preparing youths and adults for entry into various occupational areas. This implies that as a vocational subject, Home Economics contributes to manpower development by equipping individuals with reliable occupational skills, which lead to self-reliance. Home Economics can also help individuals (male and female) acquire basic skills needed for gainful employment and family living. Home Economics as a field of study does not exclude gender, age or any other classification (Eze, 2001). Home Economics is a very important subject in the school Curriculum. The programme has many career opportunities, for its graduates. It also prepares individual for happy family life. Entrepreneurship is the knowledge, skills and mindset to create jobs by conceiving and starting up a new business. Entrepreneurial skills play a pivotal role in shaping the economic landscape of Nigeria, acting as a catalytic force in propelling the nation towards sustainable development (Akpan & Clark, 2024). The need for entrepreneurial skills acquisition started in Nigeria in the mid1980s when the economy collapses due to political instability and inconsistency in the socio- economic policies of successive governments which resulted in very high

youth and graduate unemployment (Arogundade, 2011).

With the economic melts down and economic hardship in the country, is no longer a news that even graduates of tertiary institutions who are not having sound knowledge and skills which would make them self- reliance could be rendered jobless with little or nothing for sustainability. This led to the introduction and emphasis on entrepreneurial skills owing to the belief that its introduction into tertiary education would lead to acquisition of skills that would enable its graduates to be self-reliant and consequently reduce unemployment problems (Odia & Odia, 2013). Acquiring valuable industry skills can help students (undergraduates and graduate) succeed in their current position and in future roles. Besides having the knowledge to perform job duties, developing a specific skill can be key in performing at higher levels. Learning how to acquire skills can help to create effective plan for developing new abilities and advancing in one's career. It is therefore on this premises that the study intends to explore skills acquisition in key areas of Home-Economics Education for Sustainable Entrepreneurship.

Purpose of the Study

The main purpose of this study is to explore skills Acquisition in key areas of Home-Economics Education for Sustainable Entrepreneurship, specifically the study seeks to,

1. explore possible Clothing and textiles skills that are capable of promoting Entrepreneurship

2. assess areas of Home-Management that skills are needed for entrepreneurship
3. determine if Child Development can promote entrepreneurship among Home Economics Students.
4. examine areas of Meal Management and Services that skills can be acquired for entrepreneurship

Research Questions

The following research questions were raised to guide the conduct of the study:

1. What are the possible Clothing and textiles skills that are capable of promoting Entrepreneurship?
2. What areas of Home-Management are skills needed for entrepreneurship?
3. What areas of Child Development can promote entrepreneurship among Home Economics Students?
4. In what areas of Meal Management and Services can skills be acquired for entrepreneurship?

Methodology

The study adopted descriptive survey research design which involves collection of data from the respondents using structured questionnaire. Survey research design was chosen because the researcher collected information from a large

population using sample to generalize which can be replicated in other studies. The population of the study comprised all Home Economics Education students from Adeniran Ogunsanya College of Education (AOCOED), Federal College of Education, (Technical) Akoka in Affiliation to University of Benin, University of Lagos and Yaba, College of Technology in Affiliation to University of Nigeria Nsukka, numbering two hundred and thirty-eight (238) students. The sample for this study comprised one hundred (100) participants, consisting of 7 males and 93 females Home Economics Education students of the selected tertiary institutions. The decision rule of 2.5 and above was used for agree while less than 2.5 means disagree. Twenty (20) respondents were used for the pilot study. The structured questionnaire was validated by three experts, (all from Federal College of Education (Technical) Akoka, Lagos) who made necessary corrections and recommendations to ensure that the questions were relevant in content and construct before administering it to the respondents. The reliability of the instrument was determined using Cronbach's alpha statistics. Coefficient alpha values of 0.75 was obtained, which according to Cohen et al, (2017) is a good indication of internal consistency.

Data Analysis

Background information of the Respondents

The background data of the respondents were sort. These include gender, level and institution

Table 1: Demographic characteristics of the respondents (n=100)

Gender	Frequency	Percentage
Male	7	7.0
Female	93	93.0

Institution	Frequency	Percentage
AOCOED	40	40.0
UNIBEN(FCE(T))	10	10.0
UNILAG	32	32.0
UNN (YCT)	28	28.0
Year of Study	Frequency	Percentage
100	15	15.0
200	25	25.0
300	25	25.0
400	35	35.0

The students' demographic data are presented in Table 1 above. From the table, the female students form the larger percentage at 93% and 7% for the male students. For the level, those in 400 level formed the largest population of 35.0%, followed by those in 300 level and those in 200 level respectively with the population of 25.0% each and finally those in 100 level with the population of 15.0%. For the School (institutions), those in AOCOED,

Adeniran Ogunsanya College of Education formed the largest population of 40%, followed by UNILAG (University of Lagos) with population of 32%, UNN(YCT) (University of Nigeria in affiliation to Yaba College of Technology) with 28% population and lastly UNIBEN (FCE(T) University of Benin in affiliation to Fed. Coll. Of Educ.(T) with the population of 10%.

