ASSESSMENT OF THE OF ENTREPRENEURIAL SKILLS ACQUISITION ON HOME ECONOMICS STUDENTS' PERFORMANCE IN JUNIOR SECONDARY SCHOOL IN KADUNA STATE, NIGERIA

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION),

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DECLARATION

I hereby declare that this dissertation entitled "Assessment of the Impact of entrepreneurial skills acquisition on home economics students' performance in junior secondary schools in Kaduna State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

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CERTIFICATION

This dissertation entitled ASSESSMENT OF THE IMPACT OF ENTREPRENEURIAL SKILLS ACQUISITION ON HOME ECONOMICS STUDENTS' PERFORMANCE IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA by Mairo Baba MUHAMMAD meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late son Abdulhafiz Mika'il Gwarzo who left this world prior to the commencement of this study. You were my friend, my brother as well as a son. May your innocent soul rest in Aljannah Firdausi.

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ABSTRACT

This study investigated the impact entrepreneurial skills acquisition on Home Economics students' performance in junior secondary schools in Kaduna State, Nigeria. The study set out to: find out the impact of entrepreneurial skills acquisition on the performance of home economics students in junior secondary schools in Kaduna state; ascertain the impact of entrepreneurial skills acquisition on the performance of urban and rural students of home economics in junior secondary schools in Kaduna state; and examine the impact of entrepreneurial skills acquisition on the performance of male and female home economics students in junior secondary schools in Kaduna state.Three (3) corresponding research questions and three (3) hypotheses were formulated for the study. The research used quasi – experimental design, the single group method. The population of the study consisted 14,830 students studying home economics in junior secondary schools in Kaduna and Rigachikun Education zones. The instrument tagged "Home Economics Entrepreneurial Skills Performance Test (HEESPAT)" was used to obtain data for the study, which was pilot-tested and a reliability coefficient of 0.83 was obtained. Data collected were analyzed using descriptive statistics to answer the research questions while inferential statistics ANCOVA was used to test hypothesis one. Independent sample t-test was used to test hypotheses two and three. Findings from the study revealed that entrepreneurial skills acquisition had positive impact on the performance of home economics students in junior secondary schools in Kaduna state; skills acquisition had impact on the performance of urban and rural home economics students in junior secondary schools of Kaduna state. It was recommended among others that: there should be school based enterprises where both rural and urban home economics students identify potential business plans, create and operate small businesses using the school as mini-incubators.

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LIST OF ABBREVIATIONS

FRN	:	Federal Republic of Nigeria
FGN	:	Federal Government of Nigeria.
FUSSI	:	Funds for Small-Scale Industries
HEC	:	Home Economic Curriculum
HEESPAT	:	Home Economics Entrepreneurial Skills Performance Test
IT	:	Industrial Training
JSS	:	Junior Secondary School
NCCE	:	National Commission for Colleges of Education
NCE	:	Nigeria Certificate in Education
NEEDS	:	National Economic Empowerment and Development Strategy
NPE	:	National Policy on Education
NTI	:	National Teachers Institute
OECD	:	Organization for Economic Cooperation and Development
SIWES	:	Students Industrial Work Experience Scheme
SSS	:	Senior Secondary School
SUBEB	:	|State Universal Basic Education Board
UAC	:	United African Company
UBEC	:	Universal Basic Education Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The driving force behind all human development and in fact civilization is education. This form of education must be anchored to a solid foundation and should be capable of bailing man from poverty, intellectual and technological backwardness. These radical approaches should also be such that products of such a system are reasonably empowered to exert some form of control over the events that affect them. The National Policy on Education (FRN, 2004) states that education in Nigeria is an instrument per excellence for effecting national development.

Globally, vocational and technical skills are recognized as powerful instruments for national development. It is in realization of this that Nigeria had to adjust the educational system and diversify the curriculum to integrate academic knowledge with technical and vocational skills so as to empower the graduates with relevant knowledge and skills. The aim is to make them self reliant and useful members of the society in which they live (FRN, 2004). Education is a vital instrument for human capital development. The synergy between education and society is such that the needs of the society are reflected in the national philosophy and objectives of education.

One of the strategies increasingly adopted by many countries in the world for the development of a productive and dynamic society is through the use of vocational subjects. Home economics is one of the compulsory pre-vocational subjects taught at junior secondary education level in Nigerian education system. It is highly needed in Nigerian secondary schools to equip learners with the entrepreneurial skills needed for sustained nation building. The aim of Home Economics in schools curriculum is to

teach learners how to strategically plan and use available resources in their environment to improve their homes, families and society life. For it to achieve this aim, it requires effective curriculum delivery by use of hands on methods of instruction.

Entrepreneurial skills in home economics include food and nutrition skills, home management skills and clothing and textile skills. Igbo (2008) noted that the acquisition of these skills has the capability to augment and inspire productivity, and to further income generating life endeavours among people. By teaching entrepreneurial skills, home economics education program enables an individual to learn, explore and prepare for a job or trade. Thus, Home Economics could play a significant role in achieving the goals of the National Economic Empowerment and Development Strategy (NEEDS). These goals include wealth creation, employment generation and reduction of poverty, elimination of corruption and the general reorientation of values (NEEDS, 2005) cited in Benson (2007).

The entrepreneur is commonly seen as an innovator - a designer of new ideas and business processes. Management skills and strong team building abilities are often perceived as essential leadership attributes for successful entrepreneurs. Political economist Robert Reich considers leadership, management ability, and team-building to be essential qualities of an entrepreneur. The ability of entrepreneurs to innovate relates to innate traits, including extroversion and a proclivity for risk-taking. According to Johnson Craig (2012) the capabilities of innovating, introducing new technologies, increasing efficiency and productivity, or generating new products or services, are characteristic qualities of entrepreneurs. Also, many scholars maintain that entrepreneurship is a matter of genes, and that it is not everyone who can be an entrepreneur.

The Nigerian educational system is confronted with many issues, Adedura and Tayo (2007) cited in Ossai (2008) observed that the most identified one is lack of academic performance among students in Junior Certificate Examinations. Performance could be considered as how well the knowledge attained or skills developed during teaching and learning process are effectively used. It is the display of knowledge attained or skills developed in school subjects designed by test and examination score or marks assigned by the subject teacher. The difference in intellectual functioning among learners requires variations in instructional strategies. Students learn more effectively if the teaching methods emphasize practical applications in terms of use of instructional aids. The effective disposition of the students has direct relevance to their ability to learn, their interest in learning, gender, and their attitude towards the value of education.

From the foregoing, it is not enough to gain entrepreneurial knowledge and skills if such knowledge does not enable the recipient to be creative with knowledge, resources and the environment. Functional entrepreneurship education, therefore, is that which is geared towards capacity building through creativity. The question that arises is how can home economics education in Nigeria key into this structure of developing creative entrepreneurial skills in students to enable them become self dependent and creative with knowledge and Skills gained from the teaching and learning of Home economics subject. The concern of this study is to foster entrepreneurship through entrepreneurial skills acquisition in home economics, and also ensure that entrepreneurship education helps individuals develop the ability or disposition to be innovative and original entrepreneurs. The impact of entrepreneurial skills acquisition on home economics student's performance will be explored.

1.2 Statement of the Problem

Home economics being a vocational subject cannot be delivered by rote-learning or mere chalk and talk method which is teacher based. Skills of home economics can only be effectively communicated practically with the use of relevant materials. The lack of standard and well equipped home economics laboratories in most of our schools and the non availability of qualified home economics teachers have been identified as a major cause of the poor performance of home economics students in junior secondary schools in Kaduna state.

In the face of increasing problem of unemployment in Nigeria, there is a need to empower students to acquire skills and ideas for developing their business dreams during the period of formal education. Possessing requisite skills is well known to be of great advantage to the students in responding to future challenges. The literatures available have shown that the Nigeria's education lacks entrepreneurial skills which have rendered our graduates unemployable.

The study therefore tries to use demonstration through practical application of instructional materials to teach food and Nutrition skills to assess the impact of entrepreneurial skills acquisition on home economics students' performance in junior secondary schools in Kaduna State, Nigeria.

1.3 Objectives of the Study

The main purpose of this study assess the impact of entrepreneurial skills acquired through home economics education on students' performance in junior secondary school in Kaduna State, Nigeria. Specifically, the study sought to:

1. assess the impact of entrepreneurial skills acquisition on the performance of home economics students in junior secondary schools in Kaduna State;
2. ascertain the impact of skills acquisition on the performance of urban and rural home economics students in junior secondary schools of Kaduna State; and
3. examine impact of entrepreneurial skills acquisition on the performance of male and female home economics students in junior secondary schools in Kaduna state.

1.4 Research Questions

The following research questions guided the study:

1. What the impact of entrepreneurial skills acquisition on the performance of home economics students in junior secondary school students in Kaduna state?
2. What is the impact of skills acquisition on the performance of urban and rural home economics students in junior secondary schools of Kaduna state?
3. What is the impact of skills acquisition on the performance of male and female home economic students in junior secondary schools in Kaduna state?

1.5 Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

H_{01}: Entrepreneurial skills acquisition has no significant impact on the performances of Home Economics students in Junior Secondary Schools in Kaduna State, Nigeria.

H_{02}: There is no significant difference in the impact of entrepreneurial skills acquisition on the performance of urban and rural Home Economics students in Junior Secondary Schools in Kaduna State is not significantly different.

H_{03}: There is no significant difference in the impact of entrepreneurial skills acquisition on the performances of male and female Home Economics students in Junior Secondary Schools in Kaduna State, is not significantly different.

1.6 Basic Assumptions

The study was based on the assumptions that:

1. entrepreneurial skills acquisition is capable of making home economic students self-sufficient.
2. entrepreneurial skills acquisition by home economic students in urban and rural junior secondary schools in Kaduna State impact on their performance.
3. entrepreneurial skills acquisition impacts on male and female home economics students in junior secondary schools in Kaduna state

1.7 Significance of the Study

The findings from this study could be beneficial to curriculum planners and policy makers, teachers, students, government and the society at large. It is hoped that the outcome of this study would serve as a guide to curriculum planners and policy makers in identifying the extent the stated objectives for junior secondary school home economics teaching as regards to entrepreneurial skills acquisitions on the students' performance is achieved. This would enable them take decisions on quality of text, materials and equipment with the method of instruction used in home economics teaching in our junior secondary schools. It would also help them in identifying the need for curriculum monitoring at the classroom level.

The importance of this study to government stems from the fact that when students acquire the requisite skills in home economics and become self employed the government's quest for vocational and technological education advancement would have been realized. Thus, contributing to the growth of Nigerian economy and enhancing the society's standard of living. The self-employed individual contributes to the economy of the nation and relieves government of pressures of unemployment. Such individuals when successful become employers of labour.

Finally, the society will benefit from this study too because when the students realize meaningful means of sustaining livelihood by being self employed and employers of labor, the rate of crimes and poverty in the society will be reduced.

1.8 Scope of the Study

The focus of this study is the skills of production in Food and Nutrition which is one aspect of the various skills embedded in home economics as a subject with emphasis on pastry products and local Nigeria beverages. The study was concerned with all junior secondary school students, male and female who offered home economics in Junior Secondary Schools in Kaduna State; however, the JSSII class constitute the target population because they had studied the subject to some extent and they were the class that are completely stable in school compared to the JSSI students that were just starting, while the JSSIII were preparing to leave. The variables of the study were Home economics, entrepreneurial skills acquisition and students' performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the related literature under the following sub- headings: conceptual framework, theoretical framework, history of entrepreneurship in Nigeria, Entrepreneurship Education, the need for entrepreneurship education, home economics curriculum, skills in home economics, goals and objectives of Entrepreneurship Education, roles of Entrepreneurship Education in economic empowerment and development in Nigeria, constraints in the home economics curriculum and the effect of entrepreneurial education in home economics as well as the empirical study and summary.

2.2 Conceptual Framework

The conceptual framework was discussed under the following sub headings: the concept of skills and entrepreneurship, concept of Entrepreneurship Education, Entrepreneurial Education, Home Economics and Characteristics of Entrepreneur.

2.2.1 Concepts of Skill and Entrepreneurship

Before discussing the literature in more detail, it is useful to consider briefly the concept of 'skill' and its relationship with entrepreneurship. Chell (2013:8) cited in Ediagbonya (2013) notes that '… skill refers to proficiency in performance and may be enhanced by practice and training'. She went on to state that: 'Skills are multidimensional constructs; they comprise the cognitive – knowledge and what is learnt; the affective - emotional expression and what is experienced; the behavior - action at strategic, tactical and personal levels; and the context - sectoral, occupational, job and task levels.

This is a useful framework within which to understand the skills that are required in order to be a successful entrepreneur, the ways that these skills are acquired and the potential for entrepreneurship skills to be developed and improved within the context of existing entrepreneurial ventures. Chell (2013) also reviewed in Ediagbonya (2013) also reviews some of the key literature regarding the nature of entrepreneurship, noting that '…the knowledge, skills and abilities of entrepreneurs and innovators are many and various, but as with personality traits, they interact with situations…' (2013:9). One implication of these observations is that, while there may be some personality traits that are associated with entrepreneurial behavior, in principle it is possible to identify a range of 'entrepreneurial skills' that can be learnt, practiced and improved, in turn enhancing the prospects of business survival and growth.

Skills are abilities and competences needed to perform a task. (Adeyemo, 2009), saw skills as the ability to perform a coordinated set of physical movements. Skills represent particular ways of using capacities in relation to environmental demands, with human beings and external situation together forming a functional system. Stephen, Stump, Roger, Dumber and Thomas (1991) saw skills as the quality of performances which are developed through training, practice and experience, and include efficiency and economy in performance.

Hayton (2015) cited in Gidado and Aliyu (2017), defines entrepreneurship skills as "identifying customer needs, technical or market opportunities, and pursuing opportunities" Hayton (2015:3) cited in Gidado and Aliyu (2017). He posited these entrepreneurship skills as part of a broader set of leadership and management skills needed in Small Medium Enterprises (SMEs). Hayton identified a positive relationship between entrepreneurship skills and some measures of business performance. Leadership skills and entrepreneurship skills combine to influence strategy

formalization and responsiveness, factors that are positively associated with performance and growth.

Entrepreneurial skill can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich and Peters, 2002). Olagunju (2004) defined entrepreneurial skill as the ability of an individual to exploit an idea and create an enterprise (small or big) not only for personal gain but also for social and developmental gain.

Entrepreneurship skills therefore by implication is the act of being an entrepreneur, it involves all the activities and functions undertaken by an entrepreneur. Entrepreneurship is believed to provide an important avenue for individuals to advance up the income ladder. For some, it may provide a better route than paid employment, while for others, who may be disadvantaged when pursuing paid employment, it may provide the only route. Entrepreneurs are charged with the responsibility of innovating new products, better production methods, creation of markets and managing the production process. They are in a nutshell engaged in wealth creation. Financing therefore is needed by entrepreneurs to enable them carry out their functions effectively. Milaye (2013) cited in Ediagbonya (2013) asserted that, the array of possible entrepreneurial skills encompasses the perception of economic opportunity, technical and organizational innovations, gaining command over scarce resources, taking responsibility for internal management and for external advancement of the firm in all aspects including teaching enterprise.

Some of the entrepreneurial skills include: Creative thinking, Planning of research, Decision making, Organizing, Communicating, Team building, Marketing, Managing

finance, Record keeping, Goal setting and Managing business, observing, interpreting of market, exhibiting of knowledge and mastering of skills, ability to communicate and so on (Igbo, 2008) . One can say that entrepreneurial skills are occupational skills that may eventually lead to new technique/method. According to the National Teachers Institute (NTI) (2006), the use of these process skills over a period of time leads to an accumulation of scientific knowledge in the form of scientific laws, principles and theories, all of which put together, constitute the products of science. Entrepreneurship occurs when an individual develops a new venture, a new approach to an old business as an idea or a unique way of giving the market a product or service by using resources in a new way under conditions of risk (Umar, 2006). Entrepreneurship helps to create wealth, self-direction, and satisfying career and also adds value to society's well being. Entrepreneurial skills as defined by Akinbobola and Afolabi (2010) cited in Akudolu (2010) are the aspects of science learning which are retained after cognitive knowledge has been forgotten. Salgudo-Banda (2005) characterized entrepreneurial skills as ability to have self belief, boldness, tenacity, passionate, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity.

Variety of thoughts exist on entrepreneurship education literature such that no universal definitions, indicators or set of entrepreneurship qualities have been established to define the process or the individual. However, three perspectives regarding entrepreneurship may be advanced in order to understand the various general academic thought on entrepreneurship. These perspectives and definitions can be categorized by emphasis on: the individual personality traits and qualities, required behavior and actions or combination of both. Entrepreneurship is a connection between competences and practical use of resources. As a result, entrepreneurship education content simply conveys entrepreneurial competencies (Fiet, 2001; Gibb, 2002). Young

(2007) cited in Alain (2009) stated that entrepreneurial education employs active learning that exercises entrepreneurial competencies in practical application. Audretsch (2005 and 2007) argued that entrepreneurship is about change and change process, just as entrepreneurs are agents of change. This view is supported by OECD (2000), which sees entrepreneurs as agents of change and growth in a market economy, and that entrepreneurs act to accelerate the generation, dissemination and application of innovative ideas.