R. Q. 1: What are the possible Clothing and textiles skills that are capable of promoting Entrepreneurship?

Items	Mean	Standard Deviation	Remark
Knitting and crocheting skills are available	3.45	0.85	Satisfied
Clothing maintenance skills e.g. renovation and remodeling,	3.32	0.68	Satisfied
Textiles design such as tie dye, batik, screen printing skills are available to Home Economics Education students in tertiary institutions.	3.38	0.86	Satisfied

Laundry and dry-cleaning services are available to Home Economics Education students in tertiary institutions	2.79	1.0	Satisfied
Making of clothing accessories and household linen	3.46	0.72	Satisfied
Overall mean	3.28	0.83	Satisfied

Table 2 shows the students satisfactory responses on Clothing and Textiles skills with five items. Item 1 shows that the students are satisfied with knitting and crocheting skills with the mean of 3.45. Item 2 with the mean of 3.32 shows the students are satisfied with the clothing and maintenance skills. Item 3 which is textiles design such as tie dye and batik skills with the mean of 3.38 and item 4 which is

Laundry and dry-cleaning services with the mean of 2.79 shows the students are satisfied. Item 5 with the mean of 3.46 shows that the students are satisfied with making of clothing accessories and household linen. All the responses were in agreement with the decision rule of 2.5 and above which shows agreement with all the identified possible areas in clothing and textile for sustainable entrepreneurship

Items	Mean	Standard Deviation	Remark
Running a guest house	3.30	0.88	Satisfied
Event planning	3.04	1.00	Satisfied
Horticulture and flower arrangements	3.15	1.07	Satisfied
Interior decoration skills	3.17	0.94	Satisfied
Cosmetics, antiseptic production	3.06	1.00	Satisfied
Overall mean	3.14	0.98	Satisfied

R.Q 2: What areas of Home-Management are skills needed for entrepreneurs.

Table 3 shows the students satisfactory responses on the Home Management skills with five items. Item 1 with the mean of

3.30 shows that the students are satisfied with running a guest house. Item 2 which is event planning with the mean of 3.04 and

item 3 which is horticulture and flower arrangement with the mean of 3.15 shows that the students are satisfied. Item 4 with the mean of 3.17 shows that the students are

satisfied and item 5 with the mean 3.06 shows that the students are satisfied with cosmetics and antiseptic production.

R.Q. 3: What areas of Child Development can promote entrepreneurship among Home Economics Students?

Items	Mean	Standard Deviation	Remark
Establishing and managing day care and nursery school	3.70	0.52	Satisfied
Production of toys	3.05	0.85	Satisfied
Running children store	3.03	0.99	Satisfied
Running a toy shop	2.86	0.95	Satisfied
Running after school services	3.28	0.90	Satisfied
Overall mean	3.18	0.84	Satisfied

Table 4 shows the students' satisfactory responses on Child development and Care with five items. Item 1 with the mean of 3.70 shows that students agreed to establishing and managing day care and nursery school. Item 2 with the mean of 3.05 shows that the students agreed to the

production of toys. Item 3 which is the running of children store with the mean of 3.03 and item 4 which is running a toy store with the mean of 2.86. Item 5 with the mean of 3.28 shows that the students agreed to running after school services.

R.Q.4: In what areas of Meal Management and Services can skills be acquired for entrepreneurship?

Items	Mean	Standard Deviation	Remark
Running a restaurant or indoor catering	3.54	0.67	Satisfied
Snacks production	3.25	0.86	Satisfied
Meal service	3.42	0.83	Satisfied

Fruit juice production	3.34	0.87	Satisfied
Event planning, event catering and ushering	3.26	0.91	Satisfied
Overall mean	3.36	0.83	Satisfied

Table 5 shows the students' satisfactory responses on meal management and services with five items. Item 1 with the mean of 3.54 shows that the students agreed to running a restaurant or indoor catering. Item 2 shows that the students' agreed with

snacks production with the mean of 3.25. Item 3 with mean of 3.42 shows that the students agreed with meal services. Item 4 with the mean of 3.34 shows that the students agreed with fruit juice production.

Discussion of Findings

The results from the findings of research question 1 corroborates the work of Obiana, Fadipe and Ojiude (2022), that asserted that clothing and textiles education teaches the acquisition of specific skills for self-employment or career skills in clothing related instruction for example clothing and textile construction, maintenance and care, knitting, crocheting, darning, dressmaking, laundry as well as working in the clothing and textile industries and that clothing and textile can subsequently promote sustainable family living through the proceeds of clothing and textile educational skills acquisition, with career opportunities such as teaching, textile design, fashion design, clothing construction. apparel merchandizing, establishment of clothing stores, weaving and knitting centers, laundering and renovations services, tailoring, clothing production and costume, interior design and decoration etc.

From research question 2, this is in direct agreement with the work of Orumwense

(2022) who reiterated that Home Economics Education provides knowledge and skills in various areas of

Home Economics such as food and nutrition, clothing and textiles and home management which can be useful in enhancing retiree's capabilities for self-employment ventures, research question 3 can be linked to Gumbari (2009), who declared that skill acquisition is the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagements of youths. The findings of the study in research question 4 corroborate Agbigbe (2022), who opined that, equipping the youths with various skills through training will lead to the realization of different opportunities in Entrepreneurship and Home Economics this will go a long way in actualizing development goals of vision 2030, which aims at a hunger free, poverty free nation and employment opportunities everywhere.

Conclusion

Based on the findings, the study concluded that Home Economics students of Tertiary Institutions in Lagos State are trained with skills needed for Entrepreneurship Development which if the knowledge gained are fully optimized, it will boost human capital development in entrepreneurship skill acquisition, business venturing, innovation and creativity amongst others which can help sustain and stabilize families financially and socio-economic challenges facing Nigerians presently.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Clothing and textiles and other key areas of Home Economics should be given a more practical orientation rather than theoretical knowledge,
2. Emphasis on students' industrial work experience scheme (SIWES) to enable students acquire more practical skills,
3. Students should be encouraged to put more emphasis on acquiring skills relevant to their area of study before graduation.
4. Facilities such as workshops, studios and laboratories should be provided, rehabilitated and renovated where necessary.
5. Adequate, qualified and skilled lecturers as well as assistant lecturers should be employed to ensure all areas of home economics with particular reference to practical's are well discharged.

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