Against the background of the fore-going, the following deductions could be made and are germane to the objectives of entrepreneurship education with emphasis on acquisition of entrepreneurial skills by secondary school leavers. These are entrepreneurship is a set of competences of entrepreneurs which drive the entrepreneurial process. This determines what is being taught. Two forces influence entrepreneurship education. These are the forces of demand and supply. The external environment and opportunities constitute the demand factors, while individual capabilities and preferences tailor the supply factors. Entrepreneurship education constitutes the supply side by increasing student's capabilities, preferences and perceptions as potential entrepreneurs (Wennekers, Uhlaner & Thurik, 2002; Audretsch, Grillo & Thurik, 2007) cited in Babalola (2010).

European Commission (2004) cited in Mayoux (2005) observed that entrepreneurship education at the secondary school level could incorporate knowledge of skills, attitudes, and personal qualities appropriate to the age and development of students throughout the various levels of secondary education to foster creativity, spirit of initiative, and independence. They also stated that secondary education could also raise awareness of self employment and entrepreneurship as future career options and this include learning by doing. Volkman (2009) suggested that acquisition of 21st

Century life skills may help youths recognize opportunities, become viable citizens and create high growth businesses in the future. The Consortium for Entrepreneurship Education (2009) stated that the benefits of entrepreneurship education at the secondary school level include ; use of strategies for idea generation, capacity to assess the feasibility of ideas, and ability to translate problems into opportunities. Curran and Stanworth (2009); Block and Stumpf (2009) and Garavan and O'Cinneide (2004) cited in Ediagbonya (2013) stated that the goals of entrepreneurship education should among other things, include acquisition of knowledge germane to entrepreneurship and entrepreneurial mindset; identify and stimulate entrepreneurial drive, talent and skill, encourage new startups and other ventures. Esenjor (2007) cited in Agoha (2011) opines that technology and entrepreneurship education are the road map for achieving vision 20:20:20 for Nigeria; and advocated total restructuring of the curriculum to integrate skill based educational system for self reliance and capacity building.

Esenjor and Bankole (2009) cited in Agoha (2011) entrepreneurship education as a pragmatic and viable approach for stimulating national development. Bankole believes that entrepreneurship education inculcates creative, innovative, productive and managerial skills needed in business enterprises for self reliance and national development. Kuratko (2005) cited in Onu (2006) observed that entrepreneurship education is a dynamic process of vision, change, and creation. Explicit in the various provisions of the National Policy Education is the desire for education that is geared towards imbuing its recipients with practical skills and competences necessary for self reliance, capacity building and national development. Home economics education as well as this research identifies fully with these view points. Akinbobola and Afolabi (2010) observed that assessments of students' acquisition of various home economics practical skills were done with Practical tests in which students were required to act

within stipulated instructions. Akinbobola (2008) noted that entrepreneurial skill is activity based. Two fundamental issues were raised. First is the condition that promotes acquisition. The second is the change that will occur when the skill is acquired (Adeyemo, 2009). Holding (2005) cited in Olakulohin and Ojo (2006) had noted that the rate at which skill is acquired is a function of knowledge of result (that is feedback) which can be intrinsic or artificial. The views of Salgo-banda (2005) and Kilby (2001) cited in Onuka and Olaitan (2007) apply to this study. The conditions expressed by Adeyemo (2005) and Holding (2006) cited in Benson (2007) on the entrepreneurial skills acquisition also apply to this study.

2.2.2 Concept of Entrepreneurship and Entrepreneurship Education

Entrepreneurship plays a vital role in economic development through creation of utilities and generation of empowerment within a short period (Onyemah, 2011). It is the act and art of being an entrepreneur or one who undertakes innovations or introducing new things, finance and business acumen in an effort to transform innovations into economic goods. This may result in new organizations or may be part of revitalizing mature organizations in response to a perceived opportunity. Nwafor (2007) defines Entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment, and be able to establish and run as an enterprise successfully based on the identified opportunities. In this definition, the following words - willingness, ability and investment opportunities are integral to the understanding of entrepreneurship. In other words, the entrepreneur must have the ability/technical knowhow in addition to being willing to establish an enterprise. This definition further reveals that not all opportunities that appear are worth investing in. so, the responsibility now falls on the individual or would-be entrepreneur to seek for investment opportunity. Stallworth (1989) as cited in Nwafor (2007) describes an

Entrepreneurship as the creation of a new economic entity centered on a novel product or service or at the very least, one which differs significantly from products or services offered elsewhere in the market. Ugiagbe (2007) as cited in Owenvbiugie and Iyamy (2011) stressed that entrepreneurship is the process of bringing together creative and innovative ideas and coping with management and organizational skills in order to combine people, money and resources to meet an identified need, thereby creating wealth.

There are various forms of entrepreneurship and the most obvious form of it is starting new businesses popularly referred to as starts up company. A start-up business has numerous advantages. There is joy and satisfaction of creating one's own kind of business of his/her dreams. He/she is able to choose a business name, a location and site, a product or service, a target market, technology, employees and operating procedures. The main disadvantage of a start-up business is the mountain of unforeseen/unexpected problems generally associated with business formation and often encountered in the process of building a business (Inegbenebor, 2006). These problems may take the form of negative attitude of the consumers towards the product or service, inadequate capital to finance operations and unexpected hitches in the performance of some of the fixed assets in the business.

The need for education in the developmental effort of any nation cannot be underestimated. The development of education sector is a sine-quo-non for the development of all other sectors. According to the European Union Commission (2010) as cited in Ekankumo and Kemebaradikumo (2011), Entrepreneurship education seeks to provide student (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. The commission emphasizes that different aspects of Entrepreneurship education are offered at all levels

of schooling. In a similar vein, the Consortium for Entrepreneurship Education (2004) maintained that it is a lifelong learning process, starting from elementary level to other levels of education and spanning to adult education. Akpomi (2009) also holds the view that Entrepreneurship education focuses on developing understanding and capacity for the pursuit of entrepreneurial behaviours, skills and attitudes in widely different context. According to Alain (2009), entrepreneurship education refers to all activities aim at fostering entrepreneurial mindsets, attitudes and skills as well as covering a range of aspects such idea generation, start-up grow and innovation. Akudolu (2010) sees Entrepreneurship education as the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life.

2.2.3 The need for entrepreneurship Education

The inability of the graduates of the educational system to contribute meaningfully to the economic development of the nation by being self-employed was what informed the introduction of Entrepreneurship education in schools. The call for the introduction of Entrepreneurship education in schools is an indication of its importance in economic empowerment and job creation in particular. This education has become necessary as Nigeria continues to churn out graduates that are hardly self-reliant but solely dependent on white collar job.

According to Idada, Okosun, Anolu, Atagana and Aiwansedo (2011), Entrepreneurship education is the kind of education given to people with a view to developing Entrepreneurship qualities properly followed up with support services for smooth take off and successful running of business. In a similar vein, Ekankumo and Kemebaradikumo (2011) stressed that Entrepreneurship education seeks to provide student (especially those in tertiary schools) with the knowledge, skills and motivation

to encourage Entrepreneurial studies in a variety of setting. From these assertions, it is obvious that a well implemented Entrepreneurship education will climax in economic Empowerment and development. The essence of Entrepreneurship education is to build in the students Entrepreneurship spirit and culture (Akpomi, 2009; Adejimola & Olufunmilayo, 2009).

The term empowerment refers to increasing the spiritual, political, social, educational, gender, or economic strength of individuals and communities. It is perceived that a well planned and implemented Entrepreneurship education is capable of creating more jobs in the country and redirecting the focus of the unemployed graduates. Economic empowerment involves empowering of previously disadvantaged sections of the population. It is this that translates to economic development which is the quantitative and qualitative changes in the economy.

2.2.4 Entrepreneurship and Home Economics Education

Home economics education is inter-disciplinary, multi-disciplinary and trans-disciplinary. It is a field of study with various marketable skills that can ensure self reliance and employment. Mbah, (2001) labels home economics education as the people's profession because it is a multidiscipline functional delivery system.

Olaitan and Agusiobo (2001) define home economics as that field of study that is concerned with strengthening individual and family life by providing functional knowledge and skills. Tupac (2000) opines that home economics education is a means through which the individual may be led to a stronger growth and development, thus enabling him to take responsibilities in the family and society. In the definitions of home economics above, functionality is emphasized. This implies the ability of knowledge and skills gained to help individuals who has acquired them to be able to

relate to real life situations and solve their needs. Home economics education can be seen, therefore, as the solution to the many problems facing individuals, families, communities in Nigeria particularly in the areas of skill acquisition, inter-personal family relationship, healthy living, resource management, poverty reduction and job creation.

2.2.5 Goals and Objectives of Entrepreneurship education

The overall object of Entrepreneurship education is to continuously foster Entrepreneurship culture amongst students and faculty with a view to, not only educating them but to also, support graduates of the system towards establishing and also maintaining sustainable business ventures, including but not limited to those arising from research.

Oborah (2006 outlined the objectives of Entrepreneurship education as:

- To provide meaningful education for the youths, which could make them self-reliant and subsequently encourage them to derive profit and be self-dependent;
- To provide small and medium sized companies with the opportunities to receive qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business centre;
- To provide graduates with training in skills that will make them meet the manpower needs of the society;
- To provide graduates with the training and support necessary to help them establish a career in small and medium size businesses;
- To provide graduates with enough training in risk management to make uncertainty almost possible and easy;
- To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities; and

- To stimulate industrial and economic growth of rural and less developed areas.

Garavan and O'Cinneide (1994) as cited in Chigbuson (2011) gave the following as the goals of Entrepreneurship education:

- To foster entrepreneurial mindsets, skills and behaviours among the recipients;
- To empower students with the competencies and skills necessary to prepare them to respond to their life needs, including running their own business, so that they become productive citizens;
- To develop innovation in youths and develop their skills to identify, create, initiate and successfully manage personal, community, business and work opportunities;
- To increase the awareness and understanding of the process involved in initiating and managing a new venture as well as to enhance the public's perception of learners of small business ownership as serious career option; and
- To identify and stimulate entrepreneurial drive, talent and skills to undo risk-averse bias of several analytical techniques and to devise attitudes towards change.

2.2.6 Role of Entrepreneurship Education in Economic Empowerment and Development in Nigeria

In introduction of Entrepreneurship education in Nigerian tertiary institutions is actually a direct response to the changing socio-economic and political conditions in the world and Nigeria in particular.

According to Ewubare (2010), Entrepreneurship education programme can equip students with entrepreneurial skills that will enable them create and develop enterprises in various areas. The emphasis here is that the programmes have a way of shifting the focus of students from paid employment to self-employment. During the

colonial era, people were trained to work for the colonial masters and as such, their education was patterned towards such. Immediately after independence the emphases of our education system was after paid employment (Akpomi, 2009).

Another role of Entrepreneurship education is that it has the tendency of equipping and making students experts in the production of certain items. The curriculum framework of this programme has been designed such that individuals will be able to channel their creative abilities and skills to an area or areas of interest. The interest area may be barbing, soap making, farming and so on (Agoha, 2011).

The knowledge of Entrepreneurship education helps the students to gain information that will help to boost teaching and learning (Agoha, 2011). Entrepreneurship education builds the spirit of being entrepreneurs in the minds of the students. Thus, Entrepreneurship education has a way of discouraging laziness and idleness among our teeming population. Most people that are idle today or probably lazy are those that seem to know little or nothing about entrepreneurship. That is, what it takes to develop business plans, start and manage businesses.

Entrepreneurship education can greatly help in addressing the level of poverty in the country. The issue of poverty eradiation has been a top priority of many governments and institutions, especially in developing countries where extreme poverty is conspicuously and has become pandemic (Akpomi, 2009; Kalirajan, 2009). The incidence of poverty in Nigeria is on the high side, where about 70% of the total population has been classified as poor (Ewhrudjakpor, 2008). This state may be seen as a direct consequence of the absence of Entrepreneurial spirit and culture which Entrepreneurship education is suppose to foster. In other words, the relevance of Entrepreneurship education is felt more in the area of checking or reducing poverty. Entrepreneurship education equally helps in checking high dependency ratios (that is,

the ratio of dependent population to working population) in the country. Once the working population are adequately equipped with these entrepreneurial skills thereby leading to self-employment, burden arising from dependent population will be reduced.

2.2.7 Characteristics of an Entrepreneur

1. **Creativity:** this is the spark that drives the development of new products or services or ways to do business. It is the push for innovation and improvement. It is continuous learning, questioning, and thinking outside of prescribed formulas.

2. **Dedication:** this is what motivates the entrepreneur to work hard, 12 hours a day or more, even seven days a week, especially in the beginning, to get the endeavor off the ground. Planning and ideas must be joined by hard work to succeed. Dedication makes it happen.

3. **Determination:** is the extremely strong desire to achieve success. It includes persistence and the ability to bounce back after rough times. It persuades the entrepreneur to put extra effort. For the true entrepreneur, money is not the motivation. Success is the motivator; money is the reward.

4. **Flexibility:** is the ability to move quickly in response to changing market needs. It is being true to a dream while also being mindful of market realities. A story is told about an entrepreneur who started a provision store, but customers wanted a barbing saloon as well. Rather than risking the loss of these customers, the entrepreneur modified his vision to accommodate these needs.

5. **Leadership:** is the ability to create rules and to set goals. It is the capacity to follow through to see that rules are followed and goals are accomplished.

6. **Passion:** is what gets entrepreneurs started and keeps them there. It gives entrepreneurs the ability to convince others to believe in their vision. It can't substitute for planning, but it will help them to stay focused and to get others to look at their plans.

7. **Self-confidence:** this comes from thorough planning, which reduces uncertainty and the level of risk. It also comes from expertise. Self-confidence gives the entrepreneur the ability to listen without being easily swayed or intimidated.

8. **Smartness:** consists of common sense joined with knowledge or experience in a related business or endeavor. The former gives person good instincts, the latter gives expertise. Many people have smarts they don't recognize. A person who successfully keeps a household on a budget has organizational and financial skills. Education and life experiences all contribute to smartness. Every entrepreneur has these qualities in different degrees. However, if a person lacks one or more, then they can be learned. Or, someone can be hired who has strengths that the entrepreneur lacks. The most important strategy is to be aware of strengths and to build on it.

2.3 Theoretical Framework

Acquisition of entrepreneurial skills for self-reliant is based on learning theory of connectionism advanced by Herbert Spencer, William James and his student Edward Thorndike cited in Iorhna (2018), at the eve of the 20th century. This theory states that learning is the outcome of the relationships between stimuli and responses. Propagation of the theory of connectionism was however, more associated with Edward Thorndike than anyone else. Connectionism as a theory is based on the assumption that elements, as well as ideas become associated with one another through experience; and that

complex ideas can be explained via a set of simple rules. These assumptions were expanded to introduce concept such as supervised learning and distributed representation. These ideas were summed into three primary laws of learning namely; the law of readiness, law of exercise and law of effect.

Law of Readiness: According to Thorndike (1903) cited in Iorhna (2018), when a bond is ready to act, act gives satisfaction and not to act gives annoyance. When a bond which is not ready to act, is made to act, annoyance is caused. If the child is ready to learn, he can learn quickly. If the child is not ready to learn, he cannot learn effectively. If the teacher teaches his students when their minds are set, learning will take place, otherwise all his teaching will fall flat. Thus readiness is mental set which means that a child can learn his lessons when he is inclined to work at them. It is the most important duty of the teacher to develop in students a readiness to learn their lessons. A teacher, who is specific in his assignment and gives interesting problems to the students to solve, arouses their curiosity and creates in then a favorable mental setup for learning, he has to adopt interesting methods and use suitable instructional materials for making his lesson well – received by the student. For example, he can take a project for teaching a subject in science. The student will learn much while making preparations for the practical, or monument and so on. As the teacher neglects this principle, much of the wastage is caused in education. When students' interest is not generated, proper learning will not take place. They go through their studies in an indifferent manner and much of the teachers work is wasted. Proper set induction is therefore important for teaching entrepreneurial skill.

Law of Exercise: According to Thorndike this law has two aspects and as such has two related or allied doctrines; Law of Use and Law of Disuse. The Law of Use states that when a modifiable connection is made between a situation and a response, that

connection's strength is, other things being equal increased. Similarly, the Law of Disuse states that when a modifiable connection is not made between a situation and response, over a length of time, the connection's strength is decreased. From the foregoing point of view one may say that if other things being equal, exercise strengthens and lack of exercise weakens the bond between situation and response. The phrase "other things being equal" implies that the consequences of pleasure and pain are to be recognized in this context. That is, we repeat only the pleasant things and actions and do not repeat the unpleasant things and activities.

Repetitions of activities fix knowledge and skills to be learned. Practice makes perfect. Lack of practice weakens our memory and skills. It may be said that the longer the period of disuse, the greater the loss of memory as well as weakening of skills. Words which are spelled by us frequently are remembered very well. The words which are frequently used by us in writing and conversation are not easily forgotten. That is we remember by use and forget by disuse.

In education the doctrines of use and disuse are very familiar.

We learn and retain through use or exercise and we unlearn and forget through disuse or lack of exercise. Exercise or drilling is found more effective when it is associated with pleasure and purpose. The teacher should therefore make the practices purposeful and interesting in order to ensure better learning. Interesting workshop experiences and laboratory practices should aim at making permanent impression in the minds of students on the skills learnt.

Law of Effect: The principle of effect (Thorndike, 1903) is the fundamental law of teaching and learning. The law states that "When pleasant or satisfying consequences follow or attend a response, the latter tends to be repeated. When painful or annoying consequences attend a response it tends to be eliminated." That is the bond between the

situation and response strengthens with satisfying results and weakens with the displeasure and discomfort. This emphasizes that an action which brings a feeling of pleasure is more effectively learnt, whereas an action which brings a feeling of displeasure is not properly learned. When an action is associated with a feeling of the annoyance the individual tends to avoid it. According to Thorndike (1903), if a child succeeds in doing a thing, in solving a problem, in working out a sum, he is pleased about his achievement and this feeling of satisfaction motivates him to do better and make further efforts. Success leads to further success and failure leads to further failures. The system of prizes and punishment is based on this principle.

From the foregoing, it is therefore necessary on the part of teachers to associate desirable things with pleasant experience and undesirable things with unpleasant one. Since success and failure play a very important part in learning, every child should be provided with such learning situations that promotes success and satisfying feeling. The child should also be kept away from such learning situations where his feelings will be annoying and unsatisfying. Of course, in order to eliminate bad habits, the child should be condemned or punished, which will give him annoying experiences.

2.3.1 Social Constructive Theory

In consideration of theoretical perspectives on infrastructural facilities and student performance, social constructivism has emerged as an alternate theory of constructivism and has legitimized the significance of social contexts in education. For social constructivists, knowledge acquisition is a complex process involving language. community, social interaction and other cognitive functions that attend to an individual's intellectual development. In this study, the mutual existence of social constructivist and critical race (discussed in following section) epistemologies are presented as social processes which significantly impact the intellectual and social

development of poor and minority students. Accordingly, elements of social constructivism will be used to guide data analysis and interpretation in this study.

Social constructivism is an influential theory in education which has appeared in a variety of forms and contexts since the 1930s, and is often cited as alternative to the Piagetian theory of radical constructivism. Widely regarded as theory which acknowledges that social processes and individual sense-making both have central and essential roles in learning (Ernest, 1994), social constructivism furthers our understanding of how individuals actually construct knowledge. Similarly, students desire to involve the task of entrepreneurial skills acquisitions in school have close connection because student who sit in a poor environment can not understand and construct knowledge. Hence, such student will certainly not be motivated to learn thereby resulting in poor student performance.

There are three approaches to the study of human motivation that are related to students' learning. The behavioural approach which lays importance on reinforced desired behaviour as propounded by the likes of Skinner (Skinner, 1838, 1948) cited in Edward (2006), the cognitive approach which posits that human behaviour is influenced by an individual's perception of things wherein Jean Piaget's theory of equilibration, assimilation and accommodation (Piaget, 1964) finds importance and the humanistic approach which propounds that people are motivated to satisfy deficiency needs only when those needs are unmet. Abraham Maslow (1943) and Friedrich Herzberg (1950) cited in Edward (2006) are the famous names who have propounded theories to that effect.

The social constructivism theory has a strong connection with this topic, the theory is saying that for knowledge impactation and learning, there must be mental interaction and ability to perceive things, perceive business opportunities, study the

environment, ability to initiate ideas, ability to effectually demonstrate and put the learned skills into use for productivity and meaningful living in the society.

2.4 Home Economics Curriculum for Secondary Schools

Home Economics is a field of knowledge and services primarily concerned with strengthening the family life through educating the individual for family, living, improving the services and goods used by families, conducting researches to discover changing needs of the individuals and families and the means of satisfying these needs. Home Economics is a vocational subject in school curriculum that is designed to promote a healthier home and society. It is a broad field of study that is concerned with the improvement of individuals' welfare. It is a field of knowledge that helps to improve the home and family (Unomah, 2005; Mendoza & Ikezaki, 2006) cited in Alain (2009). Arkhurst and Anyakoha (2004) saw Home Economics as a discipline with a broad scope that covers virtually all aspects of an individual's daily living.

Home Economics is one of the subjects studied in schools. Okeke (2004) cited in Babalola (2010) noted that Home Economics is both a body of theoretical knowledge based on exact sciences, humanities and forms of technological practice. It is the study of everything that helps to improve the home, and the family. Home Economics draws knowledge from many disciplines such as biological, physical, and social sciences, and arts (Peterat & Khamasi, 1996). Badmus (2007) and Aburime and Uhomoibhi (2010) cited in Ewubare (2010) explained that it is entrepreneurial-based because it is a skill-oriented field of study that is expected to equip learners with saleable skills that make for self-reliance/self employment and paid employment.

Home Economics is among the vocational subjects taught in Nigerian secondary schools. Secondary education is the education that children receive after primary education (FRN, 2004). It is a six year programme which is partitioned into two tiers:

three years of junior secondary schooling (JSS) and three years of senior secondary schooling (SSS). At the junior secondary level, Home Economics in one of the prevocational subjects offered and taught as an integrated subject, which comprises food and nutrition, clothing and textile, and home management. The objective of Home Economics in schools curriculum is to teach learners how to strategically plan and use available resources in their environment to improve their homes, families and society life. Okpala (2005:172) cited in Nwafor (2007) described Home Economics as a skill-oriented and a decision-making subject concerned with strengthening family life through:

- Educating the individual for family living
- Improving the quality of goods and services consumed by the families
- Conducting studies on the needs of individuals and families and the means to meet these needs.

The essence of pre-vocational Home Economics is to enable pupils to explore a vast array of occupations in Home Economics before making a career choice. Implicit in its objective is the expectation that the pupil who has made a choice now proceeds to develop the skills needed for successful entry into that occupation. Nan (2012) noted that the major objective of Home Economics is the production of manpower that possess the requisite knowledge, skill and attitude for human food, clothing and home resources and bringing them into co-operative relationships. Home Economics will help learners to develop aptitude for practical work, and acquire socially desirable skills to contribute to societal development.

Despite the importance of Home Economics as a vocational subject, it appears that achieving its objective has remained difficult in Nigeria. Ezenwanne (2006) lamented the inability of most secondary school graduates of Home Economics to

effectively apply entrepreneurial skills to ensure productive living. As a result of this lack of entrepreneurial skills, students continue to lose interest and cannot perform successfully in their life careers.

Thus, unemployment continues to soar, resulting in poverty and frustration. A review of some of these problems indicates that the delivery of Home Economics is beset with a variety of problems, which points to the parlous state of Home Economics instruction in schools. The problems synthesized from Osifeso (2004), Nwanna-Nzewunwa (2001) and Badmus (2007) cited in Oborah (2006) can be summarized as follows:

a. Poor background experience of learners, poor aptitude, ability and motivation, which may be generated by gender, and results in an atmosphere of disenchantment and indiscipline of a kind, which makes teaching and learning virtually impossible.
b. Instructional impediments ranging from class size, physical setting, frequency of contact, dearth of stimulating materials, inappropriate methods, to lack of curricular skills among teachers leading to a blind reliance on basal series.
c. Failure, to promote classroom interaction and students creative ability so that they might feel some sense of practical success.
d. Poor attitudes among the teachers, learners and the wider society as to the feasibility and value of school Home Economics education and consequently, lack of a sense of purpose.
e. Lack of any coherent policy, objectives or learning content leading to massive failure.

Unless these problems are addressed, students will not realize their full potentials and will inevitably experience failure. Under this unfortunate situation, teachers are being urged to use innovative approaches to teach Home Economics.

2.4.1 Review of Home Economic Curriculum

The review of this curriculum will be generally influenced by the demands of technical and vocational education due to its continuous change as a result of technological advancement and the changing needs of society. It would also be influenced by the Technical and vocational Education reforms under the directions of the new educational reforms with the view to opening up further education and training opportunities to Home Economic graduates.

The General Objectives

The primary objectives of the programme are to: Provide the knowledge, skills and attitudes in entrepreneurship skills training in the Vocational and Technical education training that will best meet the Nigerian economy, develop positive attitude towards self employment, judicious use of material and time in class and on the field.

Table 1: Home Economics Curriculum Content for (JSSII) First Term

Week	Topic	Content
1	Introduction	Meaning of home economics, Importance of Home economics, steps in home economics, planning, organizing, implementing and evaluating
2	Decision Making	The meaning of decision making, importance of decision making, types of decision and steps in decision making as it relates to using home economics skills to form an enterprise.
3	Family Resources	Explain the meaning of family resources, the characteristics of resources and classification of family resources.
4	Motivations for Home Management	Meaning of motivation, types of motivation for home economics, values, Needs, Goals and Standards
5	Meaning, Types and Functions of the Family.	Meaning of Family, Types of family, Functions of: nuclear, Extended, Polygamous e.t.c, the family as a whole, each family members.
6	The family life cycle	Meaning of family life cycle, stages of family life cycle, characteristics and problems of each stage of family life cycle.
7	Family relationships	Meaning, types of relationships, factors that influence different types of relationships in the family and ways of strengthening family relationships.
8	Family crises	Meaning of family crises, Different types of family crises e.g arrival of newborn baby, accident, divorce, death e.t.c and ways of handling crises in the family.
9	Family values	Meaning and types of family values, importance of family values, factors that influence value systems and ways of teaching family values.
10	Revisions	

Source: JSS Curriculum. NERDC

Table 2: Home Economics Curriculum Content for (JSSII) Second Term

WEEKS	TOPIC	CONTENT
1	Communication	Meaning of Communication, Types and functions of Communication, Communication and skills development, ways of strengthening communication
2	Food nutrients	Meaning of nutrients. Types of nutrients, functions of nutrients, types of nutrients, and sources of nutrients
4	Nutritional needs of the family members	Different groups of people in the family, characteristics of the groups of people in the family, nutritional needs of the different groups in the family.
5	Meal Planning	Balanced diet, factors influencing meal planning, guidelines for: meal planning, menu writing
6	Cooking equipment's, Utensils and Tableware	Types of cooking equipment's, utensils and tableware, factors to consider in selecting cooking equipment's, utensils and tableware. Use and maintenance of equipment's, utensils and tableware and cleaning of cooking equipment's, utensils and tableware.
7	Cooking terms and techniques/ methods	Cooking terms, cooking techniques/ methods, guidelines for using various methods/ techniques, preparations of some simple dishes
8	Time management	Time management, time as a resource, patter of time use, guidelines for time management and processes
9	Energy Management	Energy management, meaning, Advantages, Guidelines. Fatigue: Meaning, Types, Prevention. Application of management process to energy use, Linking energy to time management and Facts that affect energy use,
10	Revision	Revise all the previous content in the curriculum

Source: JSS2 Curriculum. NERDC (2007)

Table 3: Home Economics Curriculum Content for (JSSII) Third Term

WEEKS	TOPIC	CONTENT
1	Scientific study of food Nutrients	Enumerate various tests for food nutrients, Perform the various tests for food nutrients e.g protein- millions regent test, Carbohydrate e,g iodine test, Fats and oil e.g blotting paper test.
2	Effect of heat on nutrients	Effect of heat on nutrients e.g proteins – meat, eggs. Carbohydrates e.g starch- yams, bread, maize and fats and oils
3	Food storage and Preservation	Food storage and preservation, Guidelines for purchasing of food stuff, methods of food storage and preservation, practical work in food preservation e.g bottling, sun drying, smoking, freezing, sun drying e.t.c
4	Flour and flour mixture	Flour and flour mixture, Types of flour e.g rice, cassava, wheat, plantain e.t.c, characteristics and uses in cookery e,g cakes, dough, pastry, foo- foo..
5	Production of Hors-d'Oeuve- Vegetable Salads and Fruit Cocktail	How to add varieties to the menu by preparing dish, how to produce a food that is particularly suitable for hot and cold weather
6	Laundry equipment's and tools, and Laundry agents. And laundry processes.	Classification, uses, guidelines for utilization and care of equipment's. Laundry agents – types, characteristics and uses. Steps / guidelines for Laundry work, laundry of specific items e.g shirts, blouse e.t.c
7	Dough and bread Product	Recipe for Bread rolls such as; flour: 200g, yeast:5g, sugar:1/4tsp, liquid milk:125ml etc.
8	Home Management	Budgets, personal, consumption (economics), cost and standard of living, cottage industries, domestics, fatigue, finance.
9	Revision	Revise all the previous content in the curriculum

Source: JSS Curriculum NERDC (2007)

2.5 Resources for the Implementation of the Home Economics Curriculum

The following are the resources for the implementation of home economics curriculum according to Egbo (2002).

- **The Teacher**

Employ teachers who are proficient in specific areas of home economics. There should be no economy or 'management' in this. A human nutritionist cannot teach practical in clothing or even foods. Similarly, a home economist that has no interest in food and nutrition cannot do practical in foods. A qualified, interested, dedicated and hard working teacher is an asset and affects a child's attitude towards entrepreneurship. The teacher himself should have adequate knowledge of all aspects of Entrepreneurship Education.

- **Facilities**

The laboratories and other facilities should be functional and well equipped with good instructional materials, which will enhance learning. Regular water and light help to reduce frustration during practical. Most equipment in the laboratories is out-dated and need to be replaced. Thanks to NCCE with periodic accreditation exercises which help NCE institutions to beef up their facilities.

- **Industrial training**

Industrial Training (IT) or Students Industrial Work Experience Scheme (SIWES) is a means whereby students learn occupational skills in small-scale enterprises and are exposed to on-the-job training. They stay here for a given number of months working and learning by participation. This can be in a restaurant, textile mill, clothing outfit etc. this is the kind of practice, which may motivate students into considering having similar

enterprises. Supervising teachers should make sure that students are placed where they can learn practically. Such teachers should also make sure that the students actually participated in the training before signing their logbooks.

- **Funding**

Schools should help subsidize students' practical. If institutions complain of no money, what will a poor student say? Funding of practical will go a long way in helping students have adequate practical and experience without adequate practice students perish for lack of knowledge.

- **Excursion**

This provides learning in the real setting. The students see, touch, feel the real things and get explanations and their questions answered from a man on the job. The students are fortunate to see the process and the end product. According to Anumnu (2001) a child is motivated when he sees the practical outcome of what he is taught in class.

2.6 Background to Entrepreneurship in Nigeria

The Early Stage

Entrepreneurship started when people produced more products than they needed, as such, they had to exchange these surpluses. For instance, if a blacksmith produced more hoes than he needed, he exchanges the surplus he had with what he had not but needed; maybe he needed some yams or goat etc. he would look for someone who needed his products to exchange with. By this way, producers came to realize that they can concentrate in their areas production to produce more and then exchange with what the needed (Agoha, 2011).

So through this exchange of products, entrepreneurship started. A typical Nigerian entrepreneur is a self made man who might be said to have strong will to succeed, he might engage the services of others like; friends, mates, in-laws etc. to help him in his work or production. Through this way, Nigerians in the olden days were engaged in entrepreneurship. Early entrepreneurship is characterized with production or manufacturing in which case the producer most often started with a small capital, most of it from his own savings. Early entrepreneurship started with trade by barter even before the advent of any form of money (Akpomi, 2010).

The Modern Stage

Modern entrepreneurship in Nigeria started with the coming of the colonial masters, who brought in their wears and made Nigerians their middle men. In this way, modern entrepreneurship was conceived. Most of the modern entrepreneurs were engaged in retail trade or sole proprietorship.

One of the major factors that have in many ways discouraged this flow of entrepreneurship development in Nigeria is the value system brought about by formal education. For many decades, formal education has been the preserve of the privilege. With formal education people had the opportunity of being employed in the civil service, because in those days the economy was large enough to absorb into the prestigious occupation all Nigerians their goods. As such, the system made Nigerians to be dependent on the colonial masters. (Alain, 2009).

Again the contrast between Nigerian and foreign entrepreneurs during the colonial era was very detrimental and the competitive business strategy of the foreign entrepreneurs was ruinous and against moral standards established by society. They did not adhere to the theory of "live and let's live". For instance, the United African Company (UAC) that was responsible for a substantial percentage of the import and

export trade of Nigeria, had the policy of dealing directly with producers and refused to make use of the services of Nigerian entrepreneurs. The refusal of the expatriates to utilize the services of local businessmen inhibited their expansion and acquisition of necessary skills and attitude. Because of this, many eventually folded up. Those that folded up built up resentment against business which became very demoralizing to other prospective entrepreneurs. As a result, the flow of entrepreneurship in the country was slowed down. But, with more people being educated and the fact that government could no longer employ most school leavers, economic programs to encourage individuals to go into private business and be self reliant were initiated. (Chigbuson, 2011).

Such economic policy programs that are geared towards self reliance for individuals are programs as Open Apprenticeship Scheme, Graduate Employment Programs and so forth, and other policies that encourage or make it easy for entrepreneurs to acquire the needed funds such as, Peoples Bank of Nigeria, Funds for Small-Scale Industries (FUSSI), co-operative societies among others were established to assist entrepreneurs in Nigeria (http://www.oecd.org/sti/working-papers.org).

2.7 Relevance of Entrepreneurship Education

Entrepreneurship is a key driver of our economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale. It is with this in mind

that the National Standards for Entrepreneurship Education were developed: to prepare youth and adults to succeed in an entrepreneurial economy (Akpomi, 2008).

Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. The Standards and their supporting Performance Indicator is a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have: progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities. The importance of entrepreneurship to any economy is like that of entrepreneurship in any community. Entrepreneurial activity and the resultant financial gain are always of benefit to a country. If you have entrepreneurial skills then you will recognize a genuine opportunity when you come across one.

Entrepreneurship Education focuses on developing understanding and capacity for pursuit, of entrepreneurial behaviors, skills and attributes in widely different contexts. It can be portrayed as open to all and not exclusively the domain of the high-flying growth-seeking business person. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviors, skills and attributes. These behaviors can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship education (Ediagbonya, 2013).

Entrepreneurial skills and attitudes provide benefits to society, even beyond their application to business activity. Obviously speaking, personal qualities that are relevant to entrepreneurship, such as creativity and a spirit of initiative, can be useful to

everyone, in their working responsibilities and in their daily existence. Also the relevant technical and business skills need to be provided to those who choose to be self-employed and/or to start their own venture – or might do so in the future. Entrepreneurship should be taught to students in all disciplines in the institution. It is not out of place to say that many business ideas emerge from non-business disciplines but are often waved aside or ignored because students are not sufficiently educated in the knowledge and skills required. (Ewubare, 2010).

2.8 Home Economics and Entrepreneurial Skills Acquisition

Home economics education is inter-disciplinary, multi-disciplinary and trans-disciplinary. It is a field of study with various marketable skills that can ensure self reliance and employment. Mbah (2001) labels home economics education as the people's profession because it is a multidiscipline functional delivery system. Olaitan and Agusiobo (2001) cited in Kermit (2008) define home economics as that field of study that is concerned with strengthening individual and family life by providing functional knowledge and skills. Tupac (2010) opines that home economics education is a means through which the individual may be led to a stronger growth and development, thus enabling him to take responsibilities in the family and society. In the definitions of home economics above, functionality is emphasized. This implies the ability of knowledge and skills gained to help individuals who have acquired them to be able to relate to real life situations and solve their needs. Home economics can be seen, therefore, as the solution to the many problems facing individuals, families, communities in Nigeria particularly in the areas of skill acquisition, inter-personal family relationship, healthy living, resource management, poverty reduction and job creation.

In line with the spirit of entrepreneurship, Onyido (2011) reported that the Federal Government of Nigeria has directed the establishment of entrepreneurship centers in the universities and other higher institutions of learning so as to enhance entrepreneurship education. These centre's are to be funded by the education tax fund and students are expected to channel the knowledge and energies acquired at devising creative strategies and learning skills to function as entrepreneurs.

Home economics education and entrepreneurship are two sides of the same coin. Home economics education is a key player in entrepreneurship development process and so has important role to play in reducing massive graduate unemployment and the social menace which it represents. Entrepreneurship education according to Onu (2006) is the type of education which provides learners with the basic knowledge, skills, attitude, and ideas for self reliance. In other words, entrepreneurship education through the inculcation of entrepreneurial skills should make recipients proficient in career related areas and so launch them into the business world with a view to overcoming the problem of unemployment and over-dependency on white collar jobs.

Akunnaya (2012) defines entrepreneurship skills as those skills that will enable the individual to maximize the resources around him within the limits of his capabilities .If the ability of individuals to utilize resources around them is tied to their capacity, there is a need to build and enhance capacity towards resource utilization for job and wealth creation. Entrepreneurship education is an inevitable tool for this capacity building. There is need to match resource utilization with appropriate knowledge through entrepreneurship education. Capacity building for job and wealth creation cannot be achieved if our educational institutions continue to turn out graduates who simply conform to the existing pattern of behavior some of which have become dysfunctional and counterproductive. Education if is well planned, will help students to

make new and original adaptations to changes in their environment. Kanu (1995) opines that capacity building can be achieved by establishing organic links between students and their environment as they seek to make progress through the application of their creative energies. This statement is suggestive that entrepreneurship education should be able to equip students with creative entrepreneurial skills to bring something new, absolutely fresh ideas to the competitive nature of business in Nigeria.

From the foregoing, it is not enough to gain entrepreneurial knowledge and skills if such knowledge does not enable the recipient to be creative with knowledge, resources and the environment. Functional entrepreneurship education, therefore, is that which is geared towards capacity building through creativity. Entrepreneurship Creativity has been identified as one of the most distinct of human attributes. It is indeed a special case of problem solving in which originality is emphasized. According to Kanu (2005:3) creativity is the disposition to make and recognize valuable innovations. It manifests itself in the ability of the individual to create his own symbols of experience. A person is said to be creative if he has the ability to combine or rearrange established patterns of knowledge in a unique fashion. Hence, novel ideas are indications of cognitive creativity. However, it is important to note that novel idea can only be creative if it is relevant as the basis for scientific and technological development. Onu (2006), in his own opinion asserts that a creative person sees beyond the veil and brings back light and is able to perceive new relationships and constructions in which independence, spontaneity and originality are fused.

Entrepreneurship according to Utomi (2002) cited in Kermit (2008) is concerned with the persistent pursuits of opportunities to create wealth through creation of products or services that meet customer's needs. Similarly, Igbo (2005) postulated that entrepreneurship occurs when an individual creates a new venture, a new approach to an

old business idea, using resources in a new way under the condition of risk. Osuala (2009), in his own opinion, asserts that the processes of bringing together creative and innovative ideas and combining them with management and organizational skills in order to combine people, money and resources to meet an identified need and thereby, create wealth is Entrepreneurship. From the foregoing, it is not enough; therefore, to conceive a business idea. What makes the differences is the ability to be creative with ideas and develop something new and out of the ordinary. There is hardly any business idea that has not been conceived by entrepreneurs. What gives muscle to a new business in the competitive market is the ability to be creative so as to arrive at concepts, products, and services slightly or completely different from the existing norm. Creativity in entrepreneurship will help individuals to exploit business opportunities more effectively and efficiently.

Entrepreneurship and creativity are part and parcel of the same phenomenon. Drucker (2005) describes the former as the institution that is the carrier of the latter, while the latter is the tool of the former. Therefore, creativity in entrepreneurship entails innovations, flexibility, resourcefulness, versatility and being knowledgeable it also includes new products and new strategies of production, improving the quality of labor force, the emergence of new skills and improvement in the quality of management. Entrepreneurship education, therefore, must be the type which empowers recipients with creative entrepreneurial skills and abilities.

Home economics and entrepreneurship are two sides of the same coin. Home economics is a key player in entrepreneurship development process and so has important role to play in reducing massive graduate unemployment and the social menace which it represents. Home Economics must evolve to be in tune with current global business changes and challenges.

Home Economics is classified into many aspects or branches and each aspect is loaded with a lot of entrepreneurial skills that can be acquired by students before and at graduation. The various branches of Home Economics include: Clothing and textiles, Home management, Food and Nutrition, Child Development and Care.

a. Clothing and Textile: This is the study of textile materials, use and care of each (Egbo, 2002). Igbo (2001) identified some skills acquired in clothing and textiles a weaving and designing, knitting, dyeing, buying and merchandising jobs, fashion designing, tailoring, crocheting, costume designing, tie and dye. Batik making, Hair dressing and beauty care.
b. Graduates in Home Management are experienced in the following skills as identified by Ugiagbe (2002) cited in Kalirajah (2009). Laundry/cleaning services. This is the skill of clothing selection and maintenance where clothes could be collected, washed, crooned and returned to the owners.
c. Home garden Engagement. Family members can develop small gardens around the compound to produce vegetables, snails, poultry, rabittary, etc crops such as maize, pepper, tomatoes, etc can also be produced to help in income generation.
d. Interior decoration of rooms, halls, parks, reception, offices, provision of furniture and fixture. Lemchi (2005) included' the following skills acquired in Home Management as abrasive production, bed sheets and pillow case making, soap manufacturing.
e. Food and Nutrition - Graduates would have acquired the following skills on or before leaving school. The skills include catering (indoor and outdoor), restaurants, canteen, kiosk, fast food establishment or rending, cake making and decoration, party planning, infant formula manufacturing, juice such as fruit juice, ice cream making such as yogurt making, jam making, biscuit

manufacturing, hotel management. Food processing and preservation to include soya-beans flour, preparation of soya-milk, yam, plantain, cassava, beans, maize flour. Drinks can include kunu, burukutu, soborodo, and so forth.

f. Child Development and Care – Experts in child development and care can acquire skills in the following: - child care, baby sitting, Day care services, children amusement park, nursery teaching, and so forth.

It is very certain from the above that Home Economics give a lot of entrepreneurial skills to be acquired by her students. These students in turn must be committed to their studies and participate in all practical classes to ensure the acquisition of these skills. Home Economics is therefore highly suitable for entrepreneurship.

2.9 Empirical Studies

In the course of this research work, some empirical studies were reviewed. These studies are related to this work in one way or the other but are different from the present study. They include:

A study conducted by Nwoye (2012), on the Assessment of resources and the level of entrepreneurial skills acquired by junior secondary school Home Economics students in Anambra state investigated the level of entrepreneurial skill acquisition through home economics education among secondary school students in the six Educational Zones in Anambra State. A survey design was adopted for the study. The sample comprised 312 junior Secondary three (JSS2) students drawn from six Education Zones of the state. A purposive sampling technique was used in selecting the sample. Four research questions and three null hypotheses guided the study. The Entrepreneurial Skill Acquisition Test (ESAT) and Questionnaire for Resource

Availability (QFRA) were the two instruments used for data collection. The instruments were validated. Kuder Richardson formula 21 and Cronbach alpha techniques were used for testing for reliability of ESAT and QFRA respectively. The instruments were found reliable at a reliability indices of 0.82 and 0.76 respectively.

Data were analyzed using mean, standard deviation and independent t-test. The findings revealed that: Home economics students have low level of acquisition of entrepreneurial skill implicit in secondary school home economics curriculum, there is no gender influence in the level of acquisition of entrepreneurial skills among home economics junior secondary school students, school location does not affect the acquisition of entrepreneurial skills in home economics student and resources for teaching and learning of entrepreneurial skills implicit in the home economics curriculum are not available in secondary schools in Anambra state. Based on the findings, the researcher recommended continuous professional training on the skills to improve teachers' competence and students' acquisition level. Also, the researcher recommended that adequate resources should be provided for effective teaching and learning of home economics in junior secondary schools in Anambra state.

The above study is related to the present study in the sense that it looked at the effect of a variable on students' performance. It also looked at the effect of entrepreneurial skills acquisition based on gender difference just like the present study and also effect based on location as in rural and urban location just like the present study.

A study conducted by Chem Etsokor (2010), on the Impact of computer aided instructional package on Home economic student's performance in Bamenda Educational Zone, Cameroon. The study investigated the effects of computer aided instructional package on home economic students' performance in Bamenda Education

Zone, Cameroon. One hundred and eighty (180) students were selected from the three thousand five hundred and sixty (3,560) students of twelve (12) co-educational schools in Bamenda Educational zone. The research design was a pre-test, post- test experimental – control group design. Two research questions and two hypotheses were formulated to guide the study. The data was subjected to reliability studies so as to ascertain the face and content of the instrument using Cromb Alfa, and result obtain was 078 tested at 005 significant level. A home-economic achievement test (HAT) was designed and used to collect data which was analyzed using t-test and ANOVA. The past study is related to the present study in finding the effect of one variable on the other. Achievement test was used to collect data just like in the present study and also the finding of effect based on gender difference.

A study was conducted by Akpan, Unung and Usoroh (2014), on entrepreneurial skills and students' interest in Home Economics in Uyo Educational zone, Akwa Ibom state investigated the influence of selected entrepreneurial skills (technical, handiwork and teamwork) on students interest in home economics. Three objectives and three hypotheses were formulated to give direction to the study. The study was conducted in Uyo educational zone. A survey research design was adopted for the study. The population for the study consisted of 1,958 junior secondary schools 11 students in public schools in the study area offering Home Economics. A sample size of 200 respondents (10% of the population) was used for the study. The instrument for data collection was a questionnaire tagged entrepreneurial skills and students' interest in Home Economics questionnaire (ESSIHEQ). The questionnaire had two sections and 25 and was face validated by three experts. A reliability index of 0.75 justified the instrument fit to be used in the study. Data obtained was analyzed using t- test statistical analysis at 0.05 level of significance. Findings revealed that there was a significant

difference in technical, handiwork and team work skills and students interest in Home Economics in Uyo Educational zone of Akwa Ibom State. Thus, all the null hypothesis were rejected and the alternate ones were accepted. Based on the findings, the researchers recommend amongst others, the training programmes should be organized for Home Economics teachers by the state universal basic education board (SUBEB) to equip them with the necessary entrepreneurial skills that can promote students' interest in the subject. The past study is related to the present study in finding the effect of one variable on the other. Achievement test was used to collect data just like in the present study and also the finding of effect based on gender difference.

A study was conducted by Olaoluwa Dimeji (2010), on The Impact of Entrepreneurship Skill Acquisition on Fresh Graduate Self-employability Status: a Study of Olabisi Onabanjo University Fresh Graduate Students.

This study examines the impact of entrepreneurial skills on the employability status of Nigerian graduates. Entrepreneurship education plays a major role in the reduction of unemployment in Nigeria. However, while most Nigerian universities have initiated entrepreneurship courses in their curricular; little research is available to assess its impact and to know whether there is a between students' entrepreneurial skills acquisition and their employability status. This paper provides understanding of the entrepreneurial intentions of small sampled Nigerian graduates.

Findings from quantitative data retrieved from questionnaire administered to 353 graduates of the Faculty of Social and Management Sciences that were selected through stratified and simple random sampling. Analytical techniques used include frequency count, percentages, and inferential statistics in the form of chi-square and degree of significance to know the impact of entrepreneurship skill acquisition on students'

self-employability status. The instrument were validated by two experts and subjected to reliability studies to justify the fitness of the instrument and it was found fit at 0.87 index.

The study found that exposure to entrepreneurship education influences students' intentions of becoming self-employed and improve their employability status. It was however discovered that most students were not very confident about their intentions due to fear of capital, failure, and lack of experience in business management. The study concludes that despite knowledge of entrepreneurship education as a contributing factor in the reduction of unemployment, Nigerian youth requires additional supports to overcome the foreseen challenges.

The past study is related to the present study in finding the assessment of the impact of the entrepreneurial skills acquisition on Home Economic students' performances in Junior Secondary Schools in Kaduna State. It differs in terms of the scope while the past study looked at fresh graduates of tertiary institution the present study is concerned with junior secondary school students. The past study adopted a survey design while the present study adopted a quasi-experimental design to find the impact one variable on the other.

Ediagbonya, (2013) conducted a study titled The Roles of Entrepreneurship Education in ensuring Economic Empowerment and Development. This to examine the roles of Entrepreneurship Education in ensuring Economic Empowerment and Development. The conceptual framework developed by Shapero and Sokol in 1982 was used in illustrating the series of stages and processes that eventually give birth to the formation of a business venture; and three (3) stages were identified in the model. The concept of Entrepreneurship education was briefly examined in relation to Economic Development. Economic Development was described as the quantitative and qualitative

changes in the economy. The author briefly examined the concept of Entrepreneurship Education including in ensuring economic empowerment in Nigeria. One of the major recommendations advanced in this paper was that government should make accessible loans available for graduates of the programme so as to start up their businesses.

Ojeifo, (2012), conducted a study titled the need for Entrepreneurship Education in Nigeria geared toward enhancing sustainable development in the country. Since entrepreneurship skills remain vital in the real sector and the Sustenance of economic development, it has become imperative for government to pay attention to this sub-sector. The problems facing the country ranging from acute poverty, youth and graduate unemployment, dependence on foreign goods and technology; to very low economic growth and development among others has prompted government's recognition of this fact that has led to the introduction of entrepreneurial studies in tertiary institutions. This paper therefore argues that Entrepreneurship Education will equip the students with the skills with which to be self-reliant. The objectives and strategies for redesigning Entrepreneurship Education are also discussed. The paper recommends that educational programmes at all levels of education should be made relevant to provide the youth the needed entrepreneurial skills.

Gidado & Aliyu (2017) conducted a study titled the impact of home economic, modeling entrepreneurship skills between genders in youths of Sabon-gari area of Kaduna state: implication for community development. The study had *2* objectives, 2 research questions and 2 hypotheses were raised, Survey research design was adopted, the population comprised five selected community in Sabon-gari with a population of 400, out of this population, one hundred and eighty six was used as sample for the study. Questionnaire was the instrument used for data collection, the data were presented and analyzing using both descriptive and inferential statistics. Simple

percentage was used for analyzing the bio-data of the respondents, mean and standard deviation was used to answer the research questions, while t-test was used to test the 2 null hypotheses all were tested at an alpha value of 0.05 significance. The two null hypotheses were retained. The study found that Home Economics had modeled the entrepreneurship skills of marketing their product, thereby enhancing their productivity, increasing their income and improve their standard of living. The study also found out that Home Economics had modeled the entrepreneur skill of advertisement of their products thereby uttering the level of production and creating more room for employment of youths: The inferential analysis showed "that there was significant difference that existed on the impact of Home Economics in modeling the entrepreneur skills in the youths of Sabon-gari local government area of Kaduna State. The study concluded that Home Economics have contributed positively in inculcating entrepreneurial skills in the youths of Sabon-gari local government area of Kaduna State in the area of creation, for people, improve standard of living of the people: it was recommended that government should make available soft loan to enable youths have easy access to expanding their business, it was also recommended that more awareness should be conducted by the government and conducive environment to enable know about cloth dyeing business. The previous study and the present study both of them looks at Home Economics and entrepreneurship skills, both studies were conducted in Kaduna State. However, there exist some differences, the previous study used survey research design while the present used quasi experimental design.

Umaru, D. M. and Obeleagu-Nzelibe, C. G. (2014) conducted a study title "Entrepreneurial skills assist Small and Medium Enterprises (SMEs) generate growth and development of new ventures in developing economies like Nigeria." These new

enterprises are faced with diversity of problems in Nigeria due to numerous entrepreneurial, domestic, economic problems and policy inconsistencies despite tremendous efforts made through policies to enhance the capacity, skills and profitability of the SMEs. The SMEs sub-sector's contribution to national income, employment, economic prosperity and development till today remains low. The result is a high mortality rate. The objective of this paper therefore is to critically examine the skills required by entrepreneurs for the enhancement of the performance of SMEs, find solutions to the problems facing the SMEs in Nigeria and identify the option strategies needed by new ventures as demonstration alternatives. For profitability, this picture has to be changed quickly. The paper focuses on the issues of resource acquisition strategies and challenges militating against prosperity and profitability of SMEs in Nigeria. The study used simple t-test and survey methodology through questionnaire (administered) as an instrument of primary data collection from a stratified random sample of 250 owners and employees of SMEs in major industrial cities in Nigeria. Major findings include entrepreneurial skills, proper record keeping, access to financing, concessional taxation, longer-period of operation and consistent policies were found to be significant factors required for business success and profitability in Nigeria. Seminars and workshops are recommended to improve SMEs entrepreneurs' capabilities, as well as the institutional co-ordination of the efforts of relevant agencies and institutions, and the streaming of the myriad of taxes stifling SMEs.

Amulu, C. C. (2014) conducted a study titled “Entrepreneurial Development and Growth of Small Industries in Enugu State: A Study of Selected Small-Scale Enterprises”. Many development scholars and professionals believe supporting small businesses within low income communities is a plausible development strategy to combat poverty. The importance of entrepreneurship as an input process of material development is

becoming widely recognized with the growing emphasis on the role of small-scale industries in view of their contribution to employment generation, rural development and general economic growth (Eze, 1999). Entrepreneurial development is a programme through which the abilities and skills of human resources are created, and improved. It instills and preserves as climate in an economy where creativity and productivity of persons are enhanced and values added to other factors of production. Entrepreneurial development cannot be meaningful without the establishment of small-scale industries. The acceleration of a small-scale business programme through policies, and sound institutional support are necessary to identify, motivate and strengthen the entrepreneur. Entrepreneurship is too important a subject to not to be discussed by its nature it is interdisciplinary and ultimately must be practical as well as theoretical. This study sets out to establish how important the development of entrepreneurship and effects it should have in the growth of small business enterprises. However, some differences exist in the study, the previous study was conducted in Enugu, while the present study was conducted in Kaduna state.

2.10 Summary of Reviewed Related Literature

The review of the available related literature showed that a good number of researchers' dealt extensively on students' performance in various fields of study and on skills acquisition, infrastructural equipment and resources for teaching and learning of vocational based courses. Entrepreneurial skill was defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich and Peters, 2002). Olagunju (2004) defined entrepreneurial skill as the ability of an individual to exploit an

idea and create an enterprise (small or big) not only for personal gain but also for social and developmental gain.

It was also revealed that, Home economics education is inter-disciplinary, multi-disciplinary and trans-disciplinary. It is a field of study with various marketable skills that can ensure self reliance and employment. Mbah, (2001) labels home economics education as the people's profession because it is a multidiscipline functional delivery system. The characteristics of entrepreneurship were also identified in the conceptual framework such as; creativity, dedication, determination, flexibility, leadership, passion and self-confidence.

The theoretical framework was also reviewed based on acquisition of entrepreneurial skills for self-reliant was based on learning theory of connectionism advanced by Herbert Spencer, William James and his student Edward Thorndike, at the eve of the 20th century. This theory states that learning is the outcome of the relationships between stimuli and responses. Propagation of the theory of connectionism was however, more associated with Edward Thorndike than anyone else. Connectionism as a theory is based on the assumption that elements, as well as ideas become associated with one another through experience; and that complex ideas can be explained via a set of simple rules.

The past study differs from the present study in that two instruments were used to collect data for the study, a questionnaire and an achievement test were used; the questionnaire was used for assessment of resources for the implementation of home economics curriculum and the achievement test was used to measure the students' performance.

The major contents of the study were all reviewed to include: Resource for the implementation of the home economics curriculum, The History of Entrepreneurship in Nigeria, Relevance of Entrepreneurship Education, Home Economics and Entrepreneurial Skills acquisition and how this can impact on student's performance. Some previous researches that relates to the present study were reviewed in the empirical studies. From the works reviewed, it was observed that none had specifically focused on the impact of entrepreneurial skills on Home Economics students' performance in Kaduna state. This study therefore set out to fill that gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used by the researcher in carrying out the study on the impact of entrepreneurial skills acquisition on the performance of Home Economics students in junior secondary schools in Kaduna State. The chapter was discussed under the following sub-headings: research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument and reliability of the instrument, procedures for data collection and procedure for data analysis.

3.2 Research Design

The researcher employed the use of quasi – experimental design. The adoption of quasi-experimental research design was based on the recommendation of Schoenfield (2006) that 'quasi-experimental design can be used in research when it involves selection of groups upon which a variable is tested, without any random pre-selection process as well as a variable being compared between different groups or over a period of time. It is a type of design which aims to determine whether an intervention has effect on a study participant.

3.3 Population of the Study

The target population of this study comprised of all home economics students in all the public Junior Secondary Schools in JSS2 in Kaduna and Rigachikun Educational zones of Kaduna State. There were Sixty five public junior secondary schools in these educational zones with a population of fourteen thousand eight hundred and thirty (14,830) JSS students offering Home Economics. A total of seven thousand six hundred and sixty eight (7,668) were from the Kaduna Education zone while seven thousand,

one hundred and sixty two (7,162) were for the Rigachikun Education zone. This was based on the official information obtained in May 2017 (From each of the zones). The population was heterogeneous as it was made up of students of different socio-cultural/ economic background, gender abilities, and ethnic and religious affiliations.

3.4 Sample and Sampling Technique

From the sixty five public junior secondary schools in the zones, two schools, one each from the two zones was selected. These are: Capital School, Kaduna and Government Secondary School Katabu in Rigachikun zone. From each of the schools an intact class of JSS2 was selected, Kaduna Capital School had (48) students' boys and girls and G.S.S. Katabu had forty two (42) students also boys and girls making a total of Ninety (90) sampled students to represent urban and rural location, purposive sample techniques was used in selecting the schools, both schools co- educational as shown in table 4 below:

Table 4: Sample distribution of schools and students

S/N	Name of Schools	Location	Gender		Total
			Male	Female	
1.	Kaduna Capital Sch	Urban	20	28	48
2.	G.S.S Katabu	Rural	17	25	42
	Total		**37**	**53**	**90**

3.5 Instrumentation

This study utilized a teacher made test items titled: Home Economics Entrepreneurial Skills Performance Test (HEESPAT). It is an instrument employed by the study for the purpose of testing the academic performance of Home economics

students taught some entrepreneurial skills available in home economics specifically, Food and Nutrition aspect of the subject. The instrument is made up of three sections: A, B and C. Section A is bio- data of the respondents, Section B is a paper and pencil test with twenty five (25) multiple choice test for the pre test. This pre-test was carried out to test the entry behavior of the students. After the treatment, practical production of choice food and beverages for eight weeks, a post-test was carried out on the same group of students who were pre-tested at the beginning of the study. At the post–test level section C of the test items surfaced which required the respondents to collect from a number of displayed ingredients and food stuffs the required items with emphasis on the correct quantity items to produce a finished product of their choice from the list of skills taught. The questions were presented in a simple language in an attempt to forestall misunderstanding and misinterpretation. Table of specification for the instrument according to Blooms taxonomy of education is shown in table below:

Table 5: Table of specification for HEESPAT Constructed

Concept	Weight **%**	Knowledge **(50%)**	Comprehension **(30%)**	Application **(20%)**	Total **(100%)**
Food and its components	16	4	3	2	11
Methods of cooking food	20	6	3	2	10
Salads (vegetables and fruits products)	20	6	3	2	11
Pastries and dough's with Local Drinks	16	4	3	2	9
Practical production (food)	28	5	3	2	9
Total	**100%**	**25**	**15**	**10**	**50**

Source: Adapted from Blooms Taxonomy of Educational objectives in (Obeka, 2011).

Table 5 illustrated both content and objectives of the topics treated during the experiment based on the cognitive domain. The table also identified the expected

knowledge of students, their expected comprehension level, application of the topic to be learnt and the evaluation of the teaching – learning process. The researcher choose the three level of blooms taxonomy of educational domain because these are the lowest level in educational domain which is the basis in which cognitive is developed hence learning start from unknown to known.

3.5.1 Validity of the Instrument

The instrument was subjected to validation by the researcher's supervisors and experts from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria in order to scrutinize the instrument. In order to determined the face and content of the instrument, its ability to measure what is meant to measure. The corrections pointed out by these experts were properly effected before the final copy of the instrument was produced and used for the study at hand.

3.5.2 Pilot Study

A pilot study was conducted using twenty students in G.J.S.S H/Banki Kaduna to test the appropriateness of the instrument. 25 multiple choice questions were used to test the suitability of the instrument which was carried out by the researcher. The school was not among the schools selected for the main study but shared the same characteristics. This pilot test was to enable the researcher determine the appropriate timing for the administration of instrument and to determine the reliability of the instrument.

3.5.3 Reliability of the Instrument

The data collected from the pilot study were statistically analyzed for the purpose of reliability. Consequently, the Pearson Product Moment Correlation Coefficient was used and a reliability coefficient of 0.83 was obtained. The reliability coefficient was considered adequate and appropriate for the internal consistency of the instrument. This is in line with Stephens (2002) who asserted that an instrument is reliable if its

reliability coefficient lies between 0 and 1 and the closer it is to 1 the more reliable, and the closer it is to 0 the less reliable. Therefore, the coefficient of 0.83 can be termed highly reliable.

3.6 Procedure for Data Collection

The researcher obtained an introductory letter from the office of the Head of Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, which was used to obtain permission from the school authorities of both schools in order to gain access to the students and their teachers for the purpose of the study. The researcher having gained access to the student selected an intact class of JSS11 Home Economics Students from both schools and commenced teaching. At the beginning, a test was administered to get the students entry behavior. The result formed data for the pre-test. And after a vigorous teaching and learning session for eight (8) weeks a post–test was administered to the same group of students who were pre-tested. The result of the test formed the data for post-test. Two research assistants were used in the conduct of the field exercise. The challenge encountered by the researcher in the course of the study ranged from lack of cooperation from some of the staff of these schools, poor attitude of the students to lack of adequate time.

3.6.1 Treatment Plan

The procedure used in carrying out Treatment for this research was as follows:

Week One – Letter of introduction was collected from the Department of Educational foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the two schools targeted for the study.

Week Two – A pre–test was administered to the selected students. Numbers were assigned to each student to serve as their identification in order to allow for comparison of their performance at the end of the study.

Week Third –The students in both schools were taught introduction to food and nutrition- food and its components, kitchen and kitchen equipments.

Week Four – The students in both schools were taught the concept of cookery, the different method of cooking food like boiling, frying, stewing, poaching, steaming and baking amongst others using demonstration method to make zobo and kunun zaki choice of local beverages learnt.

Week Five – The week continued with the activities of the fourth week, this was to enable the student to be more familiar with the practical.

Week Six - The students were engaged in the practical production of pastry products. Dough and dough products like puff, dough nuts and bread with meat-pie and fish – pie.

Week Seven - The students continued with last week skill acquisition in the same product to perfect their skill. During this week every student was made to prepare a product each using participatory technique to see how well each and every one was learning.

Week Eight - The students were taught how to make cold dishes like salads and sandwiches using bread and vegetables and also a revision of the pastry work learnt so far.

Week Nine - A post–test was administered to the students in both schools. The researcher went round the teachers and students of both schools and thanked them for the cooperation enjoyed.

The researcher provided all the ingredients used in the course of practical, which cost the researcher a total sum of eighteen thousand naira only (N18000). The researcher being Home Economics resource person, personally oversaw the practical along with two research assistants in order to obtain reliable result.

3.7 Procedure for Data Analysis

The data collected was analyzed using mean and standard deviation to answer the research questions, while Analysis of Covariance (ANCOVA) was used to test hypothesis one and t-test statistic was used to test hypotheses two and three at 0.05 level of significance. This is to test whether there exist significant difference or not and to determine whether to retain or reject the null hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The data collected through the administration of Home Economics Entrepreneurial Skills Performance Test (HEESPAT) was analyzed and presented under three main sections. The first section analyzed the bio-data of the respondents using frequencies and percentages and the second section discussed issues raised concerning the research questions using mean, standard deviation and standard error mean, while the third section contain results of hypotheses tested using Analysis of Covariance (ANCOVA) and independent sample t-test. A summary of the findings was later on presented in this chapter for easy understanding of the findings of the study. The chapter ended with a discussion of each findings.

4.2 Description of Study Variable

The following tables show the frequencies and percentages of the study variables which include gender (that is, male and female) and school location (that is, rural and urban).

Table 6: Frequency and percentages of respondents based on Gender

Gender	Frequency	Percentage
Male	37	41.1
Female	53	58.9
Total	90	100

Table 6 shows that a total of 41.1% of the respondents were male while 58.9% were female. This means that the population was fairly distributed among genders.

Table 7: Frequency and percentages of respondents based on school location

School Location	Frequency	Percentage
Urban	48	53.3
Rural	42	46.7
Total	90	100

Table 7 present the result of the analysis made on school location. Finding revealed that a total of 48 (53.3%) of the students used in the study were from urban school while a total of 42 (46.7%) were from schools in the rural area.

4.3 Response to Research Questions

The three research questions raised in the study were answered using mean and standard deviation. The summary of each of the research questions were presented as follows:

Research Question 1: What is the impact of entrepreneurial skills acquisition on the performance of home economics students in junior secondary schools in Kaduna state?

This question was responded to by analysing the data obtained from the test administered on students. The summary of analysis made in respect to research question one was presented on table 8.

Table 8: Means scores of respondents on the impact of entrepreneurial skills acquisition on the performance of home economics students in junior secondary schools in Kaduna state

Source	N	Mean	SD	Std. Error Mean
Before skills acquisition	90	42.2286	13.07744	1.56305
After skills acquisition	90	54.7455	10.31738	.98372

The result on table 8 shows that the entrepreneurial skills acquisition had positive impact on the performance of home economics students in junior secondary

schools in Kaduna state. The response mean of students after the skills acquisition was higher than before skills acquisition. Therefore, the students before skills acquisition recorded the mean of 42.2286 and standard deviation of 13.07744 with the standard error mean of 1.56305, while after the skills acquisition, students recorded the mean of 54.7455, standard deviation of 10.31738 and the standard error mean of .98372. The implication of this result is that, acquisition of entrepreneurial skills has positive impact on the performance of home economics students in junior secondary schools in Kaduna State.

Research Question 2: What is the impact of skills acquisition on the performance of urban and rural home economics students in junior secondary schools in Kaduna state?

This question was responded to by analysing the data obtained from the test administered on students. The summary of analysis made in respect to research question two was presented on table 9.

Table 9: Means scores of respondents on the impact of skills acquisition on the performance of urban and rural home economics students in junior secondary schools of Kaduna state

Variable	N	Mean	SD	Std. Error Mean
Rural	42	48.4524	13.44100	1.46653
Urban	48	51.8542	11.94900	1.21954

Table 9 shows that skills acquisition had positive impact on the performance of home economics students in urban and rural junior secondary schools in Kaduna state. The table shows the mean of 48.4524 and standard deviation of 13.44100 with the standard error mean of 1.46653 for students in rural schools while students in urban schools had the mean of 51.8542, standard deviation of 11.94900 and the standard error mean of 1.21954. The result shows that the impact of entrepreneurial skills acquisition

on students' performance was positive but the impact on the performance of urban students was fairly higher, the mean score was 51.8542 > 48.4524.

Research Question 3: What is the impact of skills acquisition on the performance of male and female home economic students in junior secondary schools in Kaduna state?

This question was responded to by analysing the data obtained from the test administered on students. The summary of the analysis made in respect to research question three was presented in table 10.

Table 10: Means scores of respondents on the impact of skills acquisition on the performance of male and female home economics students in junior secondary schools in Kaduna state

Variable	N	Mean	SD	Std. Error Mean
Male	37	49.2432	10.77645	1.25274
Female	53	50.9811	13.96184	1.35609

Table 10 shows that skills acquisition had impact on the performance of male and female home economics students in junior secondary schools in Kaduna state. The table shows the mean of 49.2432 and standard deviation of 10.77645 with standard error mean of 1.25274 for the male students while the female students had the mean of 50.9811, standard deviation of 13.96184 and the standard error mean of 1.35609. The result indicates that while the performance of male and female students both improved, that of the female students was slightly higher with a mean advantage of 1.7379.

4.4 Hypotheses Testing

This section presents the result of the three (3) null hypotheses tested for the study. In testing the hypotheses, independent sample t-test was used. The summary of each of the hypotheses tested is presented in the following order.

Hypothesis 1: There is no significant difference on the impact of entrepreneurial skills acquisition on the performances of Home Economics students in Junior Secondary Schools in Kaduna State, Nigeria.

The test instrument administered on students was used to obtain data for the study while paired sample t-test was used in testing the hypothesis. The summary of data collected and analyzed in respect to hypothesis one is presented in Table 11.

Table 11: Summary of ANCOVA on the impact of entrepreneurial skills acquisition on the performance of home economics students in junior secondary schools in Kaduna state

Source	Sum of Squares	df	Mean Square	F	P Value
Corrected Model	10.508[a]	1	10.508	2.61	.001
Covariate (after skills acquisition)	113225.001	1	2016.201	733.601	.021
Group	10.508	1	10.508	2.61	.000
Error	20177.201	88	19.691		
Corrected Total	20186.211	89			
Total	22311.729	90			

a. R Squared = .021 (Adjusted R Squared = .001)

Table 11 showed the f-value of (2.61) and the group probability level P (.000) at 0.05 level of significance. Since the group probability level P (.000) is less than 0.05 level of significance, the result therefore indicated that entrepreneurial skills acquisition has positive impact on the performance of home economics students in junior secondary school in Kaduna state. Therefore, the null-hypothesis which says that entrepreneurial skills acquisition has no significant impact on the performance of home economics students in junior secondary schools in Kaduna state was rejected.

Hypothesis 2: The impact of entrepreneurial skills acquisition on urban and rural Home economics students' performance in Junior Secondary Schools in Kaduna State is not significantly different.

The test instrument administered on students was used to obtain data for the study while t-test was used in testing the hypothesis. The summary of data collected and analyzed in respect to hypothesis two is presented in Table 12.

Table 12: Independent sample t-test on the impact of skills acquisition on the performance of urban and rural home economics students in junior secondary schools of Kaduna state

Variable	N	Mean	SD	df	α	f	P Value	Decision
Rural	42	48.45	13.44	88	0.05	-1.798	.074	Retained
Urban	48	51.85	11.94					

Table 12 revealed the mean of 48.45 and standard deviation of 13.44 for students in rural schools while students in urban schools had the mean of 51.85 with standard deviation of 11.94. The f-1.798 is less while the p-value is .074 (P>0.005). Therefore, the null-hypothesis was retained because there was no significant difference in the impact of skills acquisition on the performance of urban and rural home economics students in junior secondary schools of Kaduna state.

Hypothesis 3: The impact of entrepreneurial skills acquisition on the performances of male and female Home Economics students in Junior Secondary Schools in Kaduna State is not significantly different.

The test instrument administered on students was used to obtain data for the study while independent sample t-test was used in testing the hypothesis. The summary of data collected and analyzed in respect to hypothesis three was presented in Table 13.

Table 13: Independent sample t-test on the impact of skills acquisition on the performance of male and female home economics students in junior secondary schools in Kaduna state

Variable	N	Mean	SD	df	α	f	P value	Decision
Male	37	49.24	10.77	88	0.05	-.900	.370	Retained
Female	53	50.98	13.96					

Table 13 revealed the mean of 49.24 and standard deviation of 10.77 for the male students while the female students had the mean of 50.98 with standard deviation of 13.96. The f -.900 is less than while the p-value is .370 (P>0.005). Consequently, the null-hypothesis was retained because there was no significant difference in the impact of skills acquisition on the performance of male and female home economics students in junior secondary schools in Kaduna state.

4.5 Summary of Major Findings

Findings from the study revealed that:

1. Entrepreneurial skills acquisition had positive impact on the performance of home economics students in junior secondary schools in Kaduna state.
2. Entrepreneurial skills acquisition improve the performance of urban and rural home economics students in junior secondary schools of Kaduna state is not significantly different.
3. Entrepreneurial skills acquisition improved the performance on the performance of male and female home economics students in junior secondary schools in Kaduna state is not significantly different.

4.6 Discussion of Findings

Finding number one revealed that: entrepreneurial skills acquisition had a positive impact on the performance of home economics students in junior secondary schools in Kaduna state. The descriptive analysis revealed the mean of 42.2286 and standard

deviation of 13.07744 with the standard error mean of 1.56305 for students before skills acquisition while students after skills acquisition recorded the mean of 54.7455, standard deviation of 10.31738 and the standard error mean of .98372. The implication of this result is that, acquisition of entrepreneurial skills had positive impact on the performance of home economics students in junior secondary schools in Kaduna State. This finding corroborate the finding of Akpan, Unung and Usoroh (2014) as they revealed that students develop entrepreneurial skills through the teaching of Home Economics in schools and thereby increase the students' performance in the subject.

Finding number two revealed the mean of 48.45 and standard deviation of 13.44 for students in rural schools while students in urban schools had the mean of 51.85 with standard deviation of 11.94. The t-cal is -1.798 and t-crit is 1.96, while the p-value is .074 (P>0.005). Therefore, the null-hypothesis was retained because there was no significant difference between the impact of skills acquisition on the performance of urban and rural home economic students in junior secondary schools of Kaduna state. The descriptive analysis shows that skills acquisition had improved the performance of both urban and rural home economics students in junior secondary schools of Kaduna state. The implication of this result is that, acquisition of entrepreneurial skills in urban and rural junior secondary schools is capable of making the students self-reliant at the completion of their study. This finding supported the assertion of Olagunju (2004) who disclosed that entrepreneurial skill enables the individual to exploit an idea and create an enterprise.

In a similar way, the findings of this study agrees with the findings of Gidado and Aliyu (2017) the result of their studies revealed that the teaching of Home Economic has positive impact in the life of the youths in Kaduna, and that Home Economic has fashion in the youths the skills of self-reliance, the ability of the youth to have

competent and prepare for the future, in the same way, the findings of this study affirms the findings of Ojeito (2012), in one of the result shows that Home Economics provides the young graduates with enough training and support that will enable them to established a career in small and medium size business on the centrally size business on the contrally the results of this study disagrees with the result of the study conducted by Ojeito (2012) one of the result which revealed that Home Economic crate smooth transition from traditional to a modern industry economy.

The findings of this study equally affirms the results of Mohammed and Obeleagu-Nzelibe, the result of their study shows that entrepreneurial development is a programme through which the activities and skills of human resources are crated. In the same vein, the findings of this study agrees with Mohammed and Obeleagu-Nzelibe, one of the result of the study equally shows that entrepreneurship development contributes to the society through employment generation.

Findings number three revealed that skills acquisition had positive impact on the performance of male and female home economics students in junior secondary schools in Kaduna state. The hypothesis which says there was no significant difference between the impact of skills acquisition on the performance of male and female home economics students in junior secondary schools in Kaduna state was retained. This result supports the fact that acquisition of entrepreneurial skills in junior secondary schools is capable of inculcating skills for enterprising and self-reliance in male and female home economics students. This result is in line with the finding of Ofoha (2014) that vocational and technical skills empowered students for self-employment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study investigated the impact of entrepreneurial skills acquisition on home economics students' performance in junior secondary school in Kaduna State, Nigeria. The study was conducted with a view to: determine the impact of entrepreneurial skills acquisition on the performance of home economics students in junior secondary schools in Kaduna state; ascertain the impact of skills acquisition on the performance of urban and rural students of home economics in junior secondary schools in Kaduna state; and examine the impact of skills acquisition on the performance of male and female home economics students in junior secondary schools in Kaduna state. Three (3) corresponding research questions and three (3) hypotheses were formulated for the study. The research employed quasi - experimental research design of the single group design.

The population of the study consisted of a total of fourteen thousand, eight hundred and thirty students studying home economics in junior secondary schools in Kaduna and Rigachikun Education zones of Kaduna state. Ten thousand, six hundred and seventy nine female students for both zones and Four thousand, one hundred and forty nine males. The sample of the study comprised of ninety (90), 37 male and 53 female totalling 90 JSSII students. The instrument tagged "Home Economics Entrepreneurial Skills Performance Test (HEESPAT)" was used to obtain data for the study. The instrument was pilot-tested and a reliability coefficient of 0.83 was obtained, hence the instrument was considered reliable. Data collected were analyzed statistically using both descriptive statistics (frequencies, percentages, mean and standard deviation) and inferential statistics (ANCOVA and independent sample t-test). Findings from the

study revealed that entrepreneurial skills acquisition had positive impact on the performance of home economics students in junior secondary schools in Kaduna state; the impact of skills acquisition on the performance of urban and rural home economics students in junior secondary schools of Kaduna state is not significantly different and so also, the impact of skills acquisition on the performance of male and female home economics students in junior secondary schools in Kaduna state is also not significantly different with the performance of the female students slightly higher than that of the male students.

5.2 Conclusion

Based on the findings from the study, conclusion can be made that the acquisition of entrepreneurial skills acquisition had a positive impact on the performance of home economics students in junior secondary schools in Kaduna State. The result also shows that entrepreneurial skills acquisition had positive impact on both urban and rural student's performance, although the urban students' performance is slightly higher than that of the rural students. It was also concluded that performance of male and female students improved with the acquisitions of entrepreneurial skills in home economics but the female student's performance is also fairly higher than that of the male students. There was tremendous improvement in student's cognitive ability. Home Economics had improved students' cognitive, affective and psychomotor skills for entrepreneurship. Likewise, entrepreneurial skills acquisition in junior secondary schools is capable of inculcating the skills for enterprising and self-reliance in male and female home economics students.

5.3 Recommendations

The following recommendations were made in view of the findings from the hypotheses tested for the study.

1. There should be some form of genuine school work-based learning in entrepreneurial skills acquisition as part of the curriculum of home economics in junior secondary schools.
2. There should be school-based enterprises where both rural and urban home economics students identify potential business plan, create and operate small businesses using the school as mini-incubators.
3. Government and other stakeholders in education should ensure that educational programmes at all levels are made relevant to provide the male and female students with needed entrepreneurship skills.

5.4 Suggestions for Further Study

The following suggestions are put forward for further studies.

1. Entrepreneurship education as a tool for reducing unemployment in Nigeria. Entrepreneurship plays a vital role in economic development through job creation and reduction of poverty.
2. Perceptions of home economics practitioners on the entrepreneurial skills acquisition in junior secondary schools. This motivate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture, this will provide more knowledge of Home Economic to young graduate with enough training and support that will enable them to establish a career in small and medium size business.

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APPENDIX I

QUESTIONNAIRE

Ahmadu Bello University
Zaria – Kaduna State

Dear Respondent,

I am a post graduate student of the Faculty of Education in Ahmadu Bello University, Zaria. I am carrying out a study on the 'Impact of Entrepreneurial Skills acquisition On Home Economics students Performance in Junior Secondary Schools in Kaduna State, Nigeria. This study will go a long way in helping the students become self reliant after graduation.

Your co – operation is highly needed for a successful implementation of this research work. I wish to inform you that all information given by you will be used purely for research purpose and as such will be treated as highly confidential.
Thank you for your anticipated co- operation,

Mairo Baba, MUHAMMAD

HOME ECONOMICS ENTREPRENUERIAL SKILLS ACQUISITION PERFORMANCE TESTS

(Pre- Test)

Instructions:

1) Answer all questions

2) Use pencil throughout

3) All questions carries 2marks.

1. RESPONDENT NO:
2. Gender: (M) (F)
3. School Name:
4. Class:

SECTION B:

1. Food is one of the ---------- needs of the family.

(a) Possible (b) primary (c) secondary (d) status (e) tertiary

2. Which of these foods is necessary for good eye sight?

(a) Beans (b) Bread (c) Carrot (d) Milk (e) Yam

3. Beef and chicken are good sources of:

(a) Protein (b) carbohydrate (c) Vitamins (e) fats and oils
(e) mineral salts and water

4. Butter and margarine are a good source of :

(a) Fats and oils (b) protein (c) Nuts and Legumes (d) mineral salt and water
(e) vitamins

5. The Following are all methods of cooking Except;

(a) Boiling (b) Roasting (C) Frying (d) Blacking (e) Baking

6. Fat and butter cooked together is known as:

(a) Roux (b) Rase (c) Rize (d) Rake (e) Rate

7. A mixture of fruits such as pears, pineapples, grapes, cherries, bananas, oranges e.tc in a cocktail glass is known as:

(a) Fruit Island (b) Fruit Cocktail (c) Fruit Mesh (d) Fruit Peri- peri
(e) Fruit Melon

8. Yeast is a raising agent used in which of the following?

(a) Cake (b) Meat- pie (c) Bread (d) Biscuits (e) Egg rolls

9. Rubbing in method is a method of mixing fat and flour in the production of :

(a) Meat pie (b) Cake (c) Doughnuts (d) puff- puff (e) Egg rolls

10. Dough is the mixture used in the production of which of the following?

(a) Bread (b) fish pie (c) Meat pie (d) short cake (e) scotch egg

11. The following are means of caring for baking tins EXCEPT

(a) Draining after washing (b) scrapping with scourer (c) Storing properly (d) removing burnt food by soaking (e) Rinsing in clean water

12. Which of these processes is very useful in bread making?

(a) Creaming (b) Sponging (c) whisking (d) Rising (e) Rubbing

13. Food eaten in between meals that can fill the stomach but may not provide the necessary nutrients is:

(a) Fruits (b) Tea (c) Snacks (d) Vegetables (e) Squash

14. Which of these are dry heat methods of cooking food?

(a) Baking, frying and grilling (b) baking, grilling and roasting (c) grilling, boiling and steaming (d) roasting, boiling and steaming (e) steaming, baking and sautéing

15. All of the following process is involved in Salads making EXCEPT

(a) Peeling (b) Chopping (c) Cutting (d) Dressing (e) Toasting.

16. Hors- d'oeuvre and salads serves all of the following purposes EXCEPT

(a) Adds variety to the menu (b) garnishes the meal (c) weather friendly (d) Easily parked and taken away (e) As a balanced diet.

17. The following are leaves and Vegetables used for making vegetable salad EXCEPT

(a) Celery and Chicory (b) Lettuce and Iceberg lettuce (c) mustard and cress (d) Radishes and Rocket (e) Spinach and Ugwu.

18. Fruit Cocktail otherwise known as Fruit salad is made of which of the following?

(a) Vegetables (b) Fruits (c) Cereals (d) Legumes (e) Pasta

19. A balanced diet contains of all the following nutrients EXCEPT

(a) Protein (b) carbohydrates (c) fats and oils (d) vitamins, mineral salts and water (e) Phosphorous and Calcium.

20. Which of the following is the right source of energy for preparing pastry products?

(a) Kerosene stove (b) electric stove (c) electric oven (d) Charcoal source (e) hot plate.

21. Nutrients are best conserved in cooking by:

(a) Baking (b) Boiling (c) frying (d) steaming (e) stewing

22. When egg is boiled, the white

(a) Caramixes (b) coagulates (c) gelatinizes (d) shrinks (f) wrinkles

23. A type of nutrient easily destroyed by heat is:

(a) Carbohydrates (b) fats and oils (c) protein (d) Vitamins (e) Starch

24. Fruit drinks provides the body with vitamin:

(a) Vitamin A (b) Vitamin B (c) Vitamin C (d) Vitamin E (e) Vitamin K

25. Which of these makes food tasty and easier to eat?

(a) Cooking (b) Canning (c) Garnishing (d) Drying (e) Soaking

HOME ECONOMICS ENTREPRENUERIAL SKILL ACQUISITION PERFORMANCE TEST (POST – TEST)

Instructions:

Answer all questions in section B and for the Practical section choose an item of your choice and produce.

SECTION A: BIO – DATA

1. RESPONDENT NO:
2. Gender: (M) (F)
3. School Name:
4. Class:

SECTION B:

1. Food is one of the ---------- needs of the family.

(b) Possible (b) primary (c) secondary (d) status (e) tertiary

2. Which of these foods is necessary for good eye sight?

(a)Beans (b) Bread (c) Carrot (d) Milk (e) Yam

3. Beef and chicken are good sources of:

(a)Protein (b) carbohydrate (c) Vitamins (e) fats and oils (e) mineral salts and water

4. Butter and margarine are a good source of :

(a) Fats and oils (b) protein (c) Nuts and Legumes (d) mineral salt and water (e) vitamins

5 The Following are all methods of cooking Except;

(a) Boiling (b) Roasting (C) Frying (d) Blacking (e) Baking

6 Fat and butter cooked together is known as:

(a) Roux (b) Rase (c) Rize (d) Rake (e) Rate

7 A mixture of fruits such as pears, pineapples, grapes, cherries, bananas, oranges e.tc in a cocktail glass is known as:

(a) Fruit Island (b) Fruit Cocktail (c) Fruit Mesh (d) Fruit Peri- peri (e) Fruit Melon

8 Yeast is a raising agent used in which of the following?

(a) Cake (b) Meat- pie (c) Bread (d) Biscuits (e) Egg rolls

9 Rubbing in method is a method of mixing fat and flour in the production of :
(a) Meat pie (b) Cake (c) Doughnuts (d) puff- puff (e) Egg rolls

10 Dough is the mixture used in the production of which of the following?

(b) Bread (b) fish pie (c) Meat pie (d) short cake (e) scotch egg

11 The following are means of caring for baking tins EXCEPT

(a) Draining after washing (b) scrapping with scourer (c) Storing properly (d) removing burnt food by soaking (e) Rinsing in clean water

12 Which of these processes is very useful in bread making?
(a) Creaming (b) Sponging (c) whisking (d) Rising (e) Rubbing

13 Food eaten in between meals that can fill the stomach but may not provide the necessary nutrients is:

(a) Fruits (b) Tea (c) Snacks (d) Vegetables (e) Squash

14 Which of these are dry heat methods of cooking food?

(a) Baking, frying and grilling (b) baking, grilling and roasting (c) grilling, boiling and steaming (d) roasting, boiling and steaming (e) steaming, baking and sautéing

15 All of the following process is involved in Salads making EXCEPT

(a) Peeling (b) Chopping (c) Cutting (d) Dressing (e) Toasting.

16 Hors- d'oeuvre and salads serves all of the following purposes EXCEPT

(a) Adds variety to the menu (b) garnishes the meal (c) weather friendly (d) Easily parked and taken away (e) As a balanced diet.

17 The following are leaves and Vegetables used for making vegetable salad EXCEPT

(a) Celery and Chicory (b) Lettuce and Iceberg lettuce (c) mustard and cress (d) Radishes and Rocket (e) Spinach and Ugwu.

18 Fruit Cocktail otherwise known as Fruit salad is made of which of the following?

(a) Vegetables (b) Fruits (c) Cereals (d) Legumes (e) Pasta

19 A balanced diet contains of all the following nutrients EXCEPT

(a) Protein (b) carbohydrates (c) fats and oils

(d) vitamins, mineral salts and water (e) Phosphorous and Calcium.

20. Which of the following is the right source of energy for preparing pastry products?

    (a) Kerosene stove (b) electric stove (c) electric oven (d) Charcoal source (e) hot plate.

21. Nutrients are best conserved in cooking by:

    (a) Baking (b) Boiling (c) frying (d) steaming (e) stewing

22. When egg is boiled, the white

    (a) Caramixes (b) coagulates (c) gelatinizes (d) shrinks (e) wrinkles

23. A type of nutrient easily destroyed by heat is:

    (a) Carbohydrates (b) fats and oils (c) protein (d) Vitamins (e) Starch

24. Fruit drinks provides the body with vitamin:

    (a) Vitamin A (b) Vitamin B (c) Vitamin C (d) Vitamin E (e) Vitamin K

25. Which of these makes food tasty and easier to eat?

    (a) Cooking (b) Canning (c) Garnishing (d) Drying (e) Soaking

SECTION C - PRACTICAL

TIME: 1 hour

MARKS: 50MARKS

TASK: using the ingredients provided, produce any one of the following:

(a) Doughnut.
(b) Queens Cake
(c) Meat pie
(d) Fruit and Vegetable salad
(e) Ice cream.

MARKING SCHEME (Pre – Test)

Section B:

1	(b)	11	(b)	21.	(d)
2	(c)	12	(d)	22.	(b)
3	(a)	13	(c)	23.	(b)
4	(a)	14	(b)	24.	(c)

5	(d)	15	(e)	25.	(a)
6	(a)	16	(e)		
7	(b)	17	(e)		
8	(c)	18	(b)		
9	(b)	19	(e)		
10	(a)	20	(c)		

Each item carries 4 marks Total = 100 marks

MARKING SCHEME (Post – Test)

Section B :

11	(b)	11	(b)	21.	(d)
12	(c)	12	(d)	22.	(b)
13	(a)	13	(c)	23.	(b)
14	(a)	14	(b)	24.	(c)
15	(d)	15	(e)	25.	(a)
16	(a)	16	(e)		
17	(b)	17	(e)		
18	(c)	18	(b)		
19	(b)	19	(e)		
20	(a)	20	(c)		

Each item carries 2 marks Total = 50 marks

Section C: PRODUCTION PRACTICALS

Marks will be awarded based on the following:

- Use of right ingredients 15marks
- Time management 5marks
- Orderliness 5marks
- Taste 15marks
- Cleanliness 5marks
- Presentation 5marks

TOTAL **50 marks**

OVER ALL = 100%

APPENDIX II
STUDENTS TEST SCORES
PRE-TEST SCORES

CAPITAL SCHOOL (URBAN LOCATION)				GSS KATABU (RURAL LOCATION)			
No. of Respondents	**Scores (Male)**	**No. of Respondents**	**Scores (Female)**	**No. of Respondents**	**Scores (Male)**	**No. of Respondents**	**Scores (Female)**
1	18	21	22	49	20	66	33
2	22	22	25	50	23	67	38
3	20	23	31	51	26	68	31
4	19	24	29	52	30	69	27
5	25	25	25	53	34	70	24
6	40	26	20	54	37	71	29
7	29	27	18	55	43	72	44
8	21	28	31	56	47	73	41
9	26	29	26	57	44	74	36
10	25	30	25	58	34	75	25
11	31	31	31	59	37	76	30
12	44	32	28	60	45	77	25
13	20	33	20	61	32	78	22
14	22	34	20	62	38	79	28
15	31	35	15	63	45	80	27
16	30	36	33	64	28	81	18
17	29	37	38	65	38	82	42
18	26	38	29			83	25
19	20	39	36			84	21
20	21	40	45			85	24
		41	11			86	28
		42	10			87	12
		43	21			88	18
		44	25			89	21
		45	28			90	16
		46	12				
		47	10				
		48	21				

APPENDIX III
STUDENTS TEST SCORES
POST-TEST SCORES

CAPITAL SCHOOL (URBAN LOCATION)				GSS KATABU (RURAL LOCATION)			
No. of Respondents	**Scores (Male)**	**No. of Respondents**	**Scores (Female)**	**No. of Respondents**	**Scores (Male)**	**No. of Respondents**	**Scores (Female)**
1	53	21	76	49	75	66	95
2	78	22	81	50	72	67	83
3	75	23	65	51	85	68	77
4	65	24	82	52	72	69	76
5	66	25	78	53	63	70	79
6	80	26	76	54	80	71	89
7	58	27	78	55	79	72	62
8	66	28	80	56	88	73	94
9	65	29	89	57	88	74	74
10	89	30	65	58	82	75	86
11	62	31	90	59	74	76	70
12	88	32	88	60	77	77	76
13	77	33	86	61	70	78	64
14	87	34	76	62	93	79	88
15	62	35	88	63	85	80	97
16	81	36	74	64	75	81	87
17	58	37	76	65	68	82	74
18	52	38	69			83	62
19	66	39	67			84	84
20	84	40	70			85	74
		41	89			86	72
		42	87			87	87
		43	74			88	85
		44	81			89	68
		45	87			90	94
		46	70				
		47	73				
		48	69				

APPENDIX IV

LESSON PLAN: 1

DATE:	05/ 05/ 16
CLASS:	JS2
SUBJECT:	HOME ECONOMICS
GENDER:	MIX
TIME:	09:20 – 10:40
DURATION:	IHR, 20 MINS (80MINS)
TOPIC:	ELEMENTARY NUTRITION (Food and its Components)

Behavioural Objectives: By the end of the lesson, the students should be able to:

- Differentiate Nutritionist from Nutrition
- List the different classes of food

Mention the different nutrients and their uses in the body. (Protein , carbohydrates, fats and oils, vitamins and mineral salts and water).

Previous Knowledge: The students already know that food is what is taken into the human body for growth and energy.

Teaching Aid: Cardboard chary showing the diagrams of different classes of foods like eggs, cow, lamb, beans, groundnuts, vegetables, fruits, rice, corn etc

Introduction: Teacher introduces the lesson by asking the students questions like:

- What did you eat before coming to school this morning?
- Why did you eat before coming to school this morning?
- How many times do you eat a day?

Presentation: the teacher presents the lesson

STEP 1: Teacher will explain that food is any substances liquid or solid which provides the body with materials for:

1. Heat and energy
2. Growth and repair
3. Regulating the body process.

STEP 11: Teacher explains the materials that food provides the body i.e Nutrients such as protein, carbohydrates, fats and oils, vitamins and mineral salts. The study of nutrients is known as Nutrition. Examples of such nutrients are:

Protein – meat, fish, poultry, game, milk, cheese, eggs, pulses, cereals.

Carbohydrates – flour, flour products and cereals, sugars, syrup, jam, honey etc

Fats and oils – butter, margarine, cooking fats, cheese etc

Vitamins – fruits and vegetables, liver, meat extracts, cereals extracts, cereals, dairy foods etc

Mineral salts and Water – drinks of all kinds, fruits, vegetables, meat extracts.

STEP 111: Teacher explains the importance of the various nutrients to the body. Example:

1. Carbohydrates provides the body with warmth and energy. Sources of carbohydrates are sugar: cakes, pastries, jam, honey, syrup, fresh and dried fruits.

- Starches : potatoes, cereals, bread, flour, pastries etc

2. Proteins help the body to grow. The sources of proteins are: Animal proteins e.g meat, fish, egg, milk cheese

- Vegetable proteins e.g peas, beans, lentils, nuts, cereals

3. Fats and oils: provides heat to the body. Sources: Lard, butter, margarine, oils etc
4. Vitamins are chemical substances that are vital for life as a deficiency of any vitamin will result in ill health e.g of vitamins are : vitamins A, B, B_1 ,B_2,B_3,B_6,B_{12}, D, E and K.
5. Mineral salt and water: this class of food keeps the body healthy. They are needed in small quantity in the body and there are about nineteen (19) different types of minerals like phosphorous, calcium, iodine, sodium etc

EVALUATION: Teacher evaluates the lesson by asking the students questions based on the objectives of the lesson. Example: list the various types of nutrients found in food

- Give two example each of the different types of nutrients studied
- Differentiate between nutrients and nutrition.

ASSIGNMENT: Read and find out the different method of cooking food.

LESSON PLAN 2

DATE:	12/05/16
SUBJECT:	HOME ECONOMICS
CLASS:	JSS2
AGE:	12 ABOVE
GENDER:	MIX
TIME:	9:20 – 10:40AM
DURATION:	80 MINS (IHR, 20 MINS)
TOPIC:	METHODS OF COOKING FOOD

Behavioural Objectives: By the end of the lesson, the students should be able to:

- List the principles behind the different methods of cooking
- Have a knowledge and Understanding of the methods and process of cookery
- Know the purpose for using the various methods identified

Previous Knowledge: The students already know that food must undergo cooking before it can be eaten for it to perform its functions.

Teaching Aid: Pictorial representation of foods displayed from the use of different cooking methods.

Introduction: Teacher introduces the topic by putting questions to the students like:

1. How is rice cooked in your community?
2. What method do you use in cooking moi-moi?
3. What is the method use to cook meat that is meant to be kept for a week or two?

Presentation: Teacher presents the lesson in the following order:

STEP 1: Teacher explains that cooking is the transference of heat to food. All the methods of cooking depend on one or more of the following principles of radiation, conduction and convention.

- Radiation is the passing of heat directly from its rays until it falls on the object such as in grilling.
- Conduction is the transferring of heat through a solid object.
- Convention is the movement of heated particles of gasses or liquids. During heating, the particles expand becomes less dense and rise.

STEP 11: Teacher explains that there are various methods of cooking foods like:

- Boiling
- Poaching
- Stewing
- Braising
- Steaming
- Baking
- Roasting
- Grilling
- Frying (shallow and deep frying)
- Microwave etc

For the purpose of this study we shall discuss only four most popular methods, these are: boiling, stewing, baking and grilling.

1. **Boiling** – is the cooking of prepared foods in a liquid at boiling point. This could be water, milk or stock.

- **Purpose of Boiling:** is to cook food so that it is :
- Pleasant to ea
- Easy to digest
- Safe to eat

2. **Stewing:** this is a slow cooking of food cut into pieces and cooked in the minimum amount of liquid (water, stock or sauce); the food and liquid are served together.

- **Purpose of stewing:**
- Stewing is economical means of cooking because tiny cuts of meats and poultry which will be unsuitable for grilling can be made tender and palatable
- Stewing also produces an acceptable flavour, texture and eating quality.

3. **Baking :** is the cooking of food by dry heat in an oven in which the action of the dry convention is modified by steam.

- **Purpose of Baking:**
- To make food digestible, palatable and safe to eat
- To create eye appeal through colour and texture
- To add variety to the menu

4. **Grilling:** this is a fast method of cooking by radiant heat .

- **Purpose of Grilling:**
- To make food easy to digest and safe to eat
- To use speed of the cooking method to produce sweet aroma
- To add variety to the menu

Evaluation: Teacher evaluates the lesson by asking students if they are clear with the concept taught so far. And allow them to ask questions where they are not clear. Teacher asks the students questions based on the behavioral objectives of the lesson like:

1. Mention four methods of cooking learnt.
2. What are the purposes of boiling and baking methods of cooking food?
3. List the three basic principles of cooking methods.

Conclusion: Teacher concludes the lesson by summarizing the basic points discussed in the course of the lesson.

Assignment: write out a standard recipe of bread and meat pie.

LESSON PLAN 3

DATE: 19/05/16

SUBJECT: HOME ECONOMICS

CLASS: JSS2

AGE: 12 ABOVE

GENDER: MIX

TIME: 09: 20 – 10: 40

DURATION: 80 MINS (1HR, 20 MINS)

TOPIC: PRODUCTION OF HORS-D'OEUVE – VEGETABLE SALADS AND FRUIT COCKTAIL

Behavioural Objectives: By the end of the lesson, the students should be able to :

- Plan work and allocate time to meet schedules and organize in an efficient manner.
- Ensure that preparation and cooking areas are ready for use and satisfy health and hygiene regulations and properly cleaned after use.
- Ensure that ingredients are of the required type, quality and quantity
- Appreciate the need for attractive presentation
- Know and understand the principle of making cold dishes.

Previous Knowledge: The students already know that salads are cold dishes and that they are made from assorted vegetables and can be eaten as a main dish or as a part of meal.

Teaching Aid: Hands on: All ingredients for the dish and tools were practically available and manipulated by all the students in the course of the practical's.

Introduction: Teacher introduces the lesson by asking the students what they are about to do and the process that is involved in making of hors-oeuvres especially vegetable salads.

Presentation: The skill was taught by each and every one being involved in doing the actual tack of peeling, chopping, cutting, carving, seasoning and dressing of the dish. The skill was presented in the following order:

STEP 1: The teacher starts by explaining that salad making is the preparation of raw and / or cooked foods into a wide variety of cold items, the purpose of these is to:

- Add variety to the menu by preparing a dish that will appeal to the eye
- To prepare food that can be conveniently wrapped and taken away
- To produce a variety of food that is particularly suitable for hot weather.

STEP 11

Equipment: The equipment to be used are listed out for collection from the store like:

Knife, chopping board, Bowls, basins, whisks, spoons, food processor, mixer and blender etc

STEP 111: The students are grouped into eight groups and each group handles tasks as follows:

Peeling: this is the removal of the outer skin of the vegetables or fruits using peeler or a small knife.

Chopping: this is cutting into very small pieces of things like parsley, onions or fruits.

Cutting: this is by using a knife to divide into required shapes and sizes

Carving: this means cutting meat into slices.

Seasonings: this is addition of salt and pepper

Dressing: this can either mean an accompanying salad dressing such as vinaigrette, or the mayonnaise and so on, or the arrangement of food for presentation on plates, dishes or buffets.

STEP IV

Teacher provided a standard list of item available for a typical mixed vegetable salad as follows:

Neatly arrange in a salad bowl. A typical mixed vegetable salad would consist of lettuce, tomatoes, cucumber, watercress, beans etc with vinaigrette separately served.

Fruit cocktail – this is a mixture of fruits such as apples, pears, pineapple, grapes, washed, etc peeled and cut into neat segments or dice and added to syrup with sugar to taste and a pint of lemon juice. Neatly arrange in a cocktail glass and chill

Evaluation: Teacher evaluates the lesson by checking the end product of each group based on the objectives of practical lesson

Conclusion: Teacher concludes the lesson by pointing out corrections arising from what each group demonstrated in the course of the lesson.

Assignment: Read how to make dough and dough products with pastries and pastry products.

LESSON PLAN 4

DATE: 26/05/16

SUBJECT: HOME ECONOMICS

CLASS: JSS2

AGE: 12 ABOVE

GENDER: MIX

TIME: 9:20 – 10: 40 AM

DURATION: 80MINS (IHR, 20 MINS)

TOPIC: DOUGH AND BREAD PRODUCTS

Behavioural Objectives: By the end of the lesson, the students should be able to:

- Plan the work and allocate time appropriately to meet daily schedules
- Understand that the dough is prepared and cooked according to products requirements
- Understand that the dough and finished products are stored in accordance with food hygiene standard

Previous Knowledge: The students already know that bread is made from dough and that bread is a staple in every home.

Teaching Aid: Hands on- all the equipments and ingredients used in the production of bread and dough products.

Teaching Method: Demonstration and participatory methods of teaching

Introduction: Teacher introduce the lesson by asking the students' of that biblical word 'give us our daily bread' and also the popular chin – chin in every home during Christmas and Sallah festivities.

Presentation: Teacher presents the lesson in the following steps:

STEP 1: Teacher explains that dough and bread products basically contains wheat flour and yeast. Bread and bread products form the basis of our diet; it is not surprising, therefore, that bread is seen s a fundamental staple product in our society. 'Give us our daily bread' we eat bread at breakfast, lunch and dinner in sandwiches, as bread rolls, as French sticks, e.t.c. Bread is also used as ingredients for many other dishes, either as slices or as bread crumbs.

STEP 2: Ingredients for making dough are : strong flour, water, salt/ sugar, and yeast. Fat and eggs, milk and numerous other things may be used to enrich the dough depending on the final product that is expected from the dough e.g doughnuts, puff or croissants.

STEP 3: RECIPE FOR BREAD ROLLS: (8Rolls)

Flour (strong)	200 g
Yeast	5g
Liquid (milk and water)	125 ml
Butter or margarine	10g
Sugar	1/4tsp

Salt

1 sieve the flour into the bowl and warm in the oven

2 cream the yeast in a small basin with a quarter of the liquid

3 make a well in the centre of the flour, add the dissolved yeast

4 sprinkle over a little of the flour, cover with cloth, leave in a warm place until the yeast ferments (bubbles)

5 add the remainder of the liquid (warm), the fat, sugar and salt

6 knead firmly until smooth and free from stickness

7 return to the basin, cover with cloth and leave in a warm place until double in size (proving the dough)

8 Knock back. Divide into even pieces.

9 Mould into the desired shape

10 Place on a floured baking sheet. Cover with cloth

11 Leave in a warm place to prove (double in size)

12 Brush carefully with egg wash.

13 Bake in an oven for about 10 minutes

STEP 4: Teacher explains that the same process, ingredients and everything is used for all forms of dough nut and puff- puff except for the consistency in the case of puff-puff that should be lighter. Work tools and area is cleaned and items returned and stored appropriately in accordance to health and hygiene standard.

Evaluation: Teacher evaluates the lesson by asking the students to ask questions if there is any area where they needed clarification and in the absence of the question the teacher asks the students questions based on the behavioral objectives of the lesson. Like. Apart from bread, what else can you use the same dough that we prepared for? And how is puff- puff made?

Conclusion: Teacher concludes the lesson by going over all the important points the students need to note in the days lesson,

Assignment: Write out the recipe for the preparation of ice cream to be submitted next class.

LESSON PLAN 5

DATE: 26/05/16

SUBJECT: HOME ECONOMICS

CLASS: JSS2

AGE: 12 ABOVE

GENDER: MIX

TIME: 09.20 – 10. 40 AM

DURATION: 80 MINS (IHR, 20 MINS)

TOPIC: PASTRIES

Behavioural Objectives: By the end of the lesson, students should be able to:

- Plan work and plan and allocate time appropriately to meet the schedule
- Prepare, cook and finish the pastry according to dish and customer requirements
- Store prepared pastry and finished product not for immediate consumption in accordance with food hygiene regulations.

Previous Knowledge: The students already know that pastry products are mainly fast Foods that can be easily packed and taken away and are snacks that are eaten in between meals .

Teaching Aid: Practical involvement in the production class – hands on the materials used.

Introduction: Teacher introduce the lesson by asking students if the know Queens cake. Sausage rolls, fish pie, meat pie and so on

Presentation: Teacher presents the lesson:

STEP 1: Teacher presented the recipe for short pastry for making meat pie:

5-8 portion

Flour	200g
Pintch of salt	
Butter or margarine	200g
Water (ice cold)	125ml
Lemon (drops)	

1 sieve the flour
2 rub in the fat to a sandy texture
3 make a well in the centre
4 add sufficient ice water and lemon to make a fairly firm paste
5 handle as little and as lightly as possible
6 relax the dough in a cool place for 30 minutes
7 cut a cross half – way through the dough and pull out the corners to form a star shape
8 fold over the flaps
9 roll out and cover with cloth or plastic and rest for 10 minutes
10 give it a double turn and roll it out
11 use cutter to cut and fill in the fillings
12 use fork to give a design and pierce at the middle
13 egg wash and place in a floured oven tray
14 bake in the oven for 10- 15 minutes

STEP 2: Clear the work place and clean and return tools and materials to adequate storage.

STEP 3: Teacher explain presentation and finishing of products. It is essential that all products are finished according to requirements. The finishing and presentation is often a key stage in the process as failure at this point can affect the sales of the product. The way we present goods is an important part of the sales technique. Each product of the same type must be of same shape, size, color and finish.

Evaluation: Teacher evaluates the lesson by asking questions based on the objectives of the lesson. Example: what is the use of lemon in pastry making?
How do you store leftover meat pie?

Conclusion: Teacher conclude lesson by summarizing very important points to note.

Assignment: Draw a work plan in the preparation and production of queens cake (8-10 portions)

LESSON PLAN 6

DATE: 02/06/16

SUBJECT: Home Economics

CLASS: JSS2

AGE: 12 Above

GENDER: Mix

TIME: 9.20 – 10.40 am

DURATION: 80 mins

TOPIC: Pastry (chin- chin)

Behavioural Objectives: By the end of the lesson the students should be able to :

- List the ingredients needed for production of chin – chin
- Differentiate between pastry and dough
-

P/ Knowledge: The students already know the difference between puff puff and dough nut with meat pie products.

Teaching aid: Ingredients for the production of chin – chin and the tools used.

Introduction: teacher introduces the lesson by asking the students to mention some snacks served visitors in Nigeria homes during festivities.

Expected Response: Chin – chin, meat- pie, queens cakes e.t.c

Presentation: Teacher presents the lesson in STEPS

STEP 1: Teacher presents the ingredients and method of preparation (Recipe)

- ½ kg of flour, 1 level cup of sugar, 3 large eggs (beaten), ½ litre of g/ oil, nut meg, baking powder, milk and water.

STEP 2: Teacher demonstrates the method of preparation as follows:

- Dissolve sugar with small quantity of water,
- Break the eggs and beat in a separate container then add into the sugar bowl
- Mix the flour with the baking powder and the powdered milk
- Pour the flour into the bowl and knead to a stiff consistency
- Knead and work up flour lightly until smooth texture is formed
- Cut the dough into four parts and use rolling pin to roll each part flat and smooth in floured board and cut into cubes.
- Heat the g/ oil and deep fry until brown
- Drain to remove surplus oil

STEP 3: Clear the work place and clean the work surface and return tools and materials to adequate storage

Evaluation: Teacher evaluates the lesson by asking questions based on the objectives of the lesson. Example , what is the major item in chin- chin making?

Conclusion: Teacher concludes lesson by summarizing the entire method of production.

LESSON PLAN 7

DATE: 09/06/16

SUBJECT: Home Economics

CLASS: JSS2

AGE: 12 Above

GENDER: Mix

TIME: 9.20 – 10. 40 am

DURATION: 80 Mins

TOPIC: Yoghurt Production

Behavioural Objectives: By the end of the of the lesson, the students should be able to;

- Prepare, cook and finish the yoghurt
- Store the finished product (yoghurt) and preserve the product in accordance with standard food hygiene regulation.

Previous knowledge: The students already know the different types of beverages, locally made in Nigeria and continental beverages.

Teaching Aid: Ingredients and tools used for the food production.

Introduction: Teacher introduces the lesson by asking students to list milk products known to them.

Presentation: The Teacher presents the lesson in steps:

STEP 1: The teacher presents the recipe for making yoghurt as follows:

Ingredients: Fresh cow milk or dried low fat milk, starter culture, sugar, flavor, preservative.

STEP 2: Teacher present the step by step method of producing yoghurt as follows:

- Boil the fresh cow milk
- Allow it to cool
- Add the local cow milk (nono) to aid fermentation
- Cover the cooked milk tightly and place it in a dark environment overnight
- Open the container and stir the content vigorously until it is free of the lumps
- Add sugar, sodium benzoate (preservative), flavor and food colour if desired.
- Chill and serve

Evaluation: The teacher evaluates the lesson by asking the students questions based on the objectives of the lesson

Conclusion: The Teacher concludes the lesson by summarizing all the important points.

LESSON PLAN 8

DATE: 11/06/16

SUBJECT: Home Economics

CLASS: JSS2

AGE: 12 Above

GENDER: Mix

TIME: 9.20 – 10.40 am

DURATION: 80 Minutes

TOPIC: Local Nigeria Beverages

Behavioural Objectives: By the end of the end of the lesson, the students should be able to:

- Identify the different types of our local Nigeria beverages
- List the recipes for the various local beverages
- Describe the method involved in production of yoghurt and kunun zaki

Previous Knowledge: the students already know the difference between alcoholic and non alcoholic beverages.

Teaching Aid: Ingredients and tools used for the production of the products

Introduction: Teacher introduces the lesson by listing some example of beverages like water, tea, coffee e.t.c

Presentation: Teacher present the lesson by listing out the different ingredients used in production of Kunun zaki. And the steps involved in the production of kunu.

STEP 1: **The Ingredients**: Millet/ guinea corn/ barley/tiger nut, ginger, cloves, sweet potatoes (optional), sugar

STEP 2: METHOD:

- Soak the millet or g/corn for about four hours or more
- Wash the millet to remove dirt and other unwanted particles
- Add the ginger and cloves and mill (grind)
- Divide the milled millet into two equal half and stir both parts to form paste
- Pour boiled water unto one half to make a pap like paste and stir thoroughly using a wooden spoon
- Add the other uncooked half over the pap like pate and stir thoroughly
- Allow to cool for about six hours.
- Use soft fine sieve to sift the mixture
- Add sugar and water to the right consistency
- Refrigerate and serve chilled.

Evaluation: The teacher evaluates the lesson by asking students questions based on the objectives of the lesson. Example: list the ingredients required for making kunun zaki

Conclusion: Teacher concludes the lesson by summarizing the important points

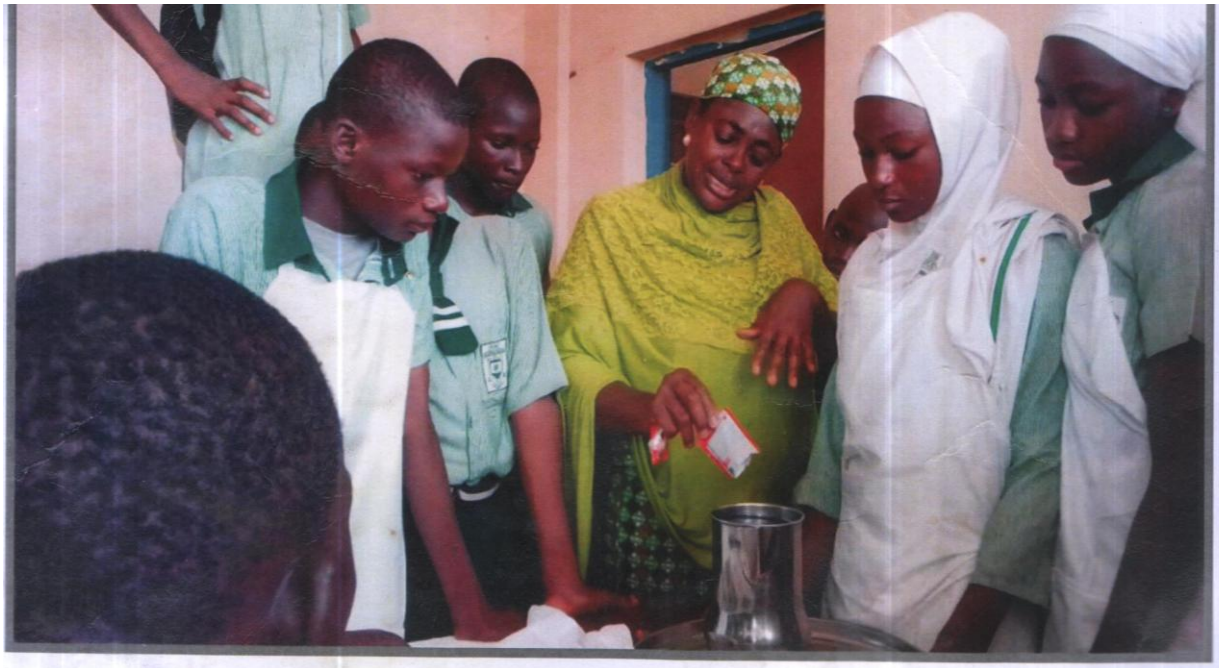
APPENDIX V



▲A CROSS SECTION OF STUDENTS LISTENING & PRACTICALIZING MIXTURE OF BAKING PROCESS







TEACHER, TEACHING HOME ECONOMICS STUDENTS PRODUCTION OF LOCAL JUICE.





▲ JSS 2 STUDENTS DISPLAYED ITEMS PRODUCED IN ONE OF THE PRACTICAL CLASS
▼ A GROUP OF STUDENTS FRYING DOUGHNUT IN THE KITCHEN





A GROUP PHOTOGRAPH OF STUDENTS AFTER A PRACTICAL CLASS



APPENDIX VI

Martaba Millennium
Hotel,
1 Yahaya Imam Road,
Off Rabah Road,
Malali - Kaduna.
Phone: 08036799390

9th May, 2017

HON. COMMISSIONER
MINISTRY OF EDUCATION
RECEIVED
10 MAY 2017
KADUNA STATE

The Hon. Commissioner,
Ministry of Education,
Science and Technology,
State Secretariat Complex,
Kaduna.

Attention: ***DD/Female Education,***

REQUEST FOR INFORMATION ON THE NUMBER OF STUDENTS OFFERING HOME ECONOMICS SUBJECT IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE

Sir,

I write to request for the above subject in your Ministry.

I am a Masters Student of the Department of Education Foundation of the faculty of Education in Ahmadu Bello University, Zaria.

I am carrying out a study on the impact of Entrepreneurial Skills Acquisition on Home Economic Student's performance in Junior Secondary Schools in Kaduna State, Nigeria.

I look forward to your co-operation as the information will go a long way in aiding the findings which is of great benefit to your Ministry and the State and also the nation at large.

I hope my request will be granted please.

Yours faithfully

Baba Mairo Mohammed

APPENDIX VII

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
KADUNA STATE, NIGERIA

NCE/STAT.3/VOL.II/.....

11th May, 2017

The .....Director,.....
.....Kaduna Zone,.....
.....Kaduna.

PERMISSION TO CONDUCT RESEARCH

The bearer Mal/Mr./Mrs./Miss/Messrs:.....Raba Maino Mohammed
.....is a student from:.....Ahmadu
.....Bello University, Zaria.
conducting a research on:.....The impact of Entrepreneurial
Skills Acquisition on Home Economic Student's
performance in Junior Secondary Schools in
Kaduna State, Nigeria
for the award of .....Msc

I am directed to convey the Ministry of Education, Science & Technology's approval for the research.

Give him/her your maximum co-operation please.

Officer's Name FADILA IBRAHIM (MRS) Signature .....
Designation.....OFFICER / EMIS..... Date 11 May, 2017

FOR HON. COMMISSIONER
MINISTRY OF EDUCATION KAD.

( )
For: Hon. Commissioner.

State Secretariat, P.M.B 2017, Kaduna, Kaduna State-Nigeria
Tel: +234 (0) 818 407 9036 | Website: www.kdsg.gov.ng | Email: education@kdsg.gov.ng

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOG
KADUNA STATE OF NIGERIA
ZONAL EDUCATION OFFICE KADUNA

E-mail: zonaleduckad@yahoo.com

DOKA Crescent
PMB 2169,
Kaduna.

Our Ref: ~~KDZ/GEN/1165/VOL.1~~ Your Ref: ..... Date: 11th MAY 2017

The Principal;
S. M. C
KADUNA.

PERMISSION TO CONDUCT RESEARCE IN YOUYR SCHOOL

I wish to refer to the above subject matter and the letter No. NCE/STAT.3VOL.II dated 11th may 2017 with the above subject matter.

I am directed to write and request you to permit the bearer of this letter to conduct a research in your school.

Your co-operation and support to the student research will be highly appreciated, please.

.....

Martha James
CPO
For: Director Kaduna Zonal Office.

APPENDIX VIII
RESULT OF DATA ANALYSIS

Group Statistics

	Test	N	Mean	Std. Deviation	Std. Error Mean
Scores	Pre-test	90	43.2286	13.07744	1.56305
	Post-test	90	54.7455	10.31738	.98372

Paired Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	7.199	.008	-6.569	178	.000	-11.51688	1.75315	-14.97651	-8.05725
	Equal variances not assumed			-6.236	122.337	.000	-11.51688	1.84685	-15.17280	-7.86096

Group Statistics

	Locatn	N	Mean	Std. Deviation	Std. Error Mean
Scores	Rural	84	48.4524	13.44100	1.46653
	Urban	96	51.8542	11.94900	1.21954

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	.543	.462	-1.798	88	.074	-3.40179	1.89243	-7.13628	.33271
	Equal variances not assumed			-1.784	167.502	.076	-3.40179	1.90735	-7.16733	.36376

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Scores	Male	74	49.2432	10.77645	1.25274
	Female	106	50.9811	13.96184	1.35609

Paired Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	4.706	.031	-.900	178	.370	-1.73789	1.93174	-5.54995	2.07417
	Equal variances not assumed			-.941	176.155	.348	-1.73789	1.84617	-5.38134	1.90557

ASSESSMENT OF THE IMPACT OF ENTREPRENEURIAL SKILLS ACQUISITION ON HOME ECONOMICS STUDENTS' PERFORMANCE IN JUNIOR SECONDARY SCHOOL IN KADUNA STATE, NIGERIA

BY

MAIRO BABA MUHAMMAD

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

FEBRUARY, 2018